



2021-22 Board of Directors

Board Chair, Alisha Oliver Board Vice-Chair, Laura Wipper

Board Members: Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Mackenzie Strawn

Student Representatives to the Board, Tayven Whieldon & Sarah Wolf

Superintendent, Andy Gardner

Assoc. Superintendent, Dave Bolin

Business Director, Jane Nofziger

Human Resources Director, Debi Brazelton

Superintendent/School Board Executive Assistant, Tonia Whisman

Special Session-remotely via Zoom

Thursday, July 30, 2020 ~ 6:00 PM

Virtual Meeting

Remotely Via Zoom

Stayton, OR 97383

NSSD VISION

We change kids' lives through a commitment to excellence, integrity, equity, and community engagement

NSSD MISSION STATEMENT

Ensure students reach their highest academic and vocational potential and develop into productive citizens

NSSD GUIDING PRINCIPLE

Do what is best for all kids

BOARD GOALS

- 1) Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids
- 2) Celebrate the successes of the District and community
- 3) Routinely monitor the effectiveness of District programs and services in order to better serve all kids
- 4) Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges

1. CALL REGULAR SESSION TO ORDER

Description: *The Regular Session of the North Santiam School District’s Board of Directors is called to order at 6:00 pm. It is an open meeting of the Board and the public is allowed to observe. Due to the indoor size gathering recommendations in place state-wide to help reduce the spread of the COVID-19 virus, this meeting is being held remotely via Zoom (link will be posted below). To submit a public comment to be read or to register to speak live during the public comment section of the meeting, please contact the Executive Assistant to the School Board, Tonia Whisman, via phone at 503-769-4928, via email at communications@nsantiam.k12.or.us or or in person at 1155 N 3rd Ave, Stayton, OR 97383.*

Join Zoom Meeting

<https://zoom.us/j/91578125587?pwd=Y1FnSUJzWXZDZFJVY1ZCMFJiTDIldz09>

Meeting ID: 915 7812 5587

Passcode: 87t8yZ

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: MIKE WAGNER

PLEDGE OF ALLEGIANCE: MIKE WAGNER

2. APPROVAL OF THE AGENDA

Description: Any changes to the board packet after posting on July 24, 2020 are noted below:

Added Attachments-

Added Agenda Items-Removed Agenda Items-

Deleted Agenda Items-

Recommended Motion(s):

Motion that the Board approves the agenda as modified.

3. SPOTLIGHT

Description: This item is set aside for informational presentations that are not recurring agenda items. This may include guest speakers and highlights on schools or programs in the District.

1. Board Awards

Description: The Community Engagement Committee has recommended that the NSSD Board of Directors bestow the following awards:

Golden Eagle Award: Robin Meier ~ 20 years of dedication to excellence as the Stayton Highlights

dance team coach

Santiam Award: Carlin Croff ~ selection as the 2019 Stayton Rotary Future First Citizen

4. PUBLIC COMMENT

Description: *The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If there is follow-up necessary, we will direct our Superintendent to do so. Remember that we all model the way for our students, and we ask that everyone share their thoughts in a respectful way. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair may direct the speaker to the proper administrative process found in Board policy KL which can be found on the District's website. Anyone who has registered previously to submit a public comment will now be acknowledged and asked to speak. Please note that speakers will have three minutes to express their thoughts. If any written public comment has been submitted prior to July 30, it will be read at this time.*

5. REPORTS

1. Superintendent's Report

Presenter: Andy Gardner

2. Business Director's Report

Presenter: Jane Nofziger

3. Community Engagement Committee Report

Presenter: Tass Morrison

Description: The Community Engagement Committee is a sub-committee of the NSSD Board of Directors made up of NSSD staff and two board members. Tass Morrison is the committee chair and Alisha Oliver is a member of the committee. The committee meets monthly and this item is for a monthly report of meeting minutes.

4. OSBA Annual Conference Reports

Description: Board members who attended the OSBA annual conference on July 11, 2020 will have the opportunity to share the information they learned in their sessions.

6. CONSENT AGENDA

Description: *In order to make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

1. Approval of Meeting Minutes

Description: The minutes from the previous month's meeting are submitted for Board review and approval.

Recommended Motion(s):

Motion that the Board approve the minutes from the [date] Regular Session.

2. Licensed Staff Changes

Description: School boards must approve the hiring and annual renewal and non-renewal of the Licensed staff contracts. Any changes in Licensed staff since the last board meeting are listed below. Only new hires require board approval; building transfers, resignations and retirements are for information only.

