

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, September 14, 2021
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

5:00 PM Work Session

**LANE ESD BOARD MEETING  
AGENDA**

Tuesday, September 14, 2021

1. Call Work Session to Order

The Board of Directors will conduct a work session to review the Strategic Planning process with the process facilitators.

Board Chair

LESD Board Work Session Agenda 9

A. Presentation of Process Booklet

Nancy Golden

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B. Presentation of Equity Lens Document

Carmen Gelman

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C. Receive Input on the Equity Lens

Carmen Gelman

D. Next Steps in the Strategic Planning Process

Nancy Golden

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E. Close of Work Session

Board Chair

2. Oath of Office

The Chair of the Board of Directors of Lane ESD will administer the Oath of Office for newly elected Board member Sydney Kissinger.

Board Chair

3. Call Regular Meeting To Order

Board Chair

4. Welcome

Guests attending the meeting will be introduced.

Board Chair

5. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. Comments on non-agenda items may be presented at this time. Due to the emergency resulting from the COVID-19 pandemic, meetings are streamed virtually. Emails from community members who would like to comment on non-agenda items will be read into record at this time. Emails must contain the community member's name, address, and material that can be read within the three minute time limit.

Public comments can be emailed to the board secretary, Julie Simmonds at [supt-office@lesd.k12.or.us](mailto:supt-office@lesd.k12.or.us) and must be received by 4:00pm on Monday, September 13, 2021.

Public Statement - Board Policy GCBAB

6. Agenda Review

Board Chair

7. Presentation: Lane County Feeding and Swallowing Clinic (a pilot project)

This program is supported by funding from the Lane Education Foundation. It is a partnership between Lane ESD, Eugene School District 4j, and two local Developmental Pediatricians.

Lane ESD Speech Language Pathologist Sara Mansfield, Eugene School District Occupational Therapists Molly Pierce and Carol Welch, and Developmental Pediatricians Ami Bear and Amelia Roth

8. Action Items

Board Chair

A. Consent Agenda

The Lane ESD Board of Directors has agreed to implement a consent agenda. All items in the consent agenda are adopted by a single motion unless a member of the Board or the Superintendent requests that such item

be removed from the consent agenda and acted upon separately.

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda.

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item.

If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the agenda.

**BE IT RESOLVED** that the Board of Directors of Lane ESD adopts the consent group as submitted and listed below.

1. Human Resource Report, dated September 1, 2021
2. August 2021 Grant Report

Board Chair

LESD Human Resource Report September 1 2021	28
Aug 2021 Board Grant Rpt	31

B. Accept Financial Report

**BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the Financial Report for August 2021.

Board Chair

August 31 2021 Board Financial Report	32
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C. Declaration of National Hispanic Heritage Month

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402.

The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30 day period.

**WHEREAS**, each year, the United States observes National Hispanic Heritage Month by celebrating the culture, heritage and countless contributions of those whose ancestors were indigenous to North America as well as those who came from Spain, Mexico, the Caribbean, Central America and South America; and

**WHEREAS**, what began in 1968 as Hispanic Heritage Week under President Johnson and was expanded by President Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15; and

**WHEREAS**, although too numerous to recognize individually by name, Hispanics and Latinos serve as civil rights leaders and community organizers, politicians, soldiers, educators, journalists, first responders, pioneers in art and science, healthcare professionals, athletes, inventors, entertainers and so much more; and

**WHEREAS**, Hispanics and Latinos continue their rich history of significant and diverse contributions to the cultural, educational, economic and political vitality of our communities;

**NOW, THEREFORE, BE IT RESOLVED**, that the Lane Education Service District hereby proclaims September 15th – October 15th, 2021 as Hispanic & Latino Heritage Month and encourage all residents to honor the rich diversity of the Hispanic and Latino communities and celebrate the many ways they contribute to our nation and society.

Board Chair

- D. Nominate Candidate for OSBA Board of Directors and Nominate Candidate for OSBA Legislative Policy Committee

Nominations are now open for the OSBA 2021 election. Candidates for the OSBA Board of Directors and Legislative Policy Committee (LPC) must be nominated by official action of a member board within their region.

In 2021, **all even-numbered board positions**, except Position 16, *plus* board **Position 1** (Gorge - to serve while Scott Rogers serves as OSBA President and Past President), board **Position 11** (Marion - one-year term) and board **Position 15** (Washington - one-year term) are up for election. **All** Legislative Policy Committee positions are up for election.

