REGULAR BOARD OF DIRECTORS MEETING

Wednesday, September 3, 2025 6:15 PM
South Umpqua School District, 558 Chadwick Ln, Myrtle Creek, OR 97457

1. **Call to Order/Roll Check**
2. **Flag Salute**
3. **Adoption or Adjustment of Agenda**
4. **Citizens Request of the Board**
5. **Superintendent Communication**

5.1. 24.25 Superintendent Goals report

5.2. Superintendent Goals for 2025-2026

6. **Values Exercise**
7. **Financial Report**
8. **Teaching and Learning Update**
9. **Foundation Communication**
10. **School Board Priorities**
11. **Superintendent Evaluation**
12. **Consent Agenda** ***(All items may be adopted by a single motion unless pulled for special consideration.)***

12.1. Approve Board Minutes from the August 6, 2025, Board Meeting

13. **Action Items**

13.1. Approve employment of Shaylene Graham, ELA Teacher at Canyonville School

13.2. Approve Resolution 2026-01 , Resolution for Appropriating Special Revenue Funds – Oregon Comprehensive Literacy State Development Grant (CLSD)

14. **Announcements:**
Regular Board Session, October 01, 2025, 6:15 pm
Board Work Session, October 15, 2025, 6:15 pm
15. **Board Member Comments**
16. **Board chair closing comments**
17. **Adjourn Meeting**

Superintendent's Reports

September 3, 2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: Superintendent Reports

Date: August 6, 2025

Summary:

Superintendent Erika Bare will provide announcements/reports to the Board on items of interest.

Strategic Plan Update:

We focused on the goals of the strategic plan for this year during our welcome back event on during in-service week. All sites also provided training in the foundations of Professional Learning Committees.

We also shifted open house to the day before school started as an engagement strategy, and to help build a connection before school starts.

New Teacher Inservice

We had a great new teacher orientation! We had 16 new licensed folks this year. This is a significantly smaller number than last year, which indicates we have a higher retention rate than last year. We are focused on hiring the right people and then retaining them. To that end, we are providing a significant amount of support including targeted support from the instructional coach in their building, a mentor from the ESD for any first- or second-year teacher, and a site mentor to support logistical orientation. Principals are also conducting 30-, 60-, and 90-day check-ins with new staff to see how they are doing and to determine if any additional supports are needed.

First Day of School

Today was the first day of school for elementary schools and for 6th and 9th graders.

I Love you Guys

Representatives from our school district attended a two-day safety training. The "I Love U Guys" Foundation led this effort. The training covered important safety steps and included an exercise for reuniting students with families at a designated location after an event. It was a very helpful training, and we are ensuring that the recommendations are in place. **South**

Umpqua Thrive Event:

- Attendance: 386 Douglas County students & family members (that's 1626 participants total between both events!)
- Partners on site: 30 community orgs + 7 school clubs/teams
- Services delivered: 44 sports physicals • 4 youth vaccines
- School readiness: 130 backpacks distributed, hundreds of school supplies, and dozens of $50 shoe vouchers were given out along with free haircuts and some amazing raffle prizes (bikes, skateboards, tablets, chromebooks, Ulta beauty baskets, and scooters, just to name a few!)

Required Trainings:

All board members must take two required trainings, one on child abuse reporting, and the second on board ethics. It totals roughly 2.5 hours. Please look for an email from Tabitha with links to the trainings and complete them by December 1st.

Superintendent Goal Progress

2024-2025

1. Increase the percentage of third grade students meeting grade level standards in ELA from 18% to 23%.

I am so excited about our progress in this area. We ended last year with 38.8 percent of our students meeting the third grade ELA benchmark. This goal was actually set with the previous year's data. We went from 18% in 2023 to 27% in 2024, and now we are at 38.8%. This is a growth of 11.8% last year, and 20% over the past two years. This is a very exciting trajectory! We will continue to focus in this area, and I am looking forward to even better things yet to come.

