



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, January 8, 2026

In-Person at Phoenix Elementary School

<https://us02web.zoom.us/j/83791237919?pwd%3DcPnABbxkuaAptXj1yau5GOr5axNOg2.1>

Password: 376111

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session - 5:30 p.m. — This session is closed to the public under ORS 192.660 (2)(b)**
- B. **Regular Session Call to Order - 6:00 p.m.**
- C. **Student Representative Report**
- D. **Accentuate the Positive**
- E. **Citizen Comments**
- F. **PTEA/OSEA Association Updates**
- G. **Superintendent Report**
- H. **Consent Agenda**
 - 1. Approval of Revised Agenda
 - 2. Approval of Minutes from 12/11/25
 - 3. Personnel Report
- I. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Committee Reports**
 - 3. **Audit Report**
 - 4. **Criteria for Evaluating the Superintendent**
 - 5. **First Student Renewal**
- J. **Recess**
- K. **Action Items**
 - 1. **Superintendent Recommendation for Nonrenewal of Probationary Teacher**
 - 2. **Interview Budget Committee Applicant(s)**
 - 3. **Board Policy BCF – Advisory Committees to the Board**
 - 4. **Board Policy CEA - Educational Equity Advisory Committee**
 - 5. **Board Policy DBEA – Budget Committee**
 - 6. **Board Policy GCBG/GDBD – Sick Leave – Personal Illness and Injury Leave**
 - 7. **Board Policy GCBDE/GDBDE – Military Leave of Absence**
 - 8. **Board Policy JHCA - Immunization, School sports Participation, concussions and Other Brain Injuries**
 - 9. **Board Policy JOA – Directory Information**

10. **Board Policy LBEA – Denial for Virtual Public Charter School Student Enrollment**

L. **Review of the Next Meeting Agenda**

M. **Adjournment**

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Meeting ID: 812 2347 6834 Passcode: 376111

REVISED AGENDA

- A. Executive Session – 5:30 p.m. — This session is closed to the public under ORS 192.660 (2)(b)(f)
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- C. Student Representative Report
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- F. PTEA/OSEA Association Updates
- G. Superintendent Report
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 - 10. Board Policy LBEA – Denial for Virtual Public Charter School Student Enrollment
- L. Review of the Next Meeting Agenda
- M. Adjournment



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, December 11, 2025 6:00 PM Pacific

Talent Elementary School
307 Wagner Creek Rd
Talent, OR 97540

Michael Campbell:	Present	Diana Rasmussen:	Present
Nancy Castillo-McKinnis:	Absent	Dawn Watson:	Present
Polly Farrimond:	Present	Rebecca Weathers:	Present
Rick Nagel:	Present	Present: 6, Absent: 1	

A. Executive Session - 5:30 p.m.—This session is closed to the public under ORS 192.660 (2)(e)(f)

B. Regular Session Call to Order - The meeting was called to order at 6:00 p.m.

C. Student Representative Report

- Emily Emry shared that they voted on spirit days for next week. Monday will be snowstorm day and students are encouraged to wear all white. We got our new sparrow, Katie, and she is really nice. In November, we had a game where we had a table full of fake mustaches and students wore them throughout the day. We had a competition for whoever had the best mustache, and we gave out prizes.
- Lincoln Potochnick said tomorrow we have our winter assembly and that will kick off our winter spirit week. We have some fun games planned for our assembly, and then loads of fun activities for the week. For spirit days, we have planned some fun courtyard activities. We have our hallway decorating starting this Wednesday through next Wednesday. And last, we have our freshman/juniors versus the seniors/sophomores participating in a fun spirit competition to see who can decorate the hallways the best.

D. Accentuate the Positive

TES Principal Heather Lowe shared the following:

- Our fall conferences were a great success with at least 87% of our families in attendance. Thank you to our teachers for hosting such important conversations.
- Beth Ferguson from ORTII (Oregon Response to Instruction and Intervention Initiative) was been here this week conducting observations in all three elementary schools. We looked closely at our language arts curriculum implementation, gathered data, and had debrief meetings with teachers. We learned that we are getting more and more in alignment across the district.
- This Saturday is our annual Winter Holiday Crafting event. This year we are also hosting a toy swap at the same time in hopes of easing the burden of buying gifts for our families.