The Legislative Policy Committee consists of the voting members of the OSBA board of directors and 20 representatives from 14 regions throughout the state. Members are listed below by region with their school district and e-mail address if available. Judy Newman, Eugene School District 4j Board Member, is the 2020 Legislative Policy Committee member for Position 6.

WHEREAS, the Lane Education Service District is a member of the Oregon School Boards Association;

NOW, THEREFORE, BE IT RESOLVED that Lane Education Service District nominates a candidate for the OSBA Board of Director position 6;

BE IT FURTHER RESOLVED that Lane Education Service District nominates a candidate for the OSBA Legislative Policy Committee position 6;

Board Chair

9. Discussion/Reports

A. Legislative Update

Superintendent Scurto will provide an update on any legislative activities.

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

OAESD Governance Council Message 33

RIS thanks from Lane ESD Board- 08 16 21 35

C. Board and Superintendent Working Agreements

The Board and Superintendent Scurto will review their working agreements and renew the agreements for the 2021-22 school year.

Board Chair, Superintendent Scurto

Bd-Supt Working Agreements 2020-21 40

D. Lane ESD Board Member District and Committee Assignments

The Board of Directors of Lane ESD will review the 2020-21 Lane ESD Board Committee and District Assignments, discuss, and affirm assignments for the 2021-22 school year. The 2020-21 Lane ESD Board Member District and Committee assignments is attached.

Board Chair, Superintendent Scurto

LESD Board Committees and Assignments 2020-21b

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E. 2021-22 Superintendent Evaluation Process

The Board of Directors of Lane ESD will discuss the method of evaluation of the superintendent for the 2021-22 school year. In previous years, the Board has used the OSBA Superintendent Evaluation Tool, revised in 2017.

The Board will discuss what groups they would like to gather input from for the purposes of evaluating Superintendent Scurto.

Board Chair, Superintendent Scurto

OSBA Superintendent Evaluation Workbook

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10. Information from Administrative Staff

The directors of Human Resources and Title Programs, Special Education, Business Services, Technology and School Improvement will present reports to the Board on matters of interest concerning his/her area of responsibility.

Administrative Staff

11. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

Board members are invited to send agenda items to be considered for the next board meeting. Please call or email to the Board Chair or Superintendent.

Board Chair

B. Board Member Reports

Board members are asked to submit their reports in writing to be attached to Boardbook. Reports can be sent to the Executive Assistant in advance of the meeting.

As Board Members prepare their reports, please consider the following questions:

1. What programs did I visit over the last month? What committees did I participate in?
2. What is the connection to the LESD services and programs to the component districts or community?
3. What significance or meaning does the activity have to the broader community?
4. What are the next steps or follow-up activities planned?

**Sherry Duerst-Higgins**  
**Linda Hamilton**

**Leslie Harris**

**Nora Kent**

**Sydney Kissinger**  
**Vanessa Truett**

**Rose Wilde**

**Johnie Matthews**, Superintendents' Council Advisor  
**Emilio Hernandez**, Community Advisor  
**Mike Anderson**, Liaison, Creswell School District  
**Mark Boren**, Liaison, Fern Ridge School District

Board, Advisors, Liaisons

## 12. Announcements/Correspondence

The NAACP has submitted a letter to the Board. The letter is attached.

Board Chair

NAACP letter to the Board draft.docx

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### A. Acknowledgements and Recognition

Superintendent Tony Scurto

### B. Kudos

Thank you to those who took the time to acknowledge co-workers/staff with kudos. Employees and Board members can submit a "kudo" any time during the month. To submit a kudo visit:  
[www.lesd.k12.or.us/forms/kudos.html](http://www.lesd.k12.or.us/forms/kudos.html)

Administrators

C. Announcements

Board Chair

1. **Lane ESD Board Member Activities and Opportunities**

The 2021 OSBA Fall Convention has been  **canceled**.