New Hires (Board Action Required)

information pending

Resignations

Retirements

3. Action on Consent Agenda

Recommended Motion(s):

Motion that the Board approve the Consent Agenda including; -Minutes from the Regular Session and New hire -

7. **UNFINISHED BUSINESS**

1. **Superintendent Evaluation Form/Process**

Description: The Board has been considering using a new assessment tool for the annual evaluation of the superintendent. Previously, OSBA had been scheduled to present a workshop detailing the process they have available for purchase in July but it was cancelled due to COVID. Board members will discuss whether to continue using the existing model (possibly with some revisions) or to adopt a new tool and/or process. Both the existing form in use and the process available from OSBA have been included in the meeting materials.

8. **NEW BUSINESS**

1. **Approval of Annual Organizations**

1. Designations and Authorizations

Description: The Board needs to approve the following designations and authorizations annually according to Oregon State statute:

- Chief Administrative Officer-Andy Gardner
- District Clerk-Andy Gardner
- Deputy Clerk-Jane Nofziger
- Legal Counsel-Garrett, Hemann, WESD
- Official Auditors for School Year- Accuity, LLC
- Budget Officer-Andy Gardner
- Custodian of Funds-Jane Nofziger
- Depositor for School Funds-LGIP, Columbia Bank
- Facsimile Signatures-Andy Gardner, David Bolin and Jane Nofziger
- Inter-Fund Borrowing Within Fiscal Year-Jane Nofziger

2. Grant and Consolidated Sub-Grant Authorization

Description: The Board needs to approve the following authorizations annually according to Oregon State statute.

These grants include the following but are not limited to:

- Title Grant Applications
- NCLB/eCIP Consolidated Grant Applications
- ESEA Grant Applications
- All State and Federal Grant Applications
- All Non-Profit Grant Applications

3. Action on Organizational Agenda

Description: **MOTION TO APPROVE ANNUAL ORGANIZATIONAL ITEMS**

Motion that the Board approves Organizational Agenda Items; 8.1.1-Designations and Authorizations, 8.1.2-Grant and Consolidated Sub-Grant Authorizations as submitted.

Motion Made By:

Vote:

2. **Nominations for Board Chair & Vice-Chair**

Description: No later than the next meeting following July 1, the Board will elect a chair and vice chair to serve for one year. No member of the Board may serve as chair more than two years in succession unless the Board approves a motion to extend this period in June, prior to the Board elections in July. Both the current Chair and Vice Chair have served for one year and are eligible to serve for an additional year in their respective roles.

1. Board Chair Nominations/Vote

Description: **Current Board Chair declares that nominations are open for a new Board Chair for 2020-2021:**

Nomination: _____ By: _____
Nomination: _____ By: _____
Nomination: _____ By: _____

Current Board Chair offers last call for nominations:

Upon hearing none, the Current Board Chair declares nominations closed.

Current Board Chair calls for each board member to cast one vote:

All those in favor of nominee #1 -
All those in favor of nominee #2 - (if applicable)
All those in favor of nominee #3 - (if applicable)

(Assuming that one member has received a majority of the votes)

Current Board Chair announces the New Board Chair.

2. Vice-Chair Nominations/Vote

Description: New Board Chair declares that nominations are open for the Board Vice-Chair for 2020-2021:

Nomination: _____ By: _____
Nomination: _____ By: _____
Nomination: _____ By: _____

New Board Chair offers last call for nominations:

Upon hearing none, the Board Chair declares nominations closed.

Board Chair calls for each board member to cast one vote:

All those in favor of nominee #1 -
All those in favor of nominee #2 - (if applicable)
All those in favor of nominee #3 - (if applicable)

(Assuming that one member has received a majority of the votes)

Board Chair announces the Board Vice-Chair for 2020-2021

3. Standing Board Sub-Committee Membership

Description: The Board needs to review the assignment of Board members to the Community Engagement Committee for 2020-21. Currently Tass Morrison and Alisha Oliver are members, with

Tass as the Committee Chair.

9. INFORMATION ONLY

1. **Upcoming Board Events & Activities:**

Description: Information regarding activities across the District can be found on the website at www.nisantiam.k12.or.us

August 11, 2020 ~ *Tentative* Special Session
Remotely via Zoom @ 6:00 pm

August 20, 2020 ~ Regular Session Board Meeting:
Remotely via Zoom @ 6:00 pm

10. BOARD ANNOUNCEMENTS

Description: Announcements for this meeting:

Possible Future Agenda Items:

11. ADJOURN

Description: Time:

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.



