

Board of Directors Meeting
School District 4J, Lane County
4J Education Center / Hybrid
(in-person or via Zoom)
200 North Monroe Street
Eugene, Oregon 97402
Monday, August 11, 2025

NOTICE: The Board Retreat will be open to the public to attend in person and via Zoom Webinar at:
<https://4j-lane-edu.zoom.us/j/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RsIX0dRb.1>, Webinar ID:
965 1638 6055
A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

The Board will not hear public testimony during the Board Retreat.

**8:15 AM
Board Retreat**

- I. Call Board Retreat to Order, Roll Call
- II. Agenda Approval
- III. Retreat Agenda: 2
 - 8:15 – 8:25 a.m. – Reflections from August 4th Board Retreat
 - 8:25 – 8:50 a.m. – Meeting Types
 - 8:50 – 9:15 a.m. – Committee Structure
 - 9:15 – 9:45 a.m. – Working Agreements
 - 9:45–10:00 a.m. – BREAK
 - 10:00 a.m.–11:15 a.m. – Entry Plan, Superintendent Goals
 - 11:15 a.m.–12:00 p.m. – Superintendent Evaluation Plan
 - 12:00 – 12:45 p.m. – LUNCH BREAK
 - 12:45-1:45 p.m – Board Goals and Agreements
 - 1:45 – 2:30 p.m. – Next Steps
- IV. Adjourn Board Retreat

INFORMATION FOR THE DEAF AND HARD OF HEARING:
Closed Captioning is available during Board meetings through a zoom live feed
which is also displayed at in-person meetings.



Eugene School District 4J Superintendent Entry Plan

2025 and Beyond
The 4J Way: Growing Together, Centering Students

VALUES STATEMENT

This entry plan marks the beginning of a **multi-year commitment** to building a stronger, more equitable, and aligned school system - one grounded in **student learning and belonging**. As superintendent, my leadership is shaped by the values of:

- **Equity, Inclusion, and Belonging:** Every student and adult feels seen, valued, and connected. We center justice and equity, particularly for those historically and currently marginalized.
- **Collaboration:** We lead together, learn together, and grow together.
Compassion: We act with kindness, empathy, transparency, humility, and care in all relationships.
- **Longevity & Sustainability:** We build systems and empower people for lasting impact.

EQUITABLE STUDENT OUTCOMES: THE CENTER OF ALL WE DO

The core purpose of this work is to ensure that **every student in 4J is thriving** - academically, socially, emotionally, culturally, and behaviorally. We are especially committed to the success of students who have been historically and currently underserved. This commitment extends deeply to understanding and addressing disparities in literacy development, ensuring that all students, regardless of their learning needs or background, achieve their full potential.

SUPERINTENDENT GOALS

1. Evaluate and enhance early literacy initiatives

Goal: Conduct a comprehensive assessment of current early literacy programs and identify areas for improvement to increase early literacy rates across the district.



2. Implement the new school board resolution on meaningful inclusion for students with disabilities

Goal: Develop a clear action plan for assessing current inclusion practices, identifying gaps in alignment with the resolution’s principles, and developing staff professional development plan

3. Strengthen partnerships and relationships

Goal: Build and maintain relationships with staff, students, families, and community members and strengthen two-way communication with families, students, staff, and the community.

3. Build relationships and strengthen two-way communication systems

Goal: Build and maintain relationships with staff, students, families, and community members and strengthen two-way communication with families, students, staff, and the community

4. Develop and implement a strategic planning process

Goal: Identify systems alignment gaps and needs that form the basis of a strategic plan, develop district strategic goals and priorities that underpin the district’s strategic plan, and lead the development of a concise, dynamic strategic plan with clear goals and measurable outcomes, aiming for an adopted Strategic Plan by Fall 2026.

5. Establish a transparent, collaborative budget process

Goal: Develop and implement a transparent, collaborative budgeting process that aligns financial resources with the district's strategic priorities, ensuring fiscal responsibility and community trust.

COMMUNITY ENGAGEMENT & LEARNING STRUCTURES

Connecting & Learning Series (July 2025–June 2026)

The Connecting and Learning Series is a districtwide engagement effort designed to build trust, surface insights, and create shared purpose. It includes:

- School, program, and department visits
- Conversations with students, staff, families, employee groups, and community members
- Focus groups, roundtables, surveys, and check-ins

Goal: Surface strengths, challenges, and opportunities to inform strategic priorities.