PES Principal Shawna Schleif shared the following:

- Conferences were fantastic. We really appreciate the efforts our staff made in creating a welcoming and informative time together. We had the goal of meeting with 100% of our families, and our latest count is 85%. We will work to ensure we continue to connect with all families.

- We are proud to say that we are still hovering in the high 80%'s when it comes to attendance. We have a weekly classroom attendance challenge, and we plan to culminate that next week at our sing-along. For those students who meet those challenges, they will get wrapping paper or bows, and we will finish with our Wrap-the-Principal challenge. Next Friday we will have our traditional sing-along, and we are excited that Sage Meadows will be bringing her band to perform alongside the students.

OHES Principal Kent Vallier shared the following:

- Mr. Vallier recognized Katie McCormick, our incredible Family Support Specialist, who was recently honored by United Way with a *Community Kindness Award*. This recognition is well deserved as Katie helps so many families.
- Like Heather and Shawna mentioned, we have been doing classroom observations with Beth Ferguson from ORTII. Mr. Vallier said that in his 34 years as a building administrator, he's never been more focused on instruction in the classroom.
- Mr. Vallier thanked Javier Del Rio for his leadership and vision in helping with developing instruction in our elementary classrooms.

TMS Principal Casey Olmstead shared the following:

- Principal Olmstead gave a shout-out to band teacher Kelly Case and said that we are so happy to have her at TMS. Our 6th grade Band/Choir concert is next Tuesday, 12/16, and our JV/Varsity Band Concert is on Wednesday, 12/17. She is doing amazing things with our kids!
- Principal Olmstead gave a shout-out to Sandra Tringolo for her leadership and work in supporting our students who participated in the Scavenger Hunt. We had our three-day "hunt" this week when students searched for answers to clues to solve puzzles and mysteries.
- Celia Rowan was recognized as Rogue Credit Union's Cool Teacher of the week. She was nominated by a parent of a student and the kids were excited for her.
- Principal Olmstead gave a shout-out to all the educators for staying positive and showing up for all of our kids during this time.

PHS Principal Kalin Cross shared the following:

- Ms. Cross gave a shout-out to the student services team, which includes counselors, grad coaches and a few others. They have been intentionally diving into conversations around tier two and tier three supports for students as we formalize our MTSS framework for students.
- Ms. Cross gave a shout-out to the instructional leadership team and the classroom teachers who are working on their strong tier one supports. An integral part of that work is our instructional coach, Alyssum Barber, who's constantly collaborating with resources for our teachers and is ensuring that our staff meetings are focused on instruction and equitable outcomes for all students.
- We have been doing some formal classroom observations for the past couple of weeks, especially with our newer staff members. They are doing a great job bringing magic for kids every day.

PTRA Principal Aaron Santi shared the following:

- Every Friday, we have an art or science project or a field trip. Last Friday we had the Bug Guy, aka Mr. Jackson, who helped everyone dissect their own owl pellet. We had a full house

including grandparents, parents, and uncles and the kids get to see that not only are they supported by their teachers, but also by their peers and all the other adults in the room.

Director of Community Care & Early Learning Kelly Soter shared the following:

- Ms. Soter gave a shout-out to the preschool team and invited the board to come visit the Early Learning Center (ELC).
- Ms. Soter welcomed Angela Glass, the newest ELC Staff member.
- Ms. Soter gave a shout-out to Rosario Medina for being awarded a Promising Practices Grant from OEA which will focus on loose parts — Loose parts, which is really curiosity and inquiry and a kind of maker space where kids can create and build.
- Ms. Soter gave a shout-out to Katie McCormick for the SO Kind Award from United Way. In addition, both Katie McCormick and Nuvia Pineda do so much around Thanksgiving and Christmas to support families with baskets of food and help with other crisis situations. Tomorrow is our monthly Family Resource Center at the Community Care Center. We are seeing the numbers of families needing support increase each month.
- Our Educational Equity Advisory Committee (EEAC) meeting is Monday, Dec 15 and is now meeting quarterly instead of monthly. We will include a panel discussion for members to hear from school staff and community partners on topics related to inclusive schools.