North Santiam School District
Special Session/Budget Hearing-remotely via Zoom

Board Chair, Mike Wagner

Board Vice-Chair, Alisha Oliver

Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott

Student Representative to the Board, Mya Joyce

SPECIAL SESSION MINUTES-DRAFT

Thursday, June 18, 2020

5:30 PM

1. CALL SPECIAL SESSION TO ORDER

The Board Chair called the Special Session of the North Santiam School District's Board of Directors to order at 5:30 pm for the purpose of a Budget Hearing. Due to the gathering restrictions still in place for public schools under Gov. Brown's Executive Orders 2020 & 2016, this meeting was held remotely via Zoom (link below). All members of the board were present with the exception of the student representative. The Board Chair then led everyone in the pledge of allegiance.

Join Zoom Meeting

<https://zoom.us/j/7573759912>

Meeting ID: 757 375 9912

Password: 264994

2. ADDED/DELETED AGENDA ITEMS

Any changes to the board packet after posting on June 12, 2020 were acknowledged:

Added or Revised Attachments to Board Packet-

- 4.2-2020-21 Proposed Budget, Resolutions 061820A-D & GASB Resolution 061820E

3. APPROVAL OF THE AGENDA

MOTION- APPROVAL OF THE AGENDA

Motion that the Board approves the agenda as modified.

Motion Made By: Tass Morrison

Vote: 7-0

4. BUDGET HEARING

4. 1. Approval of Budget Committee Minutes

The 2020-21 Budget Committee minutes from June 4, 2020 were attached for the Board's review and approval. The budget message presentation (PPT) from the Superintendent and Business Director was also included in the board meeting materials.

MOTION-APPROVAL OF BUDGET COMMITTEE MINUTES

Motion that the Board approve the Budget Committee minutes from June 4, 2020.

Motion Made By: Tass Morrison

Vote: 7-0

4. 2. **Review of Budget Resolutions: Business Director, Jane Nofziger**

Jane reviewed the proposed 2020-21 budget resolutions that the Board will be asked to approve during the Regular Session. The budget was presented exactly as it was approved by the NSSD Budget Committee on June 4, 2020. She noted on the GASB Resolution 061820E, the PERS reserve changed functions from the 7000 function to the 6000 level which the Board has access to because that is the first reserve available if the District needs to supplement revenue.

Jane also shared a cost estimate for expenditures that districts are anticipating in order to re-open schools with the current CDC and ODE guidelines (to help prevent the spread of COVID-19). The estimate for an average district with around 3600 students is over \$1.7 million (\$1,778,139). Jane will take the basis of the estimate and scale it down for the size of NSSD and incorporate the plans that have been created thus far by building principals.

In addition, Supt Gardner remarked that the District's share of the SIA (Student Investment Account) fund had been estimated to be \$1.7 million prior to the COVID-19 pandemic and it is now forecasted to be cut by approximately 25% due to decreased revenues. However, Jane noted that the District's 2019-20 ending fund balance looks to be approximately \$500,000 higher than budgeted due to decreased costs as a result of the schools closing in March. This accounts for things like bussing, building utilities and substitute teachers.

4. 3. **Public Comments and Discussion**

Public comments regarding the 20-21 budget were requested to be submitted prior to 5:30 pm on the date of the meeting. There were no submissions or members of the public present during the Zoom meeting.

5. **ADJOURN**

The Board Chair adjourned the Special Session at 6:20 pm. As a point of record, board members remained logged into the same link that would be used for the upcoming Regular Session the same evening. They turned off their cameras and microphones until the start of the next meeting at 6:00 pm.

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.



North Santiam School District

Board Chair, Mike Wagner

Board Vice-Chair, Alisha Oliver

**Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott
Student Representative to the Board, Mya Joyce**

Regular Session Remotely Via Zoom

MINUTES-Draft

Thursday, June 18, 2020

6:00 PM

The North Santiam School District Board of Directors met in Regular Session on June 18, 2020 at 6:00 pm via Zoom. Access to the agenda, agenda explanation, and board packet can be located on the District website at www.nisantiam.k12.or.us > School Board.