2. Students identified as regular attenders (more than 90% of enrolled school days) will increase from 58%-62%.

School	Regular Attender Rate 23-24	Regular Attender Rate 24-25
Districtwide	58%	60%
Canyonville	74%	75%
Coffenberry	55%	57%
Myrtle Creek	61%	69%
South Umpqua HS	49%	43%
Tri-City	65%	68%

Although we fell short of the goal, there was excellent progress made. We were hampered by the great flu epidemic, and the attendance policies for Advisory at the high school had some significant unintended consequences for our attendance rate. This has been corrected for this year, which will help significantly. We will also have full implementation of our attendance portal this year along with attendance plans at each site.

3. Decreasing the drop-out rate for students within special education by 10%, decreasing from 25% to 15%.

   This data is not yet unavailable for the class of 2025. Student Services and the High school did considerable work to ensure that all special education students were tracked closely and provided with the individualized supports and interventions necessary to help them stay engaged with school.

4. Develop relationships of trust throughout the South Umpqua educational community & identify strengths and opportunities within the district. This data will be used to develop a comprehensive strategic plan and roadmap for the future.

   Strategic Plan is developed and currently guiding our work. I am thrilled with the relationships I have built, and the trust that is being established. This is obviously ongoing work.

SOUTH UMPQUA SCHOOL DISTRICT
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2025-2026 Superintendent Goals

September 3, 2025

To: Board of Directors

From: Erika Bare, Superintendent

Subject: **Presentation of Draft Superintendent Goals for 2025-2026 School Year**

Date: September 3, 2025

Summary: The board is asked to review the Superintendent's Goals for the 2025-2026 school year.

Background: The Superintendent develops 3-4 measurable goals annually and presents them to the board for review and discussion. Goals are based upon board priorities, current available data, needs of the district and students, and eight administrative standards. The Superintendent is charged with providing the board updates on progress toward goals throughout the year. Progress toward meeting the goals is included in the Superintendent's annual evaluation by the board.

Note that measurable goals are set for the upcoming school year, yet summative data is often not available until well after the Superintendent's evaluation in March, and sometimes even the following year. For this reason, the Superintendent is typically evaluated on progress toward goals each year.

Financial Implications: All actions to achieve the goals are included in the district's adopted 2025-2026 budget.

Pillar 1: Supported and Successful Students

Goal: Increase the number of students meeting or exceeding third grade reading on the OSAS assessment from 38.8% to 42% by October 2026.

Activities:

- Continuing with ECRI implementation and coaching
- PLC Implementation with a focus on Language Arts
- 4 extended PLC Unit Planning days for elementary teachers
- RTI Committee formation
- Instructional Coaching throughout our schools

Goal: Increase the percentage of students who are considered regular attenders from 60 to 64%.

Activities:

- Full implementation of the attendance module
- Consistent communication with families regarding their students' attendance
- Positive PR campaign
- Attendance plans at each site

Pillar 2: Empowered and Valued Staff

Goal: Increase the number of teachers that report that professional development activities in which I participated have meaningfully impacted my teaching from 60% to 75% by April of 2026.

- Follow intentionally developed PD pathway
- Implement Instructional Coaching Program
- Use feedback provided on PD Surveys
- Be explicit with professional development goals

Pillar 3: Strong Family and Community Partnerships

Goal: By June 2026 SUSD will provide expanded opportunities for family engagement and partnership in their child's education as evidenced by increased attendance at conferences K-12, number of participants at events, and the implementation of literacy nights.

- Professional Development provided to teachers on best practices in communicating with families.

- Redesign conferences at the secondary level and refocus elementary conferences.
- Implement site-councils at each school to include family and student participation

Pillar 4: Modern and Safe Facilities

Goal: By September 2026, an annual list of facility and operational priorities will be developed by the principal, law enforcement, and Director of Facilities and 90% of those priorities will be completed.

- Annual walkthroughs conducted with law enforcement
- Quarterly walkthroughs with Principals
- Community Messages to share safety upgrades as they occur

SOUTH UMPQUA SCHOOL DISTRICT
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Superintendent's Reports

District Values

September 3, 2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: Superintendent Reports

Date: September 3, 2025

Summary:

Identifying our common values will help create a shared foundation that guides decision-making, fosters unity, and builds trust among staff, students, families, and the community. When everyone is aligned around core values, the district can ensure consistency in expectations, communication, and actions across schools. Common values also help prioritize resources, shape policies, and support a positive learning environment by making it clear what the district collectively stands for and aspires to achieve.

