

**Sitka School District Mission:**  
**The Sitka School District will intentionally develop**  
**Haa Latseení**  
**(Our Strength of Mind, Body, and Spirit)**  
**to inspire and prepare students to be compassionate, empowered,**  
**and equipped critical thinkers within a global community.**

## **School Board Meeting**

**Tuesday, November 5, 2024 | 4:30 PM | Sitka High School Library, 1000 Lake Street, Sitka, AK 99835**

### ***Proposed Agenda***

#### **1. Superintendent Evaluation**

**Note:** All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

**Note:** Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

**Note:** The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

## **Four Priorities for the Superintendent (from Superintendent Search)**

- Commit to the use and implementation of the strategic plan.

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- Continue to improve school climate and connectedness for students, staff and families.

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- Maintain, develop, and understand the need for culturally responsive education and community partnerships.

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- Develop a transparent budget process with a long-term view that includes stakeholder involvement.

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## **Administration**

### **CONCEPTS AND ROLES**

BP 2000

The School Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

The Board may employ administrative and supervisory personnel to assist in the effective management of the district. The Board expects the Superintendent to recognize, develop and use the leadership abilities of staff.

The Superintendent or designee shall develop decision-making processes which are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters which the Board identifies as appropriately managed at the school site level. The administration shall provide professional advice to the Board and to citizen advisory committees.

*(cf. 0420 - School-Based Management/Site Councils)*

*(cf. 1220 - Advisory Committees)*

*(cf. 2230 - Representative and Deliberative Groups)*

*(cf. 8000 - Advisory School Boards)*

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent or designee shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met.

*(cf. 4300 - Management, Supervisory and Confidential Personnel)*

*(cf. 4315 - Evaluation/Supervision)*

*(cf. 4319.3 - Duties of Personnel)*

*Legal Reference:*

#### ALASKA STATUTES

*14.08.111 Duties (Regional School Boards)*

*14.14.110 Cooperation with other districts*

*14.14.130 Chief School Administrator*

**SITKA SCHOOL DISTRICT**  
**Adoption Date: March 4, 1996**

## **Administration**

### **SUPERINTENDENT OF SCHOOLS**

BP 2120(a)

The Superintendent is the chief executive officer and educational leader of the district. He/she executes all School Board decisions and is accountable to the Board for managing the schools in accordance with the Board's policies. He/she informs the Board about school programs, practices and problems and provides professional advice on items requiring Board action.

The Board delegates to the Superintendent the power to make decisions concerning internal operations of the district. The Superintendent may delegate to other school staff any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

The Superintendent shall have final approval on hiring classified employees. The Superintendent also approves the hiring of certified employees subject to approval by the Board.

The Superintendent shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all district employees. He/she shall oversee all financial operations of the district and actively seek out new funding sources for the schools.

The Superintendent shall take an active leadership role in the development and improvement of the instructional program. He/she is expected to create a feeling of unity and enthusiasm among students and staff for the accomplishment of district goals.

The Superintendent shall articulate educational issues and values before the community and other governmental agencies. He/she shall be accessible to community members and shall work with them to further the district's goals and build a strong, positive community attitude toward the school system.

The Board expects the Superintendent to remain current on educational thought and practices by reading educational publications, attending educational conferences, and visiting other school systems in the interest of improving the district's instructional program and overall operation. The Superintendent shall inform the Board and staff of new developments and significant events in the field of education.

**SUPERINTENDENT OF SCHOOLS** (continued)

BP 2120(b)

*(cf. 2122 - Superintendent of Schools: Job Description)*

*Legal Reference:*

ALASKA STATUTES

*14.08.111 Duties (Regional School Boards)*

*14.14.130 Chief school administrator*

**SITKA SCHOOL DISTRICT**  
**Adoption Date: March 4, 1996**  
**Revision Date: February 3, 1999**

## **Administration**

### **SUPERINTENDENT'S CONTRACT**

BP 2121

The School Board shall employ a Superintendent to serve as its chief administrative officer for a contract term of not more than three years. Prior to entering into an employment contract with the Superintendent, the Board shall have the contract reviewed by legal counsel.

The Board shall notify the Superintendent of its intention not to renew his/her contract early enough to ensure compliance with any notice requirements of the existing contract. Any extension of the life of the contract shall be contingent upon a satisfactory evaluation of the Superintendent's performance.

*(cf. 2123 - Evaluation of the Superintendent)*

*Legal Reference:*

ALASKA STATUTES

*14.14.130 Chief School Administrator*

*14.20.130 Employment of teachers and administrators*

**SITKA SCHOOL DISTRICT**  
**Adoption Date: March 4, 1996**

## **Administration**

### **SUPERINTENDENT OF SCHOOLS: JOB DESCRIPTION**

BP 2122

The job of Superintendent entails many complex duties, some specified in law and some assigned by the Board. The Board shall provide the Superintendent with a job description that indicates his/her major responsibilities. The Board shall further define the Superintendent's responsibilities and duties through the adoption of Board policies.

The Superintendent may undertake outside professional activities such as speaking and writing, provided that the duties of his/her office receive adequate time and energy and always take precedence over any such outside activities. The Superintendent may use Annual leave days to perform outside consulting work if the work does not conflict with the best interest of the Sitka School District and the consent of the Board is obtained prior to performing the consulting work.