Community Coalition (Launch: Fall 2025)



The Community Coalition is an inclusive advisory group formed from the superintendent search community panel. It allows for continuity in participation (from the interview process to onboarding of the new superintendent).

Purpose:

- Support the superintendent’s entry plan and community engagement efforts
- Offer insights into the strengths and needs of the district
- Assist in the analysis and synthesis of key learnings from the Connecting and Learning Series and First 100 Days report
- Provide input on the development of the district’s strategic goals and priorities
- Review and give feedback on the draft strategic plan

Meeting Schedule (Tentative):

- **Fall 2025:** Kickoff, relationship-building, and feedback on superintendent’s initial learnings
- **November 2025:** Provide input on First 100 Days report and draft district strategic priorities
- **June 2026:** Provide feedback on draft strategic plan and superintendent’s reflections

DELIVERABLES & TIMELINE

Timeline	Key Milestones & Activities
July 2025-June 2026	Connecting and learning across schools, programs, departments, and communities
December 2025	First 100 Days Report
December 2025	Recommend (for board adoption) strategic goals and priorities to guide FY 2026–27 budget and strategic planning process
June 2026	Year One Reflection Report
September 2026	Public presentation of a draft concise, dynamic three-year strategic plan with a November 2026 launch target



Eugene School District 4J Strategic Plan Draft Process & Timeline 2025-2026

The 4J Way: Growing Together, Centering Students

Goal: To collaboratively develop a concise, dynamic three-year strategic plan that is grounded in community values, manageable to communicate with the community, monitor, and adjust as necessary.

September-October 2025: Preparation & Planning

- **Launch Community Coalition.**
 - Invite members of the superintendent hiring process community panels (comprised of parents, staff, and local leaders) to participate in the Community Coalition.
 - The Coalition will act as a key advisory body, ensuring the strategic plan is grounded in community values and needs. This group will be charged with providing feedback on strategic priorities, the overall process, and the final plan.
 - Other groups such as the Equity Committee, Budget Committee, ELT, SLC, building and district leaders, employee groups, student groups will have the opportunity to provide feedback as well.
- **Plan the Process.**
 - The Community Coalition will provide feedback on the plan's scope, timeline, and strategies for gathering input (including surveys and focus groups).
- **Launch ThoughtExchange.**
 - Administer ThoughtExchange, aimed at allowing staff, students, families, and the community to provide input on our district's strategic goals and priorities.

November 2025: Gathering Input

- **Conduct Focus Groups.**
 - Hold 4-6 focus groups, inviting historically and currently underrepresented communities to ensure the plan reflects the needs of all students.
- **Review and Analyze Data.**
 - The Community Coalition, along with employee groups and building and district leaders, will review and analyze the data below.
 - They will identify patterns, themes, and trends from the data sources to propose 3-5 key strategic goals and priorities.

- **Data Sources:**
 - ThoughtExchange results
 - Focus group insights
 - Strategic Alignment Summary of Results (From the strategic alignment work launched in April 2025)
 - Previously collected data, such as input from the community during the superintendent hiring process and the Community Engagement and Listening process.
- **Communications Update:** The district will post a summary of the initial findings from the input-gathering phase to keep the staff community informed.

December 2025: Identifying Goals

- **Propose Strategic Goals and Priorities to the School Board.**
 - Based on the data and community feedback, the superintendent will propose 3-5 district strategic goals to the school board.
 - When and if approved, the strategic goals will guide budget decision-making and form the basis for the concise, dynamic three-year strategic plan.

January - June 2026 : Drafting the Plan

- **Create the Strategic Plan.**
 - The Community Coalition, along with employee groups and building and district leaders, will identify specific action steps, timelines, and measurable outcomes for each strategic goal and priority approved by the board.
 - The final plan is compiled into a clear, concise, and dynamic document.

September - November 2026 : Launch

- **Launch:**
 - The superintendent presents the concise, dynamic strategic plan to the school board for approval and communicates the final document to the entire district community, highlighting how their input was used.
 - A launch summary will be posted on the district website, and a digital version of the plan will be made available.