1. CALL REGULAR SESSION TO ORDER

The Board Chair called the meeting to order at 6:00 pm via Zoom with all Board members present with the exception of student representative, Mya Joyce. Due to the gathering restrictions still in place for public schools under Gov. Brown's Executive Orders 2020 & 2016, the meeting was held remotely via Zoom (link below). Public comments were requested to be submitted in advance at 1155 N 3rd Ave, Stayton, OR 97383 or via email to communications@nsantiam.k12.or.us.

(This link was also used for the Budget Hearing/Special Session that preceded this meeting and occurred at 5:30 pm)

Join Zoom Meeting

<https://zoom.us/j/7573759912>

Meeting ID: 757 375 9912

Password: 264994

2. ADDED/DELETED AGENDA ITEMS

Any changes to the board packet after posting on June 12, 2020 were acknowledged:

Added Agenda Items-

- 5.3-Principals' Reports
- 5.4-Assoc Supt Report/TELL Survey
- 7.2-Appropriation Transfer within 2019-20 Budget

Added or Revised Attachments to Board Packet-

- 5.2- May 2020, 2019-20 Board Financials, Food Service 2019-20 & Appropriation Transfer Resolution #061820F for 19.20
- 6.1-05.21.20 minutes-draft
- 7.1-2020-21 Proposed Budget, Resolutions 061820A-D & GASB Resolution 061820E

3. **APPROVAL OF THE AGENDA**
MOTION- APPROVAL OF THE AGENDA

Motion that the Board approves the agenda as modified.

Motion Made By: Laura Wipper
Vote: 7-0

4. **PUBLIC COMMENT**

There were no submissions for public comment.

5. **COMMUNICATION**

5. 1. **Superintendent's Report: Andy Gardner**

- Work has begun to decipher the Governor’s guidelines for school next year and how to apply them with major focuses on student/staff safety and equity while still delivering the highest level of instruction possible. To meet the desk spacing and “35 square feet per student” requirements, plans may include an A/B type schedule where half of students would come two days in the week, the other half would come on two different days and then the fifth day would be reserved for things like small group and online instruction, teacher PLCs (Professional Learning Community) and intensive cleaning. In addition, surveys have been distributed to staff to try to determine how many may not be able to report to work due to health related concerns or being in a “high risk” category. Supt Gardner acknowledged HR Director Debi Brazelton’s efforts in this work. She will continue to collect this data and meet with staff as responses come in.
- The District has made arrangements with FuelEducation to offer an online option for those students whose parents do not feel comfortable sending them to in-person school. The high school has already been using the program for those who needed credit recovery or as an alternative option to a typical classroom setting. In addition, it will allow the District to begin denying releases to resident students who apply to attend a virtual charter school (starting in 20-21). Oregon OAR 581 allows school districts to deny requests to transfer to virtual charter schools once at least 3% of its total residential student population are enrolled in these types of institutions AND they offer students a virtual option of their own. NSSD has now reached the 3% cap so plans to begin denying future requests unless the student attended a charter school in the 2019-20 school year.
- It is being reported in the press that the non-profit organization *Salem/Keizer Education Foundation (SKEF)* will be dissolving. They provide the after school care program for NSSD that has been operating at Stayton Elementary and Sublimity schools. Information in the press indicated that the YMCA organization may take over some of the SKEF programs but as of the date of the meeting, calls made to SKEF by NSSD have gone unanswered.

5. 2. **Business Director's Report: Jane Nofziger**

The May 2020 Financials were included in the Board packet. Jane noted that the Food Services budget saw a significant decrease in income since students weren’t purchasing meals (due to the closure) but the Food Services Director did a great job utilizing existing resources to minimize the loss.

She also presented a request for a resolution for an Appropriation Transfer within the 2019-20 Budget (Resolution 061820F) which will be submitted for approval under (7) New

Business. At the May 21, 2020 meeting, a request was made for a resolution (052120A) for an appropriation change related to a capital project (lighting) at Stayton High School. The resolution was passed which resulted in an appropriation transfer in the amounts of \$100,000 from the General Fund and \$41,000 from the [SB 1149 \(Public Purpose Charge Schools Program\) Fund](#) into the Capital Projects Fund. The transfer amounts were based on cost estimates for the project. Actual costs are higher than anticipated which has resulted in the need for an additional transfer. She is requesting \$100,000 but believes this represents that maximum amount possible and hopes the final amount will come in slightly less than that.

5. 3. Principals' Reports

Principals gave a final report on their schools for 2019-20. In addition, a statement was read of individuals who have acknowledged by fellow staff and building principals as going "Above and Beyond" during the school closure. The statement has been included in the meeting materials.