*(cf. 2000 - Concepts and Roles)*  
*(cf. 2120 - Superintendent of Schools)*  
*(cf. 2123 - Evaluation of the Superintendent)*

*Legal Reference:*

*ALASKA STATUTES*  
*14.14.130 Chief School Administrator*

**SITKA SCHOOL DISTRICT**  
**Adoption Date: MARCH 4, 1996**

**Evaluation of the Superintendent**

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board recognizes that only the collective decision of the Board has any official status in the evaluation of the Superintendent. The Board considers Board members' individual opinions and ratings of the Superintendent as part of the deliberative process leading to the official, formal evaluation of the Superintendent. That formal evaluation shall consist of a summary of the individual opinions and ratings.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall sign the formal evaluation summary acknowledging receipt. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

*(cf. 2121 - Superintendent's Contract)*

The evaluation process shall be reviewed annually to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluation process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the superintendent.
8. Developing a plan for growth and improvement.

*(cf. 9321 - Executive Sessions)*

# Sitka School District

## Performance-Based Annual Superintendent Evaluation

Date \_\_\_\_\_

*The performance evaluation is a useful tool to ensure the superintendent will meet the school board's expectations. Fundamental fairness demands that the superintendent understand the expectations of the board and receive feedback regarding how he/she is performing.*



**SITKA**  
SCHOOL DISTRICT  
DISCOVER | NURTURE | INSPIRE

Vision: Educating our children to realize their potential and contribute in a connected global society.

Board Goals and Guiding Principles:  
District website ([sitkaschools.org](http://sitkaschools.org)) >  
School Board menu > Board Goals

Recommended by:  
Association of Alaska School Boards



## The Superintendent Evaluation Process

The annual superintendent evaluation is an essential tool used to ensure a communication link between the responsibility of the school board and its one direct employee, the superintendent. The annual summative evaluation is designed to evaluate the progress and leadership of the superintendent concerning the board's vision and goals each year. The following list provides the board with a step-by-step checklist:

- All board members will participate in the evaluation process.
- The board will execute the evaluation process utilizing:
  1. the board adopted evaluation instrument,
  2. the superintendent job description,
  3. the superintendent contract; and,
  4. superintendent/district performance goals.
- The board will periodically review, amend and adopt a job description and the evaluation instrument for the superintendent, aligning the evaluation instrument with the job duties.
- The board will adopt a timeline for conducting the superintendent evaluation.
- The superintendent will complete a self-evaluation and provide a copy of his/her completed evaluation to the board president.
- The board president will distribute the superintendent's self-evaluation, evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results.

### Completing this Evaluation

- For each of the six standards to be assessed, review each performance indicator and check the appropriate level of progress.
- To the right of each performance indicator is space for a specific comment that may pertain to that item. Comments are a crucially important feedback mechanism that can add important context to a rating and are strongly encouraged.
- Upon completion of this evaluation, email or return the printed document to the board chair by January 6, 2020 for the compilation of all board member responses before the "in-person" evaluation meeting.

## Standard #1: Visionary Leadership

Description of the Standard: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of the district's Vision and Strategic Plan.

Details of the Standard: Advancing a district-wide shared vision for learning.

Performance Indicators	Rating	Comments
The superintendent assists the Board in the development, implementation and evaluation of the Strategic Plan.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent successfully manages the day-to-day district focus on the implementation for the Strategic Plan and holds him/herself, staff and Board mutually responsible for the Plan's success.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #2: Instructional Leadership

Description of Standard: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 1: Putting student learning at the center.

Performance Indicators	Rating	Comments
The superintendent advocates for student learning as the district's highest priority and makes reducing the achievement gap an important goal.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent promotes values, beliefs, behaviors, policies and practices that create an organizational culture devoted to student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

Strand 2: Evaluation and professional development.

Performance Indicators	Rating	Comments
The superintendent focuses evaluation and professional development on the improvement of student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent builds leadership capacity of administrators and teaching staff to improve student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

### Standard #3: Effective Management

Description of Standard: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective , and humane learning environment.

Strand 1: Effectively and efficiently manages district operations.

Performance Indicators	Rating	Comments
The superintendent uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent effectively manages fiscal and human resources in accord with board priorities and instructional improvement	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

Strand 2: Creates a safe and humane organizational environment.

Performance Indicators	Rating	Comments
The superintendent develops and implements procedures and practices that ensure an orderly learning environment that ensures the safety and well-being of students and employees.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #4: Inclusive Practice

Description of Standard: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand#1: Collaborating with families and community members.

Performance Indicators	Rating	Comments
The superintendent develops two- way communication strategies to involve families, community members and agencies in the educational process.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent assists the board in planning, conducting, and building community understanding of the District's Budget Process.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

Strand 2: Collaborating with and responding to diverse communities.

The superintendent capitalizes on the diversity of students and the community to improve learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent increases district capacity to positively address cultural tensions or conflicts, as well as reducing the achievement gaps.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent identifies and eliminates district policies and practices that have discriminatory effects.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #5: Ethical Leadership

Description of Standard: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

Details about the Standard: Acting with integrity, fairness, and courage in upholding high ethical standards.

Performance Indicators	Rating	Comments
The superintendent models high standards of professional and ethical behavior as set out in the professional teaching standards adopted by Alaska Professional Teaching Practices Commission.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent articulates high expectations for ethical and professional behavior of district employees.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent examines district procedures and practices for possible violations of fairness, social justice, and human dignity.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #6: Socio Political Context

Description of Standard: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 1. Understanding and influencing the district's environment.

Performance Indicators	Rating	Comments
The superintendent gains understanding of the community by interacting with local community members and engaging in community activities.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent engages with local, state and federal officials in order to protect and promote the interests of children in the district.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district response to emerging issues.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

**Standard #6: Socio Political Context** (continued)

Description of Standard: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 2. Works effectively with the school district's board of directors.

Performance Indicators	Rating	Comments
The superintendent respects and advocates mutual understanding of the roles and responsibilities of board and superintendent.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent honors board policy.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent provides the board with timely information.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent treats all board members fairly, respectfully, and responsibly.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent provides necessary support for effective board decision making.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent builds strong team relationships with the board.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	