As a leadership team, we began this process back in June and identified a list of 11 values that felt were important to SUSD. That list was taken to and added to by the entire staff at the welcome back event on August 26th. All staff then prioritized the values utilizing a sticky dot voting system.

We would now like to incorporate your input into the values utilizing a similar prioritization system.

South Umpqua School District #19
Estimated 2025-2026 Revenues and Expenditures **2025-2026 Fiscal Year**
As of August 27, 2025

	Prior Year Actual Unaudited	2025-26 Budget	Actual YTD 8/27/25	Total Projected for the Year	Net Difference
REVENUE					
Taxes, Current & Prior	4,144,777	4,273,234	60,527	4,273,234	-
Interest on Investments	705	700		700	-
Student Activities	56,960	55,000		55,000	-
Miscellaneous Local Sources	170,229	147,150	270	147,150	-
County School Fund	20,314	20,000		20,000	-
Other Intermediate Sources	3,638	4,555		4,555	-
ESD Flow Through	123,720	124,521		124,521	-
State School Support Fund	14,003,142	15,203,421	3,690,187	15,203,421	-
Common School Fund	195,515	195,520		195,520	-
Other State Grants In Aid	9,795	1,100		1,100	-
Prior YR Forster Child Transportation Reimb	4,557	-		-	-
Federal Forest Fees	22,027	25,000		25,000	-
TOTAL REVENUE	18,755,379	20,050,201	3,750,984	20,050,201	-
ESTIMATED BEGINNING FUND BALANCE	5,076,392	3,503,807	4,540,219	4,540,219	1,036,412
TOTAL REVENUE & BEG. FUND BALANCE	23,831,771	23,554,008	8,291,203	24,590,420	1,036,412
EXPENDITURES					
Instruction					
Salaries	5,295,429	5,619,953	11,008	5,619,953	-
Associated Payroll Costs	2,975,879	3,880,475	22,748	3,880,475	-
Purchased Services	508,683	488,924	3,344	488,924	-
Supplies & Materials	399,452	202,859	14,932	202,859	-
Capital Outlay				-	-
Other Objects	27,420	17,850	4,020	17,850	-
Total Instruction	9,206,863	10,210,061	56,052	10,210,061	-
Support Services					
Salaries	3,319,620	3,594,336	221,351	3,594,336	-
Associated Payroll Costs	1,740,030	2,560,202	137,254	2,560,202	-
Purchased Services	2,449,888	3,146,793	75,805	3,146,793	-
Supplies & Materials	755,640	971,711	332,680	971,711	-
Capital Outlay	72,044	113,717	29,605	113,717	-
Other Objects	292,362	396,206	363,689	396,206	-
Total Support Services	8,629,583	10,782,965	1,160,384	10,782,965	-
Community and Enterprise Services					
Associated Payroll Costs	5,210	14,286		14,286	-
Transfers to Other Funds	1,424,147	810,000		810,000	-
				-	
TOTAL EXPENDITURES	19,265,803	21,817,312	1,216,436	21,817,312	-
ESTIMATED ENDING FUND BALANCE	**4,565,968**	1,736,696	7,074,766	***2,773,108***	1,036,412

SOUTH UMPQUA SCHOOL DISTRICT
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Board Reports

September 3, 2025

To: Board of Directors

From: **Superintendent, Erika Bare**
Director of Fiscal Services, Shy Chapman

Subject: **Superintendent Reports – Fiscal Responsibility (Board Goal)**

Date: August 27, 2025

Summary:

Superintendent Erika Bare and Director of Fiscal Services Shy Chapman will provide announcements/reports to the Board on Fiscal Responsibility.

Financial Report: Attached is the District's Revenue and Expenditure Report, reflecting financial activity through August 27th, 2025. The projected ending fund balance for the fiscal year ending June 30, 2026, is currently $2,773,108.

As noted previously, salaries and benefits are currently encumbered at full budgeted amounts, which provides a very conservative estimate. Once hiring is finalized and open enrollment for health insurance is complete, actual costs will be reflected, and the projected ending fund balance will be updated.

Audit: Umpqua Valley Auditors were onsite on August 22, 2025, and will continue their audit remotely through our accounting software.