Ryan Sweet of Sodexo food service shared the following:

- Mr. Sweet gave special thanks to Jon McCalip and the facilities team for coordinating the removal and installation of new dish machines at Talent and Phoenix Elementary Schools.
- Mr. Sweet recognized Heather Lowe for organizing the PTA Menu Committee to gather parent input at Talent Elementary. Based on this feedback, we have already begun developing January's breakfast menu to include more egg and protein-rich options.
- We are excited to be working with new local farms, including Salant Family Farms, Black Moon Farms, Fox Run Farms, and Naumes.
- Our Thanksgiving meal on November 20th was a tremendous success, and we are looking forward to our upcoming holiday meal on December 18th. The menu will feature locally sourced roast beef, mashed potatoes with gravy, green bean casserole, and cherry parfaits.

E. Citizen Comments – None

F. PTEA/OSEA Association Updates

- Rosario Medina shared that student conferences went well, and our educators said that it was a good time to connect with families and students and talk about progress. Rosario applied for and was awarded an \$800 OEA grant for loose parts, and we should get it in January. OEA is trying to restructure the way they allocate grants so that more educators have a chance of getting the resources they need to support the students they serve.

G. Superintendent Report

- Supt. Barry thanked all the admin team for their focus on supporting our kids in a structured learning environment and being very intentional.
- Supt. Barry shared that he was proud to honor Brian Bolstad at the Fire District 5 board meeting Tuesday. Brian retired, and Carolena Campbell and I shared our appreciation of him and all the years he served our community and supported our schools.

- We plan to have another coffee with the superintendent. It will be next Thursday at 3pm here in Talent at Ceremony. It will be an open forum for the public just to chat about what's going well and what they would like to see be improved.
- Supt. Barry referred to the Sodexo newsletter that is in their packets.
- Supt. Barry spoke about the OSAA changes and asked Assistant Principal/Athletic Director James Joy to share the highlights of the changes.
- Asst. Principal James Joy said that the OSAA Classification & Redistricting takes place every four years. There are two parts, which include classifications & districts (leagues). They look at the student population of each district to see if they have grown in size or reduced in size. Then they determine what league they will be in. The process started in August of this year and will be finalized on December 15th for implementation in 2026. The final proposal includes the following districts/leagues for the 4A-5 - Skyline Conference: Cascade Christian Challengers, Hidden Valley Mustangs, Klamath Union Pelicans, Mazama Vikings, North Valley Knights, Phoenix Pirates. Football is done a little differently as they use an Ad-Hoc Committee. We have asked to play down to 3A.
- Supt. Barry thanked James Joy for his testimony during the process and for letters of support (or not in support of) of the proposals.

H. Consent Agenda

I move to approve the consent agenda with a change to the agenda order of action items moving item K.7. to K.1. This motion, made by Dawn Watson and seconded by Rebecca Weathers. Being there were no objections, the consent agenda was approved with the adjustment to action item order.

H.1. Approval of Agenda

H.2. Approval of Minutes from 11/13/25 & 11/20/25

H.3. Personnel Report

I. Information and Discussion

I.1. Legislative / OSBA Update

- Director Watson spoke about board member compensation that might include stipends. There was some discussion around declaring a conflict of interest when voting on stipends, but it was recommended to just abstain.
- Ms. Watson reminded the board of the Legislative Reception being held January 5th from 6-8pm at the Grants Pass High School.
- The board should have received a call to action from Stacey and there will be another one coming soon.
- Legislative Days for Oregon will be January 13–15.
- OSBA will be having their next LPC meeting in mid-January, and that system is going to change a little bit. Our region will have an LPC and another position for the board of directors — which we will know who that is on December 15.

I.2. Committee Reports

- Vice Chair Weathers attended the Safety Committee meeting yesterday. There were about 15 in attendance. Discussions included how quiet it had been, drills going pretty well, looking forward to winter break and the main safety concern was turkeys being on the properties.