5. 4. Assoc. Supt. Report: Dave Bolin/TELL Survey

The District recently conducted its annual TELL (Teaching, Empowering, Leading & Learning) survey with Licensed staff and Dave Bolin gave a brief overview of the results. His presentation has been added to the board meeting packet materials.

>>7.3-Social Studies Curriculum adoption was moved to occur here to allow teaching staff to speak and log out. See section 7.3 for notes<<

5. 5. Community Engagement Committee Report: Tass Morrison

CE Committee Chair Tass Morrison acknowledged all the hard work of building administrators and staff on the 8th grade promotions, senior awards nights and graduation ceremonies. She reviewed the progress of the Boards' public communication plan which included a recent video message by Laura Wipper, Tod Nau and Mya Joyce that was directed toward 8th grade students and families. The next two topics will focus on addressing the the issues of social injustice/racism and thanking community heroes who have stepped up to help schools, students and their families during the COVID-19 pandemic.

6. CONSENT AGENDA ITEMS

6. 1. Approval of Minutes

The minutes from the May Board Meeting were submitted for Board review and approval.

6. 2. Licensed Report

School boards must approve the hiring and annual renewal and non-renewal of the Licensed staff contracts. Any changes in Licensed staff since the last board meeting are listed below. Only new hires require board approval; listings of building transfers, resignations and retirements are for information only.

New Hires:

Kylie Sperling - Stayton Intermediate

Resignations: (FYI)

Danielle Ackerman - Stayton Intermediate

Leave of Absence for 2020-21: (FYI)

Larissa Robbins - Stayton Elementary

6. 3. **Action on Consent Agenda**

MOTION-APPROVAL OF THE CONSENT AGENDA

Motion that the Board approve the Consent Agenda including; 6.1-Minutes from the May 21, 2020 Regular Session and 6.2 New hire - Kylie Sperling.

Motion Made By: Tod Nau

Vote: 7-0

7. **NEW BUSINESS**

7. 1. **Adoption of NSSD 2020-21 Budget: Jane Nofziger**

Business Director Jane Nofziger reviewed the budget information and motions during the NSSD Budget Hearing (5:30 pm) that preceded this Regular Session. Meeting minutes from the June 4, 2020 Budget Committee meeting as well as the budget message power point presentation were included in the materials for that meeting.

The NSSD Budget Committee voted on June 4, 2020 to approve the 2020-21 budget and it was presented without change to the Board of Directors to be adopted.

MOTION-ADOPTION OF THE 2020-21 BUDGET

Motion that the Board approves Resolutions No. 061820A- Adopting the 2020-21 Budget in the amount of \$42,619,745.00; No. 061820B- Making Appropriations; No. 061820C-Imposing the Tax Rate; No 061820D- Categorizing the Tax; and GASB Resolution No 061820E to make designations for 2019-20 ending fund balances and revenues for specific uses in 2020-21.

Motion Made By: Laura Wipper

Vote: 7-0

7. 2. **Resolution # 061820F-Appropriation Transfer Within 2019-20 Budget**

As discussed in the Business Director's Report, the following motion is being presented to the Board for approval to account for increased costs for a capital project at Stayton High School.

MOTION-RES. 061820F-APPROPRIATION TRANSFER FOR 2019-20 BUDGET

Be it resolved that the Board of Directors approves the Transfer of Appropriations between functions as follows within the 2019-20 NSSD Budget:

*Decrease Fund 100, Function 2000 Instructional Support by \$100,000
Increase Fund 100, Function 5200 Transfers by \$100,000*

Motion Made By: Erin Cramer

Vote: 7-0

7. 3. **New Social Studies Curriculum Adoption for grades K-12**

>>moved to occur right after 5.4<<

Assoc Supt Dave Bolin was joined by NSSD staff which included Nicole Duncan, Erin Hill, Haley Humphreys and Chris Shields (via video) who are members of the Social Studies Curriculum Adoption Committee. They presented their process for reviewing curriculum options and their findings/ recommendation. Based on the committee's recommendation, the Board voted to approve the adoption of the new curriculum as presented although it was noted that the purchase is pending due to the uncertainty of school funding levels from the OR Dept of Education (in light of the COVID-19 pandemic). Supt Gardner indicated he would keep the Board updated as the District is able to proceed with the process to purchase the curriculum.

MOTION-SOCIAL STUDIES CURRICULUM ADOPTION

Motion that the Board approve the adoption of the new Studies Weekly curriculum for grades K-5 and McGraw Hill curriculum for grades 6-12 as presented.