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Board Reports

September 3, 2024

To: Board of Directors

From: Superintendent, Erika Bare
Director of Student Teaching and Learning, Ryan Savage

Subject: **3rd-8th, 11th Grade 2025 Reading and Math OSAS Data**

Date: August 26, 2025

Summary: 3rd through 12th grade reading and math performance data is collected each spring through the Oregon Department of Education's OSAS state assessments. The results are used to measure individual student growth, predict long-term academic success, and inform classroom instruction. In addition, OSAS data provides measures for schools and districts and serves as a key indicator for improving schools

SOUTH UMPQUA SCHOOL DISTRICT
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Board Reports

September 3, 2024

To: Board of Directors

From: Superintendent, Erika Bare
Director of Student Teaching and Learning, Ryan Savage

Subject: **Integrated Grants/Early Literacy 24-25 Annual Report Update**

Date: August 26, 2025

Summary: Integrated Grant funding includes the Early Literacy grant. The grant has strengthened early literacy through targeted professional development, adoption of high-quality instructional materials, and expanded family engagement. As required by ODE, districts must provide an annual update addressing three key questions, which will be shared with the board and posted publicly on the district website.

Annual Response Question	2024-25 Annual Progress Reflection
As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	Our district has continued to make steady progress in expanding equitable opportunities and strengthening suppo for students. The ongoing investment in after-school clubs, athletics, and summer offerings has led to intentional growth across K-12, ensuring that students from all focal groups have access to a wider range of enrichment opportunities. Coupled with the removal of financial barriers such as “pay to play” fees, these efforts have increas both participation and engagement. We have also deepened our commitment to academic innovation by creating new courses and programs aligned with student interests and workforce readiness. These new pathways provide students with greater choice, relevance, and ownership in their learning. At the same time, we have strengthened our systems for fostering saf and inclusive school climates. Data teams now regularly analyze incident reports, enabling us to identify trends ar provide targeted supports for focal student groups. As a result, we have seen a measurable decrease in negative incidents and stronger connections among students, families, and schools. Finally, our district has seen steady improvement in key academic outcomes. Early intervention programs at the K level are contributing to growth in ELA and math scores. At the secondary level, the combination of a graduation coach, the House system, and the High School Success program has established consistent structures of belonging and accountability. These supports are helping more students stay on track toward graduation and postsecondary success. Outcome F: Increased Graduation Rates Our district has implemented multiple, layered supports that have positively impacted graduation rates. A certified graduation coach now provides personalized guidance, monitoring, and communication with students, families, ar staff to ensure steady progress toward graduation requirements. The House system has created a stronger sense of community and belonging by connecting students with peer and staff support networks that reinforce accountability and encouragement. In addition, the 8th-to-9th grade transition program and the High School Success initiative have eased the shift to high school by preparing students socially, emotionally, and academicall Together, these efforts have contributed to consistent year-over-year improvements in graduation rates, with mor students staying on track and achieving their long-term goals.
Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	Our greatest challenge continues to be time and staff capacity. We are working hard to balance the number of new and ongoing initiatives with the need to implement each strategy with fidelity and effectiveness. Another ongoing barrier is the difficulty in hiring highly qualified staff in the specific areas we are working to strengthen. This challenge impacts our ability to provide consistent support and to fully implement initiatives at the depth and scale needed. Outcome C: Decreasing Bullying and Harassment A challenge in this area has been ensuring consistency across schools in the implementation of PBIS systems and the tracking of bullying and harassment incidents. While overall reports have decreased, differences in staff training and reporting practices have sometimes led to inconsistent data. To address this, the district is working to standardize reporting systems, provide refresher training for staff, and expand student leadership opportunities to promote a positive peer culture. In addition, the district is adopting a new SEL curriculum to support both students and staff. These steps will help create a more unified approach to reducing incidents and fostering safe, inclusive school environments.
2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.	When reviewing our actual metric rates compared to previously created LPGT and LOM targets, we are encouraged by the steady progress across multiple outcome areas. In literacy, OSAS assessments show a 5% increase—from 33.5% to 38.76%—in 3rd–5th grade students meeting or exceeding grade-level reading targets. This growth has allowed the district to meet and surpass our LPGT goal of 24%. The kindergarten readiness program, along with the continued implementation of ECRI and DIBELS, has played a direct role in this improvement. To sustain this momentum, we plan to expand targeted small-group interventions and continue professional learning in evidence-based reading strategies and curriculum. In the area of attendance, we have seen encouraging growth in the number of regular attenders (students attending 90% or more of school days). Current data shows that 59.8% of students are classified as regular attenders, a 2% increase from the prior year and moving us closer to our LPGT target of 62%. This progress is the result of intentional strategies, including expanded family communication, the addition of an attendance module in our SIS, and community outreach efforts emphasizing the importance of daily attendance. Schools have also implemented more proactive check-ins with students and families to identify barriers early and connect them with supports. Moving forward, we plan to strengthen these efforts by increasing staff training in attendance interventions and developing additional partnerships with community organizations to address chronic absenteeism. In graduation rates, outcomes continue to exceed projected growth, with the most recent cohort achieving an 85% 4-year graduation rate, surpassing our LPGT target of 76%. The combination of the House system, the graduation coach, and 8th-to-9th grade transition supports has contributed significantly to this success. Looking ahead, we will focus on increasing 9th grade on-track rates, particularly for students with disabilities, as a key leading indicator of sustained growth.