December 2026 - Ongoing: Monitoring

- **Monitor:**
 - The leadership team reviews the progress on goals annually, making adjustments as needed.
 - The leadership team will provide quarterly progress updates to the board and an annual report to the community, accessible on the district website.
 - The plan remains a living document that guides the district's work, ensuring ongoing alignment with community needs and priorities.



Eugene School District 4J

2025-26 Superintendent Evaluation (Draft)

The Eugene School District 4J Board will assess the superintendent during the 2025-26 school year based on the five goals that align to the superintendent's entry plan and board priorities. The board is committed to maintaining its focus on these goals to support the superintendent in her first year.

Performance Standards:

1. Visionary District Leadership
2. Ethics and Professional Norms
3. Inclusive District Culture
4. Culturally Responsive Instructional Leadership and Improvement
5. Communication and Community Relations
6. Effective Organizational Management
7. Effective Financial Management
8. Policy, Governance, and Advocacy

Superintendent Goals for Eugene School District 4J

1. Evaluate and enhance early literacy initiatives

Goal: Conduct a comprehensive assessment of current early literacy programs and identify areas for improvement to increase literacy rates across the district. (Standards 1, 3, 4)

2. Implement the new school board resolution on meaningful inclusion for students with disabilities

Goal: Develop a clear action plan for assessing current inclusion practices, identifying gaps in alignment with the resolution's principles, and developing staff professional development plan. (Standards 1, 3, 4)

3. Build relationships and strengthen two-way communication systems

Goal: Build and maintain relationships with staff, students, families, and community members and strengthen two-way communication with families, students, staff, and the community. (Standards 1,5)

4. Develop and implement a strategic planning process

Goal: Identify systems alignment gaps, develop district strategic goals and priorities that underpin the district's strategic plan, and lead the development of a concise, dynamic strategic plan with clear goals and measurable outcomes, aiming for an adopted Strategic Plan by Fall 2026. (Standards 1,3,4, 6)

5. Establish a transparent, collaborative budget process

Goal: Develop and implement a transparent, collaborative budgeting process that aligns financial resources with the district's strategic priorities, ensuring fiscal responsibility and community trust. (Standards 1, 5, 6, 7)

Evidence/Timeline

Evidence/Task	Timeline
Final strategic planning process document.	September 2025
Final budget timeline and process document.	September 2025
Monthly reports on the strategic planning process.	Monthly
Quarterly updates on the implementation of the budget development process.	October, January, March
Report on literacy assessment and recommendations.	December 2025
Superintendent evaluation discussion #1.	December 2025
First 100 days report and district strategic priorities recommendation to the board (board approval recommended in December for budget planning purposes).	December 2025
Provide the board a report on the implementation status of the board's resolution on inclusion and Special Education.	January 2026
Superintendent Evaluation Discussion #2.	March 2026
Proposed budget.	April 2026
Implementing staffing according to the proposed budget.	May 2026
Final superintendent evaluation.	May 2026
Year-end report and updates on strategic planning process.	June 2026
Concise, dynamic strategic plan draft.	September 2026
Strategic plan communication, PD, implementation.	October-November 2026

DRAFT



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 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 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
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**COALITION OF OREGON
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Eugene School District 4J

Board Working Agreements/Norms

To help the board function as effectively as possible in service of their community, the board has established working agreements/norms that provide a set of guidelines, shared understandings, and expectations of how they will work with each other, district staff, and the community. In agreeing to these norms, they also agree to hold each other accountable to follow them.

The Eugene School District 4J (4J) staff and board operate within the guidelines of Oregon state law and adopted 4J district policy and use Robert's Rules of Order for managing their meetings.

Links to these materials can be found at the end of this document. Nothing contained in these working agreements/norms supersedes those authorities.

ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

1. Every board member is one part of a whole and contributes in their own ways, all important.
2. Board members will operate within our governance model focusing on:
 - a. Stewardship of the district's strategic vision
 - b. Employment and evaluation of the superintendent
 - c. Governance through policymaking
 - d. Adoption of engaging and evidence-based core instructional materials
 - e. Tracking district progress and ensuring fiscal alignment to district priorities
3. Board members will uphold the legal compliance and confidentiality requirements on all matters arising from board meetings and executive sessions.
4. The board recognizes the role of the chair to:
 - a. Speak for and about the board to the press and public groups
 - b. Convene board meetings
 - c. Execute documents as appropriate
 - d. Develop the agenda with the vice chair, superintendent, and a rotating board member as assigned.
 - e. Remind the board of their commitment to governance, effective meetings, and the board's working agreements
 - f. Board leadership will consult with members and organize committee assignments

5. The board and superintendent will participate annually to review the strategic priorities of the district and collaboratively establish goals and objectives for themselves. The board will regularly perform a self-assessment and evaluate the superintendent annually.
6. Board members will act as ambassadors to the schools, the community, and the district by observing the following:
 - a. As able, strive to stay connected to schools and their events
 - b. Represent the board and district in the community by receiving input from constituents and partners, and sharing information on district programs and progress
 - c. Hold oneself to a high standard of behavior, reflecting open and collaborative discourse, ethical conduct, and speaking responsibly to support students, district, and board
 - d. Serve as an essential interface between the district and the community in support of the district in achieving its mission
 - e. Be open and collaborative as they conduct their work with care
7. Board members will assume positive intent while attending to the impact of the board's discourse and actions.
8. Board members will communicate proactively and directly with one another in a timely and constructive manner should an issue or problem develop between them, seeking to resolve the matter privately before bringing it to a public meeting. Board members will seek to listen to understand.
9. Board members will build collegial connections with each other while adhering to applicable open meeting laws and policies.
10. The board views this working agreement document as a team effort and each member has a shared responsibility for holding the group accountable for its governance role and working agreements. As needed, the board chair will remind us of the expectations contained herein.

HOW WE OPERATE & MAKE DECISIONS

11. The board will elect officers (chair and vice-chair) for their term at the first meeting in July, and in the first week of the month, if possible.
12. Incoming board members will receive initial orientation by the first meeting in August, which includes a manual with key district information, access to district policies, and board procedures. Each new board member will have orientation meetings with the board secretary, the superintendent, and the board chair. Additionally, each new board member will be assigned a mentor who is an experienced board member.
13. Once a decision is made by the board, members will support the implementation of the decision.
14. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. If it is supported by at least three members of the board it will be referred to the leadership to consider next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information, or an item for future action on an upcoming board meeting agenda. Board leadership will communicate the next steps decided for the proposed topic to the requesting board member. Pending agenda items will be retained in the board's agenda plan.
15. The board will be mindful of the impact of late meetings on community, staff, and board members. The board will observe time limits on agenda items and will adjust the agenda if an item goes overtime. Board leadership will plan agendas to allow board meetings to begin and end on time, and keep staff reports at the beginning of the meeting, when possible. Reports to the board will be succinct, provided ahead of the meeting, with meeting time reserved for questions and explanation. The board will populate its agendas with items that are aligned with the board's governance role and are related to improving student outcomes.
16. Information requests by individual board members that can be expected to require roughly fifteen minutes or more of staff work or resources will be referred by the superintendent to the full board to determine if the request to use resources aligns with board and district priorities.
17. Board members will coordinate with the superintendent and alert the building administrator before visiting a school, except in the cases of routine parental visits, scheduled volunteer shifts, or in a professional, non-district role.
18. Board members will respect the superintendent's responsibility to manage the school district and to direct employees in district and school matters. Therefore, when questions or concerns are brought to a board member relative to district staff or operations, those concerns will be referred to the superintendent for follow-up.

19. Board members will give careful consideration, listening to all perspectives, to all issues brought to the board by community members, groups, and district leadership prior to making a decision. The board will consider equity and use an equity lens in its decision-making processes.

HOW WE COMMUNICATE

20. Board communications intended for staff should be sent only to the superintendent who will be accountable to the board for follow-up.

21. Members will refrain from using personal electronic devices during meetings except for emergencies or limited operational needs. The expectation is that board members will be fully engaged in board meetings.

22. The chair will respond to group emails sent to the board. With notification to the whole board, the board chair can delegate this responsibility to the vice chair or other board member.

23. The board will refrain from dialogues with the public via social media on official school matters.

24. Board members will be mindful that their actions and communications with the public reflect upon the board and district as a whole.