- OSBA Webinar: Basic Roles and Resonsibilities, 9/15/21
- OSBA Webinar: Virtual 2021 Fall Legisltave Update, 9/15 and 9/16, 2021
- OSBA Board Retreat, September 17-19, 2021
- OSBA Finance Committee Meeting, 9/23/21
- NSBA 2021 Pacific Region Winter Meeting, 10/8-10/21
- OSBA Fall Regional Listening Sessions, October 2021
- OSBA Bonds, Ballots and Buildings Conference, 2/11/22

Lane ESD Workshops and Trainings

2. **Component District Board Meeting Dates**

Component District Board Meeting Dates

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13. Adjournment

- The next regular meeting is scheduled to be held Tuesday, October 5, 2021, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.



Lane ESD Strategic Planning Process Report to the Board  
Tuesday, September 14, 2021  
5:00PM – 6:00PM

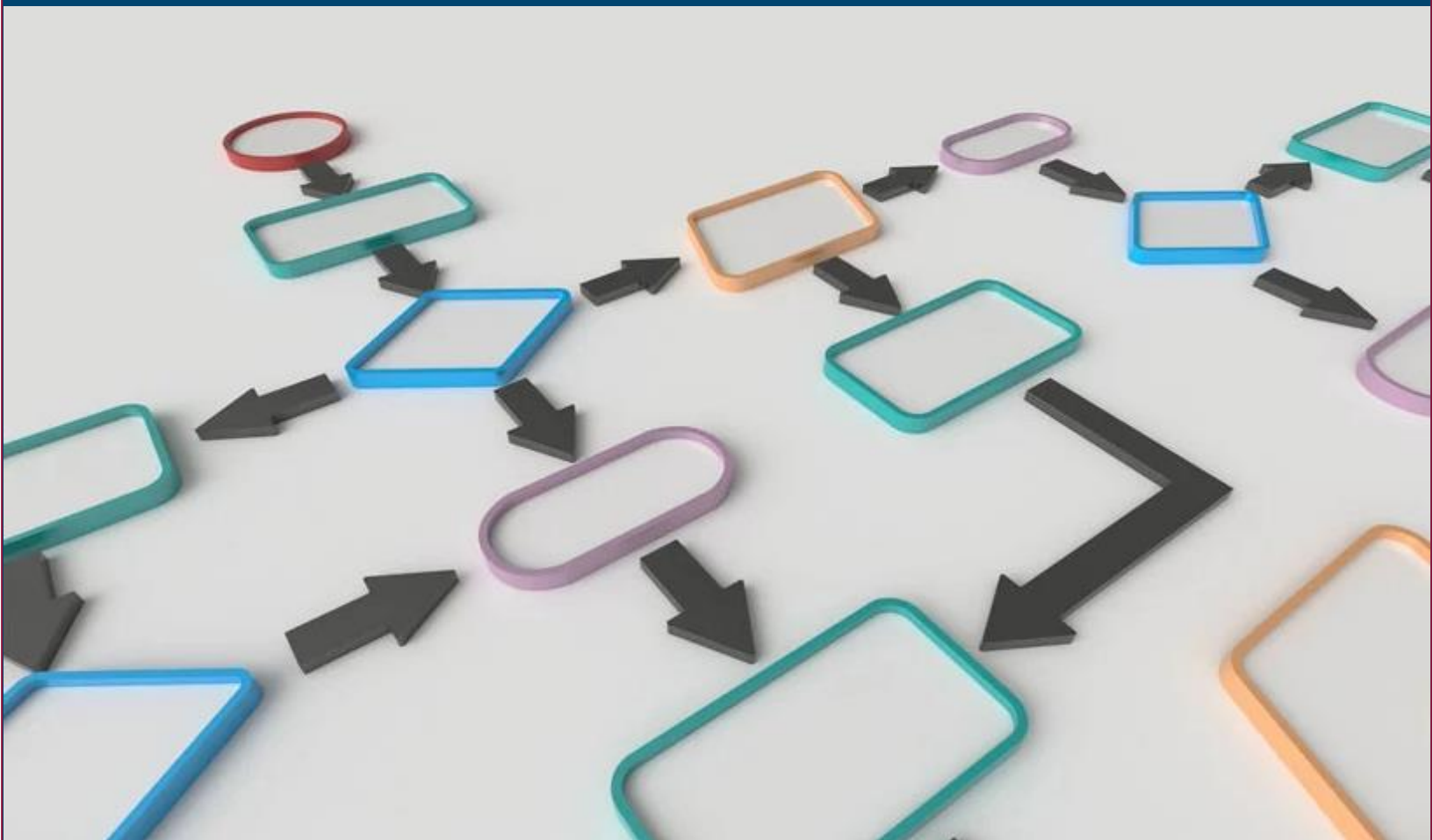
Time	Agenda Items
4:00PM – 4:15PM Nancy (15 minutes)	Presentation of Process Booklet – Nancy
4:15PM – 4:30PM Carmen (15 minutes)	Presentation of Equity Lens Document – Carmen  How the Board could use the Equity Lens - Carmen
4:30PM – 4:50PM Carmen (20 minutes)	Receive Input on the Equity Lens – Carmen  Input will be received on the Equity Lens document by Board Members answering the following two questions: 1. What came up for you? 2. What are we leaving out?
4:50PM- 5:00PM Nancy (10 minutes)	Next Steps in the Strategic Planning Process – Nancy  <b>Process:</b> <ul style="list-style-type: none"><li>• The Equity Lens document will be revised based on feedback from the board.</li><li>• The Strategic Planning Committee will provide final input on the revised Equity Lens document at the September 28 meeting.</li><li>• Share the Strategic Planning Process – Timeline</li></ul> <b>Board members will have an opportunity to ask additional questions about the Strategic Planning Process or Anything Related to It.</b>