2025-2026 Board Priorities Discussion

September 3, 2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: Superintendent Reports – 2024-2025 Board Priorities

Date: September 3, 2025

Summary:

The Board is asked to review and discuss the Board priorities for the 2025-2026 school year. While Board priorities are broad, they provide a foundation for District administrators to build specific individual goals, plans, and budgets aligned to the selected board priorities.

Based on the input gathered through the strategic planning process, and the subsequent pillars for the strategic plan identified by the community, the Superintendent recommends the following priorities for 2025-2026:

- Academic Achievement
- Empowered and Valued Staff
- Strong Family and Community Partnerships
- Modern and Safe Facilities
- Fiscal Responsibility

For Context, the priorities for 2024-2025 were:

- Academic Achievement
- Facilities/ Safety & Security
- Equitable access and opportunity
- Fiscal Responsibility

SOUTH UMPQUA SCHOOL DISTRICT
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Board Reports

September 3, 2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: Superintendent Evaluation

Date: August 29, 2025

Summary:
Each year, the School Board conducts a formal evaluation of the Superintendent's performance. The purpose of this evaluation is to provide feedback, strengthen the working relationship between the Superintendent and the Board, and ensure accountability to the goals and objectives of the District.

Contractual Requirement
Superintendent Bare's contract states:

- The Board and Superintendent shall discuss the working relationship between the Superintendent and the Board.
- The Board shall evaluate and assess in writing, using a mutually agreed-upon format, the performance of the Superintendent at least once per year, prior to March 1.
- The evaluation and assessment shall be related to the goals and objectives of the District for the year in question, as well as the Superintendent's leadership and administrative abilities.

Evaluation Tool
The Board must select a mutually agreed-upon evaluation format or tool to use in completing the Superintendent's annual evaluation. In prior years, the Board has utilized the Oregon School Boards Association (OSBA) Superintendent Evaluation Tool, but the current year's tool is yet to be determined.

Evaluation Process

1. Board Self-Preparation – Each School Board member independently completes the OSBA Superintendent Evaluation tool.
2. Compilation – The Board Chair or designee compiles all Board member responses into a single draft evaluation document.
3. Board Discussion – The Board reviews the compiled evaluation in an executive session, discussing the Superintendent's performance in relation to District goals and leadership standards.
4. Final Evaluation – The Board prepares a written evaluation summarizing strengths, areas for growth, and next steps.
5. Delivery – The final written evaluation is shared with Superintendent Bare in executive session and placed in personnel records, in compliance with contract requirements.

Timeline

- Fall/Winter: Review and confirm evaluation process and tool.
- February: Board members complete individual evaluations.
- By March 1: Board finalizes and delivers written evaluation.

Goal of the Evaluation
The evaluation is intended to:

- Provide constructive feedback to the Superintendent.
- Assess progress toward District goals and objectives.
- Strengthen communication and alignment between the Superintendent and the School Board.
- Support continuous improvement in leadership and administration.