25. The board will actively seek and value the professional opinions of school district staff, ensuring their expertise informs board decisions. However, board members will refrain from involving staff in board conflicts or expecting them to take sides in governance matters.

26. Board members will communicate directly with the superintendent and or the board chair prior to meetings of the board to address questions or concerns about agenda items.

GOVERNING LAW AND POLICY DOCUMENTS

Robert's Rules of Order- <https://osba.org/roberts-rules-simplified->

Board Policy Sections A and B found at- <https://policy.osba.org/eugene/>

List of Board Committees

Role of Student Representatives (Board Policy BCBA)

Oregon Public Meeting Laws ORS 192.610-690 found at: Law can be found at-

https://www.oregonlegislature.gov/bills_laws/ors/ors192.html

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Eugene School District 4J - Tentative Budget Development Roadmap 2025-2026

The 4J Way: Growing Together, Centering Students

Goals: Communication, Transparency, Shared Understanding, Informed and Collaborative Decision-Making

Standing Items:

- Monthly budget and enrollment updates to the school board (August start)
- Monthly budget discussions with employee groups and with building and district leaders (September start)
- Monthly budget updates to staff and community (October-November start)

July – August **Initial Planning and Preparation**

- Review the prior year’s financial performance and audit findings
- Update enrollment projections and initial revenue estimates (e.g., state school fund, grants)
- Establish a budget calendar and key deadlines
- Prepare preliminary budget assumptions and planning documents
- Review and update budget development tools and templates
- Communicate the timeline and expectations to leadership teams
- Position Review and Consolidation Analysis (redistribution of duties)
- Evaluation of high-salary positions
- Communication plan “road show” for staff
- Community Communication Plan (e.g., Budget Friday, Videos, Survey, etc.)
- Add monthly updates as part of the community plan
- Survey development on district and budget priorities
- Monthly budget report to the school board at board meetings starting in August
- Begin budget and staffing analysis - gaps, inefficiencies, redundancies

September – December **Engagement and Data Gathering**

- Clarify budget-saving expectations to department and building leaders.
- Add finance representation to monthly union group meetings as a touch point.
- Discuss the budget each month with employee groups starting in September.
- Provide monthly budget updates to staff and community starting at the end of October.
- Administer high-level district priorities survey (staff and families) and analyze data.
- Propose and approve district strategic goals based on survey data and other data points.

- Facilitate meetings with district leadership, department heads, and school administrators to review prior budgets and plan for the upcoming year.
- Review departmental needs, strategic initiatives, board goals, and budget framework.
- Evaluate potential cost savings or efficiency opportunities with input from employee groups and building and district leaders.
- Identify and review budgets for all major grants.
- Begin prioritization of resource allocation in alignment with the district's strategic goals, with input from various groups.
- Update and refine enrollment projections and initial staffing targets.
- Selection of Budget Committee Members.

January Executive Decision-Making

- Superintendent and Executive Leadership Team finalize high-level budget priorities based on board-approved district strategic goals and priorities, survey results, feedback from employee groups, and other data points.
- A preliminary budget model is developed with updated revenue estimates.
- Consideration of new programs, program reductions, or structural changes with input from various groups.
- Decision points on staffing formulas, program investments, and resource shifts with input from multiple groups based on district strategic goals and priorities.
- Begin identifying preliminary staffing allocations for schools and departments.
- Budget Committee orientation.

February Planning with Schools and Departments

- Conduct staffing and allocation meetings with school principals and department leaders.
- Review student need indicators, equity allocations, and program requirements.
- Department-level planning for supplies, services, equipment, and professional development.
- Identify funding gaps or requests for additional resources.
- Begin building individual school and department budgets.
- Prepare budget document, presentations, and supporting materials.
- Values and strategic goals identification.

March – June Budget Refinement and Approval Process

- Staffing reduction communication, if any, begins in April.
- Present the proposed budget to the Budget Committee for review and discussion.
- Hold public meetings and hearings.
- Board adopts the approved budget.

Superintendent–Board Communication Plan (DRAFT)

Purpose: To ensure clear, consistent, and timely communication between the superintendent and the board in alignment with Eugene School District 4J’s Working Agreements and the shared commitment to a high-functioning governance team.