I.3. First Student Renewal

- Supt. Barry said that we would be meeting with First Student to work on a proposal in the next week or so. The contract is up for renewal and that needs to be completed by January 30th, so we will have it ready for the January 8 meeting as an action item. It has been a quick five years since we did the last RFP.
- Director Watson mentioned that during the last RFP meetings there was discussion about having an accessible big bus (84 capacity possibly) that could transport a student or staff member who has a wheelchair or other accessibility issues.
- Supt. Barry said that there are other districts, such as Medford and Central Point that use First Student. We are looking at collaborating with those districts to coordinate contract renewals or RFP's to be on the same cycle.

I.4. OMNI & TSACG new Third-Party Administrator for 403(b) and 457 (b) retirement plans

- Supt. Barry said that he mentioned this in his last superintendent's report. We were forced to look at other plans because our current plan was not able to be serviced anymore by our current provider.
- Yazmin Karabinas said that we had worked with Northwest Retirement for many years, and we just received notification that they will not be able to service governmental plans anymore. In doing her research, Ms. Karabinas said that many districts are using OMNI and they had great things to say about them. They are very flexible and have a lot of options. There will be no cost to the district. We also decided to include a 457(b) plan for those employees who want more flexibility. The plan will start as of January 1st, 2026.

I.5. Board Policy BCF – Advisory Committees to the Board – no discussion.

I.6. Board Policy BHD – Board Member Compensation and Expense Reimbursement

Discussions ensued, and there were concerns about the board stipends, so it was decided to bring it back again for information and discussion for the February 4th meeting. Director Watson said she would contact OSBA and see if she can find out what districts are paying stipends for their board members.

I.7. Board Policy CEA - Educational Equity Advisory Committee

Supt. Barry said that we do have this policy and changes basically switches from a board committee to a superintendent committee.

I.8. Board Policy DBEA – Budget Committee – no discussion.

I.9. Board Policy GCBD/GDBD – Sick Leave – Personal Illness and Injury Leave

Chair Campbell asked if the policy was in line with our association agreements and Ms. Hamlin said that it was.

I.10. Board Policy GCBDE/GDBDE – Military Leave of Absence – no discussion.

I.11. Board Policy JHCA - Immunization, School sports Participation, concussions and Other Brain Injuries – no discussion.

I.12. Board Policy JOA – Directory Information – no discussion.

I.13. Board Policy LBEA – Denial for Virtual Public Charter School Student Enrollment –
no discussion.

J. Recess - 7:05-7:15

K. Action Items

K.1. Board Policy JFCEB - Personal Electronic Devices

I move to approve policy JFCEB - Personal Electronic Devices as presented. This motion, made by Rebecca Weathers and seconded by Michael Campbell, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

- Discussions were had, including concerns about making the right choices and setting the right example for students; statements that the board was not happy with the executive order but most felt that having a policy in place would codify practices in hopes of supporting staff and students better; having uniformity in the schools regarding cell phone usage; and student reps sharing that they feel the policy is best for all students in general as it allows them to be more social without their phones.

K.2. OSBA Board of Directors Nomination

I move to nominate Jay Chick for the southern region position 5 on the OSBA Board of Directors. This motion, made by Polly Farrimond and seconded by Diana Rasmussen, carried.

Nancy Castillo-McKinnis: Absent, Dawn Watson: Abstain, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Rebecca Weathers: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain: 1

The Board cast their vote for Jay Chick.

K.3. Board Policy IF – District Curriculum

I move to approve changes to Board Policy IF - District Curriculum as presented. This motion, made by Polly Farrimond and seconded by Dawn Watson, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

K.4. Board Policy IGBAB/JO-AR – Education Records/Records of Students with Disabilities

I move to approve changes to Board Policy IGBAB/JO-AR - Education Records/Records of Students with Disabilities as presented. This motion, made by Rebecca Weathers and seconded by Michael Campbell, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

K.5. Board Policy JO/IGBAB-AR – Education Records/Records of Students with Disabilities

I move to approve Board Policy JO/IGBAB-AR - Education Records/Records of Students with Disabilities as presented. This motion, made by Rebecca Weathers and seconded by Polly

Farrimond, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

K.6. Board Policy IIA – Instructional Materials

I move to adopt Board Policy IIA - Instructional Materials as presented replacing current policy IIA. This motion, made by Dawn Watson and seconded by Rebecca Weathers, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

K.7. Board Policy IKF – Graduation Requirements

I move to approve changes to Board Policy IKF - Graduation Requirements as presented. This motion, made by Polly Farrimond and seconded by Rebecca Weathers, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

Director Rasmussen had a question regarding the definition of an extended diploma and Doctor Tiffanie Lambert gave an explanation.