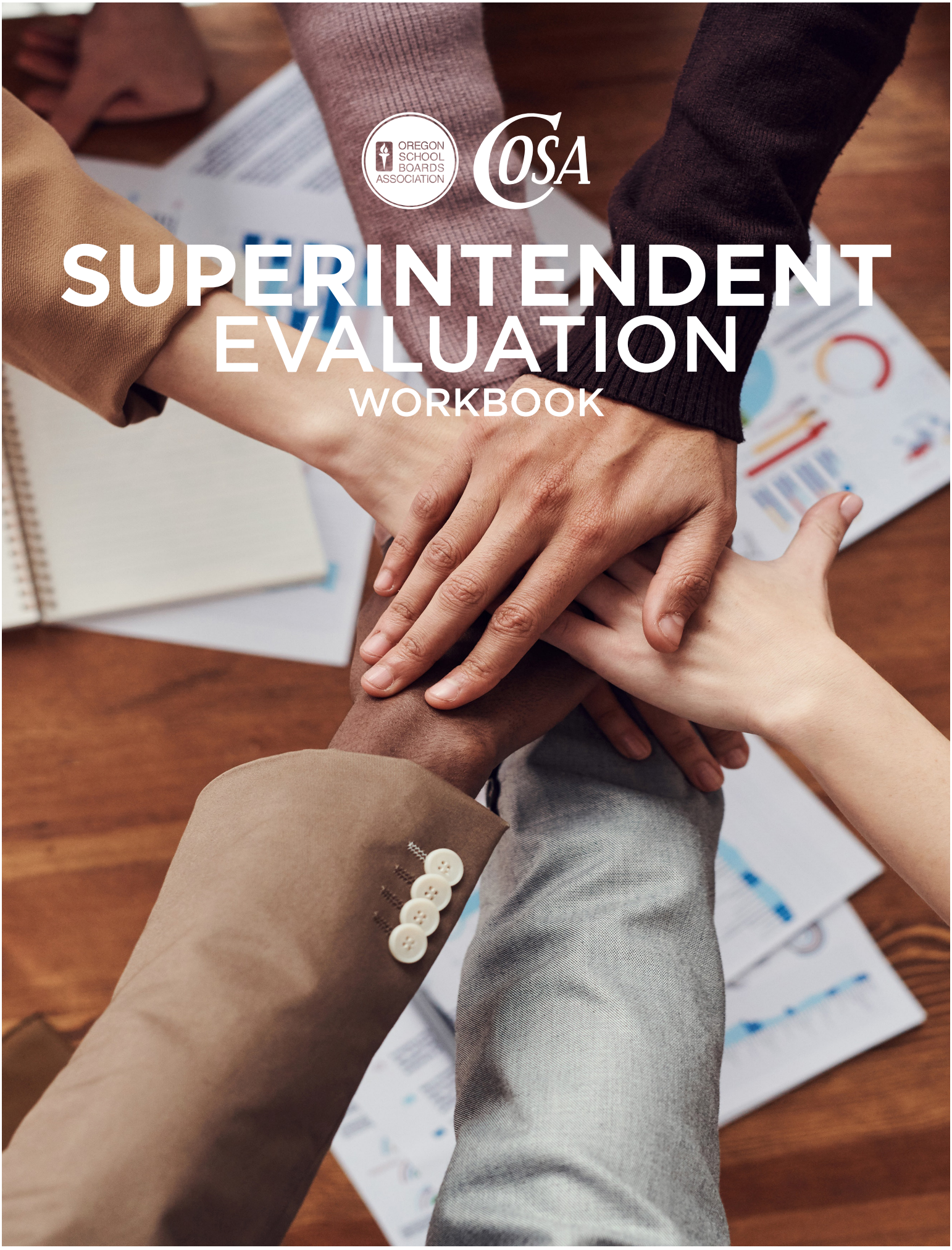

OREGON
SCHOOL
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ASSOCIATION
OSA
SUPERINTENDENT
EVALUATION
WORKBOOK

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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 approach[1].

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.