1. Regular Written Updates

- **Weekly** email updates
These will include progress on key initiatives, notable school and district events, policy issues, and upcoming decisions.
- A running “**Board Digest**” format will be used to keep communications concise and focused, with links or attachments for deeper detail as needed.

2. Individual and Small Group Meetings

- **Monthly Meetings with individual board members**
These informal check-ins allow for two-way dialogue, deeper relationship building, and real-time input on emerging issues.

3. Urgent and Time-Sensitive Communication

- **“No Surprises” Protocol:**
The superintendent will alert the board promptly via email or phone when:
 - A situation is likely to draw public or media attention
 - A school or community safety issue arises
 - There is a significant leadership or personnel shift
 - A legal or financial matter escalates
- When urgent communication is necessary outside of work hours, the board will be contacted via call or text, followed by a written summary as needed.

4. Communication During Board Meetings

- **Board Packet Memos:**
Continued use of memos in board packets to provide background context and clarity on agenda items.
- **Verbal Updates During Work Sessions:**
Used strategically to engage in collaborative planning, preview upcoming initiatives, or explain emerging topics.

5. Accessibility & Responsiveness

- The superintendent will aim to respond to individual board member emails within **48 hours**, and will inform the board if unavailable due to travel or other commitments.

- The superintendent's chief of staff may respond on behalf of the superintendent, but only if requested by the superintendent.
- The superintendent's executive assistant will help coordinate scheduling and communication as needed.
- During district emergencies, the Chief of Staff or Director of Communications will communicate directly with the board.

6. Communication with Executive Leadership Team and district or school administrators

- As per board [Policy BG/BGD - Board-Staff Communications](#), the basic line of communication will be through the superintendent. All board communication shall come through the superintendent including requests or questions of ELT, and school and district administrators.
- If a community member communicates with the board about an issue concerning a specific school or department, the board will refer the matter to the superintendent.

References:

https://files.smartsites.parentsquare.com/3396/boardworkingagreements_2024-25.pdf

https://policy.osba.org/eugene/AB/BG_GBD%20G1.PDF

RESOLUTION NO. 2025-26-XXXX
of
EUGENE SCHOOL DISTRICT 4J BOARD OF DIRECTORS
Establishing Board Committees for the 2025-26 School Year
DRAFT for Review on 8.11.25

WHEREAS, School Board Policy BCE states there are standing committees of the board, and further provides that the board may appoint special committees to serve specific purposes until their assignment is completed;

WHEREAS, Committees of the board will be fact-finding, deliberative and advisory unless the Board specifically delegates a decision-making or administrative duty;

WHEREAS, ORS 294.414 requires that the board establish and maintain a budget committee;

WHEREAS, Board policy BCB requires the Board Chair to appoint all committees unless otherwise ordered by the board; and

WHEREAS, the Board values clarity and transparency in its operations;

NOW, THEREFORE, the Board of Directors resolves and directs the following:

1. For the 2025-26 school year, the Board approves the establishment or continuation of the following committees: Budget, Legislative, and Bond Oversight/ Long-Range Facilities Planning.
2. The Budget Committee's composition and function is described in School Board Policy DBEA.
3. The Legislative Committee, shall be comprised of X school board members. Its purpose is to track legislative issues in Oregon, and inform key legislators about the impact of specific legislative policies on the Eugene School District within the legislative goals established by the school board.
4. Bond Oversight and Long-Range Facilities Plan Committee. [The function of the Bond Oversight and Long-Range Facilities Plan committee is to review bond funded projects underway or completed in the last year and those proposed for the following school year and prepare to make recommendations on the District's Long Range Facility Plan, which must be approved by the board of directors every 10 years. Membership on

the committee shall consist of X board members, one to two members of the Facilities Department, and XXXXXX]. [By DATE, the Superintendent shall recommend to the board a committee composition, to include XXX members of the board, and a statement of purpose].

5. Committees of the board created before the passage of this resolution but not continued by it, including but not limited to the Audit Committee, are sunsetted.

Adopted this ___ day of _____ 2025 by Board of Directors for the Eugene School District 4J.

**Tom DiLiberto Board Chair
Board of Directors, Eugene School District 4J**