Motion Made By: Laura Wipper

Vote: 7-0

7. 4. **Approval of 2020-21 NSSD Board Meeting Calendar**

The meeting calendar was presented with locations as they typically occur each year. If meeting restrictions remain in place due to the COVID-19 pandemic after July 1st, meetings will continue to be held via Zoom as needed.

MOTION-Approval of 2020-21 Board Meeting Calendar

Motion that the Board approves the 2020-21 meeting calendar.

Motion Made By: Garrett Trott

Vote: 7-0

8. **BOARD ANNOUNCEMENTS**

1) The current version of BoardBook is expiring on June 30, 2020. An upgraded version will go live on July 1, 2020. Board members will receive training prior to the July 16, 2020 meeting date.

2) OSBA Virtual Summer Board Conference on July 11 from 8am -12 pm

9. **EXECUTIVE SESSION - ORS 192.660 (2)(i) /SUPT. ANNUAL EVALUATION**

The School Board entered into Executive Session at 8:40 pm as pursuant to ORS 192.660 (2)(i)- Performance Evaluations for the purpose of discussing Supt. Gardner's annual evaluation with him. Any members of the public or staff members (with the exception of HR Director, Debi Brazelton and Executive Assistant, Tonia Whisman) who had joined the Zoom meeting were asked to exit. Board members reviewed their evaluation scores and comments with Supt

Gardner. They also discussed salaries for area Superintendents.

RETURN TO OPEN SESSION

10. The Board re-entered into Regular (open) Session at 9:05 pm. There were no members of the public waiting to return to the meeting.

11. **APPROVAL OF SUPERINTENDENT CONTRACT EXTENSION**

In order to extend his contract, the Board must approve a contract extension.

MOTION-APPROVAL OF CONTRACT EXTENSION

Motion that the Board approves a one year extension to the current Superintendent's Contract with a yearly salary of \$148,721.70 for 2020-21.

Motion Made By: Laura Wipper

Vote: 7-0

12. **ADJOURN**

The Board Chair adjourned the meeting at 9:10 pm.

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.



Superintendent's Evaluation Form
2019-2020

Shared Leadership

Focuses on student learning through a clear vision, high expectations and dynamic leadership at all levels

Distinguished		Meets/Emerging		Does Not Meet	
All levels of staff and board members can describe shared direction, focus and goals		Most of the staff can describe shared direction, focus and goals		Board members and staff seldom know shared direction, focus and goals	
6	5	4	3	2	1

Shared Leadership Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Duties of the Superintendent

Serves as the Chief Executive Officer of the school district

Distinguished	Meets/Emerging	Does Not Meet
<p>Is highly principled and proactive in administration of the district in accordance with board policy; demonstrates strong execution of fiscal stewardship; focuses fiscal resources on high priority educational programs, staff and facilities; establishes priorities to guide curriculum and development to improve student learning; manages personnel effectively in accordance with contracts, policy, and state and federal laws; plans for the future and seeks continuous improvement</p>	<p>Administers the district satisfactorily and in accordance with board policy most of the time; ensures management of budget and expenditures so that overages are rare; oversees coordinated curriculum and development; manages personnel effectively in accordance with contracts most of the time; manages district issues ethically and effectively</p>	<p>Administers the district, but not always aware of board policy; leaves management of budget to others, may sometimes experience overages; leaves curriculum development to administrators without guidance; does not provide district-wide guidance to administrators for consistent management of personnel; responds to district problems in a passive manner; allows the district to regress in critical areas; fails to participate in program development; is not widely respected in school community</p>
6	4	2
5	3	1

Duties of the Supt. Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Continuous Improvement

Maintains a continuous focus on improving education with high levels of involvement and shared decision making

Distinguished		Meets/Emerging		Does Not Meet	
Improves upon District's strength and successes; Shows dynamic leadership; is a visible and recognized leader in the educational community		Maintains District successes		Overly passive in moving the District forward	
6	5	4	3	2	1

Continuous Improvement Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Data-Based Decision making

Uses data based information (both written and verbal) on student needs to make decisions and modify actions at the district and building level

Distinguished		Meets/Emerging		Does Not Meet	
Decisions show that the Superintendent gathers and uses information and data from several sources		Administrator and certified staff routinely use student data to make informed decisions		Student data mostly unavailable; not used or sought to make informed decisions	
6	5	4	3	2	1