K.8. Board Policy JFCEB-AR - Request for Personal Electronic Devices Exception

I move to approve policy JFCEB-AR - Request for Personal Electronic Devices Exception as presented. This motion, made by Rebecca Weathers and seconded by Polly Farrimond, Carried.

Nancy Castillo-McKinnis: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

Director Watson expressed her concern with students asking for exceptions and is worried about how time-consuming it might be for staff. Supt. Barry said that Principal Cross was aware of the policy and they do not feel it will be a problem at this time.

L. Review of the Next Meeting Agenda

There was discussion about the draft agenda and action item #K.3. - board policy BHD moving it to the February meeting in order to have time to research other district actions.

M. Adjournment - The meeting adjourned at 7:30 pm

Michael Campbell, Chair

Brent Barry, Superintendent



SUPERINTENDENT EVALUATION WORKBOOK

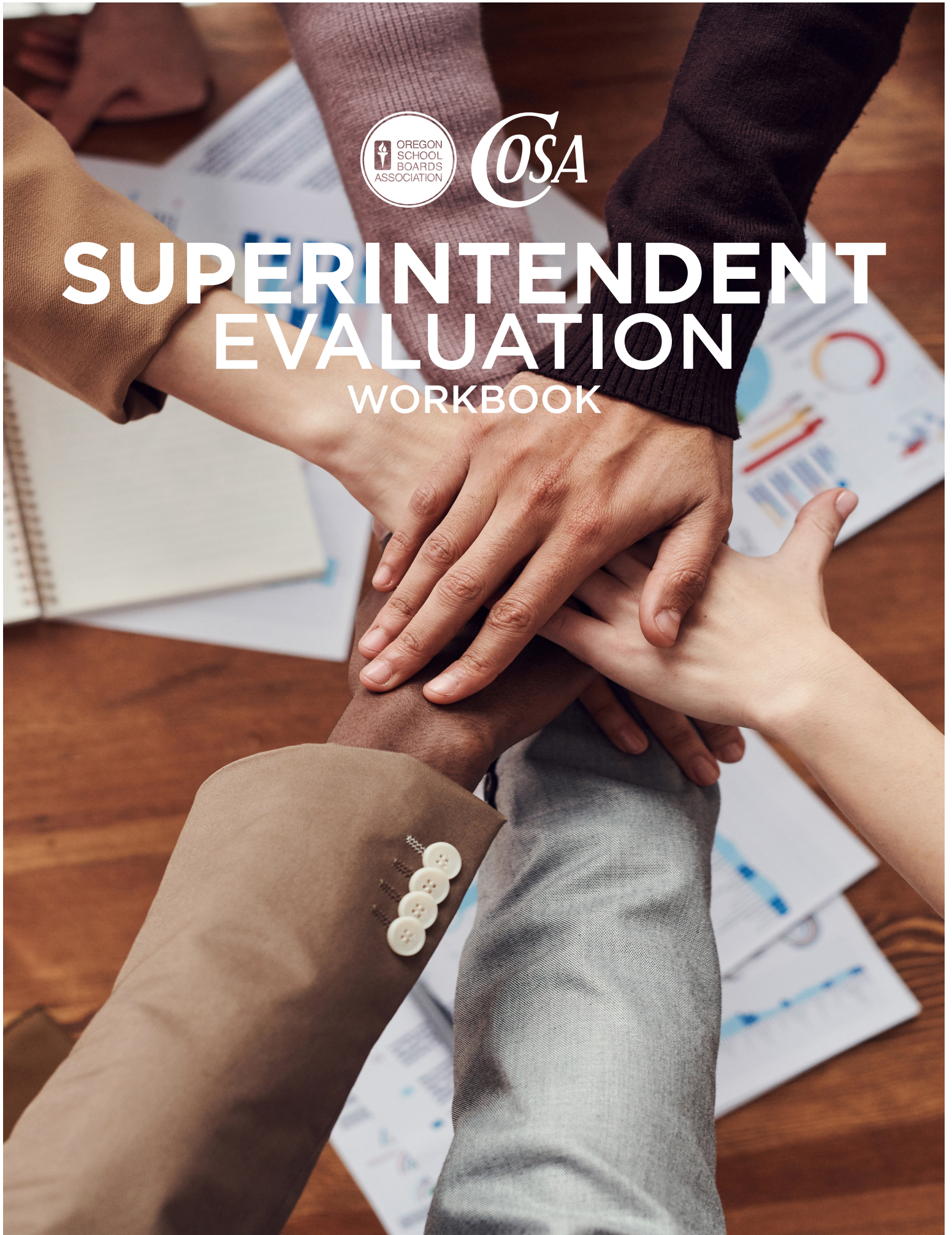


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**OREGON SCHOOL
BOARDS ASSOCIATION**

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**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

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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 adaptive 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.



**OREGON SCHOOL
BOARDS ASSOCIATION**

1201 Court St NE, Ste 400 | Salem, OR 97301
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**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301
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Phoenix-Talent Schools District 4

Code: BCF
Adopted: 12/08/16
Revised/Readopted: 1/13/22; 2/16/23
Orig. Code(s): BCF

Advisory Committees to the Board

The main update to this policy was removing the section on Equity Advisory Committee which the district has already removed.

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
- ~~2. The length of time the committee is being asked to serve;~~
- ~~3.2. The resources the Board will provide;~~
- ~~4.3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee report(s).~~

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)
[ORS 192.630](#)

[ORS 294.414](#)
[ORS 329.704](#)

[ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

OSBA Model Sample Policy

Code: CEA
Adopted:

Educational Equity Advisory Committee

New optional policy making the committee a superintendent's committee

The duties of the district's educational equity advisory committee^{1} shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district's website; and
 - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;

¹ {The district can name this committee something else. If the district chooses to do so, use consistent language throughout.}

2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.²

END OF POLICY

Legal Reference(s):

[ORS 328.542](#)
[ORS 329.711](#)

[ORS 332.107](#)
[OAR 199-050-0010](#)

[OAR 581-022-2307](#)

House Bill 2453 (2025)

² The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.

Phoenix-Talent Schools District 4

Code: DBEA
Adopted: 10/07/99
Revised/Readopted: 2/17/22