[1] Described 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 statues, 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 4 3 2 1 N/A

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 4 3 2 1 N/A

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 4 3 2 1 N/A

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 4 3 2 1 N/A

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 4 3 2 1 N/A

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 4 3 2 1 N/A

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)*



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
• 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.	• Evidence of how you have constructed and enacted an equity vision and mission across the district and community: · 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: · 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	ARTIFACTS
• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparence, 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.	• Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices • Evidence of ability to confront conflict and build consensus • Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation • Reflective journals and evidence of adaptative behavior • Equity and inclusion plan • Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS	ARTIFACTS
• 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.	• 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	ARTIFACTS
• 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.	• 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	ARTIFACTS
• 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.	• 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	ARTIFACTS
• 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.	• 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, behavior al 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	ARTIFACTS
• 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.	• 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 or 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
503-588-2800 or 800-578-6722
www.osba.org | info@osba.org

COALITION OF OREGON SCHOOL ADMINISTRATORS
707 13th St SE, Suite 100 | Salem, OR 97301
503-581-3141
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REGULAR BOARD OF DIRECTORS MEETING
Wednesday, August 6, 2025 6:15 PM Pacific

South Umpqua School District
558 Chadwick Ln
Myrtle Creek, OR 97457

William Hill:	Present
Jeff Johnson:	Present
Quinn Pickering:	Absent
Randy Richardson:	Absent
David Stevens:	Present
Anandita Tiwari:	Present

Present: 4, Absent: 2.

1. Call to Order/Roll Check
Meeting was called to order at 6:15 pm.

2. Flag Salute

3. Adoption or Adjustment of Agenda
I motion to approve the agenda for August 06, 2025. This motion, made by Anandita Tiwari and seconded by William Hill, Carried.
Quinn Pickering: Absent, Randy Richardson: Absent, William Hill: Yea, Jeff Johnson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 4, Nay: 0, Absent: 2

4. Citizens Request of the Board
None.

5. Superintendent Communication
Superintendent Bare updated the board on the strategic plan progress. Superintendent Bare informed the board there are four pillars and each pillar has an owner. The owner tracks the progress but does not do all the work. The pillar owners met on Tuesday with Gayle and worked on developing the scorecard. The district is close to having a finalized scorecard and every quarter the lead team will meet and see how things are going and each quarter that information will be shared with the board and staff.

Superintendent Bare reported in late July that the Federal Government had unfrozen the funds that were discussed at a previous board meeting. ODE is working on allocations, and the district should have ours soon. If we go off previous allocations, it means roughly $58,000 for the district.

Summer School started on Monday and things are going well. There is alot of exciting thing planned for the students.

Superintendent Bare reported that the district was awarded the Comprehensive Literacy State Development grant. The district will receive $750,000 over the next four years.

$350,000 the first year and the next three years will be $150,000. The funds will be used to focus on reading and PD for coaches.

Superintendent Bare reminded the board to complete the required training by December 1st.

5.1. SEL Curriculum
Superintendent Bare discussed the upcoming SEL adoption. The last SEL adoption happened in the spring of 2023. Since then, the state has adopted new standards and the current curriculum does not meet the standards. The current curriculum is an annual subscription, and the district would like to look at a new curriculum and is currently piloting a new curriculum at Coffenberry. Emily Veale will coordinate with support from Ryan Savage. They will follow policy for the adoption. Hope to have a recommendation to the board by January.

Board members did not have any questions.

6. Financial Report

Shy Chapman presented the board with District's Revenue and Expenditure Report, reflecting financial activity through July 31, 2025. The projected ending fund balance for the fiscal year ending June 30, 2026, is currently $2,773,109.
Mrs. Chapman reported that the auditors would be here at the end of the month doing their onsite audit. The rest of the audit will be completed using online software.

Mrs. Chapman remained the board to check their emails as they should have an email from he auditors that needed to be completed.