Data-Based Decision Making Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

School Improvement Initiatives

Organizes the people and the school environment to start and sustain improvement

6	5	4	3	2	1
Distinguished	Meets/Emerging	Does Not Meet			
Creates a sense of urgency and awareness of student learning needs; proposes innovative solutions to district problems; gives subordinates authority and resources as available to achieve results; organizes environments to optimize student learning and sustain improvements; monitors progress and makes accountability and success of improvement plans a priority	Constantly looks for ways to improve student learning and other areas; supports and monitors others in implementing improvement plans; teaches, monitors, and holds administrators, directors, and supervisors accountable in evaluating improvement plans; maintains district successes	Overly passive in moving the district forward; data shows the district is regressing in critical areas; does not respond effectively to district problems; does not monitor Continuous District or School Improvement Plans for accountability			

School Improvement Initiatives Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Supportive Workplace

Encourages a supportive workplace that enables all staff to succeed in their roles

Distinguished		Meets/Emerging		Does Not Meet	
Manages a team that works together towards a shared vision; measures and reports on shared goals; makes program adjustments as needed to achieve those goals		Has team meetings to share information, set goals and objectives and set up a clear measurement for success by all key district administrators and staff		Fails to provide leadership and obtain commitment from the Board, administrators, and staff to move forward on achieving board and superintendent educational program goals	
6	5	4	3	2	1

Supportive Workplace Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Staff Development

Provides for regular district or school wide staff development that is focused on teaching and learning

Distinguished		Meets/Emerging		Does Not Meet	
Promotes and implements staff development based on a shared district wide vision for effective educational programs		Meets with Curriculum Director about planned staff development and manages funds to support the plan		Does not take an active role in defining what the district needs in staff development to improve education and provide a better learning environment for kids	
6	5	4	3	2	1

Staff Development Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Community Involvement

Promotes a close connection between the school, parents and community

Distinguished		Meets/Emerging		Does Not Meet	
Initiates consistent communication about the district to all stakeholders; is proactive in fostering community appreciation for public education; conveys constant expectations to administrators and staff for outreach to the community; proactive about fostering programs for ongoing involvement by local businesses and/or members of the community		Conveys consistent messages regarding district and schools to all stakeholders; supportive of staff outreach to the community; supportive of efforts by district staff to involve local businesses and members of the community in school activities		Demonstrates a lack of consistent messaging about district and schools; leaves all communication outreach to building administrators; is passive about fostering community appreciation for public education	
6	5	4	3	2	1

Community Involvement Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Avg Score		
-----------	--	--

2) Provide Sustainable, Quality Facilities and Promote Positive School Climates

Ensure that buildings and grounds are healthy, safe and support great contemporary schools and sustainable communities; foster school climates based on a culture where all concerned feel safe and supported and students are challenged and socially capable

Distinguished	Meets/Emerging	Does Not Meet
Ensures that all district buildings, grounds and athletic facilities retain a sustainable state of good & safe repair; maintains engagement of communities in support of district's Master Facilities Plan, building long-term support for regular investment in district facilities; promotes innovation for increased staff and student access to technology; guides and provides for leadership for a district culture free of harassment, bullying and discrimination where communications are open; staff has high expectations and students feel safe, supported, and challenged	Ensures that all district buildings, grounds and athletic facilities remain in fair repair; maintains district's Master Facilities Plan with periodic input from community members; implements new technology as budgets allow; directs principals to provide regular training on bullying to students and staff; expects staff to interact with students and parents in positive ways, where occasional incidents demonstrate negative culture is mostly managed	Some district buildings, grounds and/or athletic facilities are in poor and unsafe condition; internally fails to review and direct budgetary funding toward the district's Master Facilities Plan; fails to provide consistent access to current technology through budgetary support of the Technology Plan; irregular and inconsistent efforts to oversee the educational opportunities for students and the monitoring of principals; regular incidents of reported harassment indicate that a negative culture is not being adequately managed
6	5	4
		3
		2
		1

Supporting District Goals (#2 Facilities/School Climate) Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

3) Promote Student and Staff Involvement in the Community and Involve the Community in Our Schools

Promote close connections between schools, parents, community members and the business community by challenging staff to teach community involvement to students and support activities and programs that bring the community into our schools