Orig. Code: DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual **or biennial** district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The **following will govern the make-up and process of establishing the district's** ~~district budget committee shall include all seven~~ **committee seven** members of the Board and an equal number of qualified electors appointed by the Board **plus the elected Board** members of the **district**.

Budget Committee Appointments

1. To ~~budget committee shall be eligible~~ **appointed** for appointment, the appointive member must:
 - a. **Live and terms of three years. The terms shall be registered to vote in the district;**
 - b. **Not be an officer, agent or employee of the district.**
2. **At least staggered so that approximately one member third of the terms end each year. Budget committee members may not be officers, agents, or employees of the district. No compensation shall be made to members of the budget committee must be a member of the district's educational equity advisory committee; {¹}.**
3. **No budget committee member may receive any type of compensation from the district;**
4. **At its** ~~At the first Board meeting in August, the Board will~~ **shall** identify which vacant **budget committee** positions **which** on the budget committee must be filled by appointment of the Board.
5. The Board will announce the vacancies and receive applications from interested persons during the month of August. Such applications **will** ~~shall~~ include a signed statement ~~stating~~ that the applicant is

¹ {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.}

willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;-

- ~~6.~~ The Board may contact the person who has served in the now vacant position to ascertain their willingness to serve another term if appointed.
- 7.6. At the first regular Board meeting in September, the Board will~~shall~~ review the names of persons filing applications and names of those persons who have served previously and are still willing to be appointed. Board members may suggest additional names at this time, provided they have ascertained that the person named is willing to serve as a budget committee member.
- ~~8.7.~~ [The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year.] [~~The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year;~~]
- 9.8. At the second meeting in September, the Board shall appoint persons to fill the vacant positions from among the names presented at the previous meeting.
- ~~10.9.~~ Vacancies that occur because an appointed budget committee member is unable to serve out the term of appointment or resigns shall be filled by Board appointment for the unexpired term.
- ~~11.~~10. Vacancies occurring during the budget preparation time shall be announced at the first meeting following the resignation or removal of the budget committee member. An appointment to fill the position shall be made at the next regular meeting. Applications from interested persons shall be received during that time period. Vacancies may be filled from the list of applicants who previously requested appointment. Waiver of any portion of this process shall be by vote of the Board.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