7. Foundation Communication
Jeff Johnson had nothing new to report. Will provide an update in September.

8. Consent Agenda*(All items may be adopted by a single motion unless pulled for special consideration.)*
Approve cpnsent agenda. This motion, made by Anandita Tiwari and seconded by William Hill, Carried.
Quinn Pickering: Absent, Randy Richardson: Absent, William Hill: Yea, Jeff Johnson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 4, Nay: 0, Absent: 2

8.1. Approve Board Minutes from the July 14, 2025, Board Meeting

8.2. Approve employment of Dawn Lopez, Elementary Teacher at Tri City Elementary

8.3. Approve employment of Emily Niebergall, Elementary Teacher at Tri City Elementary

8.4. Approve employment of Julieanna Chilman, Elementary Teacher at Myrtle Creek Elementary

9. Action Items

10. Announcements
All Staff Welcome Back, August 26, 2025, 8:00 am
First Day Back for Students, September 03, 2025
Board Regular Session, September 03, 2025, 6:15 pm
Board Regular Session, October 01, 2025, 6:15 pm

11. Board Member Comments
The board welcomed Ryan Savage to his new position.

12. Board chair closing comments

13. Adjourn Meeting
The meeting was adjourned.

Action Item

September 3, 2025

To: Board of Directors

From: Erika Bare, Superintendent
Shy Chapman, Director of Fiscal Services/Budget Officer

Subject: **Action Item – Resolution 2026-01, Resolution for Appropriating Special Revenue Funds – Oregon Comprehensive Literacy State Development Grant (CLSD)**

Date: Aug 27th, 2025

Summary: South Umpqua School District #19 has applied for and been awarded the Oregon Comprehensive Literacy State Development (CLSD) grant, in the amount of $300,000. A supplemental budget is required when new appropriation authority is needed.

Background: Oregon Budget Law, under ORS 294.471, provides that a local government may prepare a supplemental budget if unexpected funds are made available by another unit of federal, state, or local government and/or an occurrence or condition that was not known at the time the budget was prepared requires a change in financial planning. When the supplemental budget adjusts fund expenditures by 10 percent or less, the supplemental budget may be adopted at a regularly scheduled meeting of the governing body.

Previous Board Action:
The South Umpqua School Board meets annually each June to review, discuss, and approve the district budget and appropriate funds for the upcoming school year, pursuant to ORS 294.456.

Financial Implications: A board-approved resolution provides district officials with spending authority, not to exceed approved amounts within each major budget function, for the 2025-26 fiscal year. Without approval of resolution 2026-01, additional spending authority would not be given for the Oregon Comprehensive Literacy State Development (CLSD) grant.

Staff Recommendation: Staff recommends the board approve the resolution to appropriate additional special revenue funds for the Oregon Comprehensive Literacy State Development (CLSD) grant.

School Board Action:
Motion: *I move that the South Umpqua Board of Directors (approve) Resolution 2026-01: Resolution for Appropriating Special Revenue Funds for the 2025-26 fiscal year.*

RESOLUTION NO. 2026-01

ADOPTING THE SUPPLEMENTAL BUDGET AND MAKING APPROPRIATINOS FOR THE 2025-26 FISCAL YEAR

WHEREAS, South Umpqua School District #19 has applied for the Oregon Comprehensive Literacy State Development (CLSD) grant in the amount of $300,000, and

WHEREAS, The Board of Directors of South Umpqua School District #19 finds that Adopting the Supplemental Budget and Making Appropriations is necessary under ORS 294.471.

THEREFORE, BE IT RESOLVED, by the Board of Directors of South Umpqua School District #19 as follows:

That this Supplemental Budget is prepared in accordance with OR 294.471(1)(a), which authorizes the formulation of a supplemental budget resulting from "an occurrence or condition that is not ascertained when preparing the original budget or a previous supplemental budget for the current year or current budget period and that requires a change in financial planning." This Supplemental Budget was published in accordance with ORS 294.471(3)(b).

That this resolution complies with OR 294.471(4) and does not authorize an increase in the levy of property taxes above the amount published in the 2025-26 Adopted Budget.

That the amounts for the fiscal year beginning July 1, 2025, and for the purposes shown below are herby appropriated as follows:

SPECIAL REVENUE FUND	**EXISTING**	**CHANGES**	**ADJUSTED**
State Resources			
3200 Restricted Grant-In-Aid	$2,263,547	$300,000	$2,563,547
State Requirements			
2000 Support Services	$1,034,967	$300,000	$1,334,967

ATTEST:_____ **BOARD CHAIR:**_____

MOVED BY:_____ **DATE:**_____

RESOLUTION:_____
APPROVED OR DISAPPROVED