Distinguished	Meets/Emerging	Does Not Meet
Leads staff, students and the community in working together; promotes getting students involved in community-oriented service; reaches out to alumni for involvement and support of our schools; implements programs to get the community into the schools and to regularly get high numbers of students into communities; promotes and supports staff involvement with student groups including leading them on community projects; expects and monitors principals and their release of frequent, positive communications to the public about student achievement, student activities, and their schools; promotes the strategic use of the school and district website and/or social media as communication tools; holds forums to hear from all interested parties about district activities or newly implemented programs (characterized by a broad measure of involvement from all aspects of the community including: parents, community members, businesses, etc.)	Initiates ways for the staff, students and the community to work together; encourages principals to find ways for students to get involved in community oriented service; discovers possible ways for alumni to support schools; encourages staff to get involved with student groups and allows for release time; requests that information about students and schools be forwarded on to the communications specialist, but does not monitor and redirect; minimally requires the use of the website and/or social media as a district communication tool; supports and encourages principals to initiate community engagement events that invite their parents and the community into their schools (characterized by a medium measure of parent and student involvement in district schools)	Directs staff to talk to students about community service; supports policies & practices that allow the community into the schools, but does not budget to provide the needs to do so; allows staff to get involved with student groups, but does not budget to support events that require substitutes; does not require principals or directors to use the website or other social media to promote schools or the district; little or no actual outreach to students, parents and community members (characterized by low or inconsistent parent involvement and little involvement from other members of the communities in district schools)

6

5

4

3

2

1

Supporting District Goals (#3 Student/Staff Involvement with Community) Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		

Avg Score		
-----------	--	--

4) Recruit, Develop, Value, and Retain High Quality Staff

Build a strong image of the district that attracts high quality staff and retain them by sustaining an environment for meaningful work based on thoughtful staff development and strong supports around student needs

Distinguished	Meets/Emerging	Does Not Meet
Manages the district and staff in ways that establishes an internal positive image & positive workplace culture; puts a strong emphasis on effective & timely staff performance evaluations; oversees the successful implementation and continuing evolution of the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant and other means to give staff opportunities to learn and grow on the job; maintains appropriate resources for student support and intervention; directs meaningful and relevant staff development that supports increased student growth and academic success; uses data gathered on workplace satisfaction in order to bring about positive change; uses data as part of the norm in decision making processes	Manages the district and staff in ways that maintains an adequate district culture; requires administrators to complete regular effective performance evaluations, but timeliness is not monitored; supports implementation of the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant; targets some resources for student support and intervention; oversees the coordination of relevant staff development and asks for staff input on selection of offerings; surveys staff regarding their workplace satisfaction and asks for suggestions for positive change; advocates for evidenced-based effective student support systems	Manages the district and staff in ways that create an unacceptably negative district culture; fails to require and oversee completion of regular effective performance evaluations; does not support principals or directors with plans of assistance; partially implements or fails to implement the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant; provides inadequate means for student support and intervention; provides unguided or uncoordinated relevant staff development; never surveys staff regarding their workplace satisfaction

6

5

4

3

2

1

Supporting District Goals (#4 Recruit, Develop, Value & Retain High Quality Staff) Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		

Avg Score		
-----------	--	--

Additional Comments:

Mike	
Alisha	
Garrett	
Tod	
Tass	
Laura	
Erin	

Recommendations for Compensation:

This evaluation is being signed to verify that the Board and the Superintendent have had a discussion about the Superintendent’s work performance, as per contract.

Superintendent Signature, Andy Gardner

Date

Board Chair Signature, Mike Wagner

Date



SUPERINTENDENT EVALUATION WORKBOOK

TABLE OF CONTENTS

4	Superintendent Evaluation Overview
6	Superintendent Evaluation at a Glance
8	Timeline and Action
10	Pertinent Oregon Revised Statutes
11	Sample Board Policy
12	Post-Evaluation Tasks
14	Appendix A - Part 1: Performance Standards and Summary Ratings
23	Appendix B - Part 2: Goals and Summary Ratings
24	Goal-Setting Worksheet
25	Appendix C - Part 3: Artifacts of Evidence/Self-Evaluation
33	Appendix D - Part 4: Targeted Feedback Survey
35	Appendix E - Part 5: Sample Evaluation Summary



**OREGON SCHOOL
BOARDS ASSOCIATION**

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. **PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. **CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. **GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. **EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 1: *(check one)* 4 3 2 1 N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. • Implements the district’s continuous improvement plan and communicates its progress. 	<ul style="list-style-type: none"> • Evidence of how you have constructed and enacted an equity vision and mission across the district and community: <ul style="list-style-type: none"> · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: <ul style="list-style-type: none"> · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

ARTIFACTS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number of participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



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