- ~~1.~~ The budget committee shall serve as advisory to the Board.
1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;-
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;-
3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public;-

4. The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or business manager. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)
[ORS 294.305 - 294.565](#)

[ORS 328.542](#)
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)
[OAR 581-022-2307](#)

OSBA Model Sample Policy

Code:
Adopted:

GCBD/GDBD

Sick Leave - Personal Illness and Injury Leave *

Sick leave is allowed to accrue at the rate of 10 days each school year for each “school employee¹” for personal illness or injury or one day per month employed, whichever is greater, as provided by Oregon law. Twelve-month employees will accrue 1 day per month or 12 days each year.

In accordance with state law, this leave will accumulate without limit.

[Sick leave in excess of five consecutive work days shall require a certificate from the employee’s attending physician, naturopathic physician or practitioner that the employee’s illness or injury prevents the employee from working. Any employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.]

Other paid and unpaid leaves will be determined by the district’s collective bargaining agreements.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law, the Board will place the teacher on unpaid leave for the remainder of the regular school year or until the teacher’s disability is removed and they are able to return to work. If the teacher is still unable to return to work the following August 1, the Board may terminate the teacher’s employment, subject to state and federal laws regarding family and medical leave.

All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated, or the staff member is placed on unpaid leave, unless the unpaid leave is in conjunction with state or federal law. The staff member will be informed of their rights to remain a part of the district benefit plan at personal expense.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)

[ORS 342.610](#)
[ORS 659A.043](#)

[ORS 659A.046](#)
[OAR 581-022-2405](#)

Knapp v. North Bend, 304 Or. 34 (1987).

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2024).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2024).

¹ “School employee” includes all employees of the district.

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2024); Family and Medical Leave Act, 29 C.F.R. Part 825 (2025).

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Phoenix-Talent Schools District 4

Code: GCBDE/GDBDE
Adopted: 6/21/07
Revised/Readopted: 6/16/22
Orig. Code(s): GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employee~~employees~~ on duty¹ with a uniformed service² in accordance with applicable state and federal law. An employee~~Employees~~ requesting military leave ~~is~~~~are~~ required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for military leave³ of absence from duties for up to 21 work~~Military leave~~ ~~exceeding 15~~ days in any one training year⁴ or in accordance with ORS 408.290. An employee~~is unpaid~~ ~~leave. Employees~~ may use any accrued vacation or similar leave during the period of service exceeding ~~21~~~~15~~ days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee ~~contributions~~~~contribution~~ required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of ~~their~~~~his/her~~ intent to return to the district as follows:

¹ "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty ~~or,~~ ~~active duty for training, initial active duty for training,~~ inactive duty training, ~~state active duty,~~ ~~full-time~~ U.S. National Guard duty, ~~U.S. Armed Forces duty~~ and absence to determine fitness for duty.

² "Uniformed service" means ~~being a member of the U.S. Armed Forces,~~ the U.S. National Guard, ~~National Guard Reserve or of any reserve component of the U.S. Armed Forces,~~ or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

³ The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

⁴ "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

1. ~~An employee who is a veteran or reservist~~~~Employees who are veterans and reservists~~ returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;
2. ~~An employee~~~~Employees~~ returning from active duty must notify the district of their intention to return to their former ~~job~~~~jobs~~ within 90 days ~~after the employee is relieved~~~~of release~~ from duty, ~~or from hospitalization continuing after discharge for a period of not more than one year.~~

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)
[ORS 408.240](#)

[ORS 408.270](#)
[ORS 408.290](#)
[ORS 659A.082](#)

[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2024).

I.R.C., U.S.C. 26 § 4980B(f)(4) (2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).

