

School Board Work Session
Wednesday, December 18, 2024 6:30 PM

Kalmiopsis Elementary/Room 51
650 Easy St
Brookings, Oregon 97415

Agenda

1. Call Meeting to Order
2. Superintendent Evaluation - Targeted Feedback Survey discussion with Janet Avila-Medina from Oregon School Boards Association (OSBA)
3. Future Work Session Topics
4. **Canceled agenda item**
~~Recess from Public Session to Executive Session #1~~
 - ~~To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))~~
5. Adjourn Executive Session and Return to Public Session
6. Recess from Public Session to Executive Session #2
 - 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.(ORS 192.660(2)(i))
7. Adjourn Executive Session and Return to Public Session
8. Adjournment

Superintendent Evaluation

Targeted Feedback Survey Standard Worksheet

The Targeted Feedback Survey (TFS) is one optional part of the OSBA/COSA five-part superintendent evaluation tool. This part of the tool is an opportunity for the board to receive additional feedback from a targeted group of stakeholders that have worked closely with the superintendent and can provide feedback about the performance of the superintendent via an online survey. To ensure adequate engagement with the survey participants, the number of questions included in the survey must be limited, which requires the board to prioritize the standards.

Instructions: Please select 3 standards only that represent areas where the board may lack direct knowledge and may need additional information from staff and/or community members. Use the descriptors in each standard to help you select the standards. Please bring an electronic or printed copy of this document to your scheduled board TFS planning session with your OSBA consultant and be prepared to discuss your selected standards.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

1. 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.
2. 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.
3. Implements the district's continuous improvement plan and communicates its progress.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

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

STANDARD 3: INCLUSIVE DISTRICT CULTURE

1. Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
2. 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.
3. Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

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

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

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| 1. | Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. |
| 2. | Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. |
| 3. | Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school, and community needs. |
| 4. | Goes beyond the district and local community to advocate for students at the county, regional and/or state level. |

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

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| 1. | Implements equitable strategies, processes and systems to recruit, hire, develop and retain high- performing personnel who demonstrate a shared commitment to student success. |
| 2. | Establishes productive relationships with associations while managing labor relations and contracts effectively. |
| 3. | Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning. |
| 4. | Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity. |

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

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| 1. | Develops a proposed budget in accordance with board priorities and district direction. |
| 2. | Manages the equitable implementation of district resources aligned with the budget adopted by the board. |
| 3. | Communicates the budget priorities and ensures regular updates on implementation of the budget. |

Standard 8 is omitted intentionally because the board has sufficient direct experience with the superintendent’s performance around policy, governance, and advocacy making surveying on these topics unnecessary.