OSBA Model Sample Policy

Code: JHCA
Adopted:

Immunization, School Sports Participation, Concussions and Other Brain Injuries**

If adopting this policy, delete JHCA/JHCB

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an [immediate and temporary accommodation plan](#).⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

House Bill 3007 (2025)

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ This is the district form used for [Immediate and Temporary Accommodations Plan \(ITAP\) for Traumatic Brain Injury](#) and it can be found at this link: <https://www.osaa.org/docs/forms/ImmediateTemporaryAccommodationsPlan.pdf>

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

Phoenix-Talent Schools District 4

Code: JOA
Adopted: 2/01/18
Revised/Readopted: 9/01/22
Orig. Code: JOA

Directory Information

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. **Directory** ~~The following categories are designated as directory information. The following directory~~ information may be released ~~to the public~~ through appropriate procedures **and includes:**

1. Student’s name;
2. Student’s photograph;
3. Major field of study;
4. Participation in officially recognized ~~sports and~~ activities **and sports**;
5. Weight and height of **members of** athletic ~~teams~~**team members**;
6. Dates of attendance; **and**
- ~~7. Degrees and Grade level;~~
- ~~8. Diploma, honors or awards received;~~
- ~~9.7. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card

or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

Cross Reference(s):

IGBAB/JO - Education Records/Records of Students with Disabilities

JO/IGBAB - Education Records/Records of Students with Disabilities

JOD - Media Access to Students

Phoenix-Talent Schools District 4

Code: LBEA
Adopted: 2/04/21
Revised/Readopted: 9/15/22; 2/01/24
Orig. Code(s): LBEA

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~calculated~~ ~~established~~ percentage is more than three percent, the district will not approve ~~a student's additional students~~ enrollment to such a virtual public charter school.

A parent¹ must give notice to the district ~~in which the parent resides of their~~ ~~of~~ intent to enroll their student in a virtual public charter school. ~~If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.~~

~~If the calculated percentage is more than three percent and the desired virtual public charter school is not not-sponsored by the district, the district will issue a denial notice² before enrolling their student in such a school and notice of actual enrollment.~~

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval~~ within 10 calendar days of ~~receiving receipt of the~~ notice ~~of intent~~ from ~~a~~ the parent ~~and~~ ~~Such decision~~ must include:

1. ~~The notice the student is denied for enrollment to the virtual public charter school;~~
1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on ~~the most recent calculation at the time the intent to enroll was received by the district~~ ~~recent calculations~~;
2. ~~The right to appeal the decision to the State Board of Education;~~
3. ~~2.~~ A list of two or more other online options available to the student; and

A copy of OAR 581-026-0305 and OAR 581-026-0310.

~~When calculating the percentage, the~~ ~~The~~ district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

¹ "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in **virtual and non-virtual** public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools **not sponsored by the district**;
4. The number of home-schooled students **residing who reside** in the district and who have registered with **an the** educational service district; and
5. The number of students **residing who reside** in the district enrolled in private schools located within the **school**-district.

A parent may appeal **the district's denial for a decision of a district to not approve a** student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 338.125](#)

[OAR 581-026-0305](#)
[OAR 581-026-0310](#)



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Joint Administrative Board Work Session – 5:00 PM

Thursday, January 22, 2026

In-Person at Phoenix High School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/87168591589?pwd=GMPqNHZ0MsaDb9qguJsZwMgadKHxTn.1>

Meeting ID: 871 6859 1589 Passcode: 949729

***The Board of Directors and the PTS Administrative Team will be conducting a work session to review school/program assessment data and goals for 2025/2026.
No public comment or action will be taken by the Board during this session.***

- A. Dinner for the Board and Administrative members only 5:00 - 5:30 p.m.
- B. Presentations/Questions
 - 1. Introduction - 5:30 p.m.
 - 2. ACCS - Armadillo Community Charter School
 - 3. PTRA - Phoenix-Talent Rising Academy
 - 4. OHES, PES, TES - Orchard Hill, Phoenix and Talent Elementary Schools
 - 5. Recess
 - 6. TMS - Talent Middle School
 - 7. PHS - Phoenix High School
 - 8. Summary
 - 9. Adjournment

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to meeting at 541-535-1511 Voice/TD.