Notes:

Thanks for the time, energy, and talents that you contributed to this meeting!

# Strategic Planning

*Process Booklet*



*Synthesized Information Gathered  
at the Strategic Planning Meetings*

# 1

## Words Describing How Participants Felt About Serving on This Committee



# 2

## Definitions of Key Words Around Equity

The following key words were presented to the committee to establish a common knowledge base around important terms related to equity, in preparation to the development of the Equity Lens.

- **Racism:**  
The systematic subjugation of members of targeted racial groups, who hold less socio-political power and/or are racialized as non-White, as means to uphold White supremacy. Racism differs from prejudice, hatred, or discrimination because it requires one racial group to have systematic power and superiority over other groups in society.
- **Systemic Racism is also known as Structural Racism:**  
Historical, social, political, institutional, and cultural factors that contribute to, legitimize, and maintain racial inequities. Structural racism is not something that a few people or institutions choose to practice, it is the confluence of racist concepts and theories that control our economic, political, and social systems.

- **Equity vs Equality:**  
**Equity:** The effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. **Equality:** The effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages, other social groups.
- **Oppression:**  
A system of supremacy and discrimination for the benefit of a limited dominant class that perpetuates itself through differential treatment, ideological domination, and institutional control. Oppression reflects the inequitable distribution of current and historical structural and institutional power, where a socially constructed binary of a "dominant group" hoards power, wealth, and resources at the detriment of the many. This creates a lack of access, opportunity, safety, security, and resources.
- **Exclusion and Inclusion:**  
**Exclusion:** To be excluded whether because of poverty, race, health, gender, or lack of education do not have the opportunity for full participation in the economic and social benefits of society, Exclusion reduces children's opportunities to learn, grow and develop. **Inclusion:** A state of belonging, when persons of different backgrounds and identities are valued, integrated, and welcomed equitably as decision-makers and collaborators. Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policymaking in a way that shares power.
- **Anti-racism:**  
An active process of identifying and challenging racism by changing systems, organizational structures, policies, and practices, and attitudes to redistribute power in an equitable manner. A deliberate form of action against racism and the oppression of marginalized groups including systemic oppression.
- **Implicit Bias:**  
A belief or attitude that affects our understanding, decision, and actions and that exists without our conscious awareness. Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.
- **Intent vs Impact:**  
**Intent:** what you have in mind as a goal when you decide to perform an action, your intention. It reflects what type of impact you want to create with your actions. **Impact:** impact is the result of those actions. But the results aren't necessarily the same as what you intended. For example, your intent was positive, but your impact was hurtful.

# 3

## Importance of Language

Participants reviewed the definitions above and responded to the three following questions:

### 1. Why is Language Important?

- Open conversations and understanding about how people perceive them to be alike and different so you can sort them out.
- How we use words to instill and reinforce values
- Common understanding. The power of language either weaponize or be inclusive and elevating
- Without a shared language and shared understanding and the meaning of words, it is difficult to move forward.
- Language defines what is and isn't possible.
- Language is fungible and is often held by power but when given allowance and self-determination creates respect and empowerment.

### 2. What resonates with you in the definitions?

- The intent versus impact. Really calls why we need to do this whole process and understanding what each other are saying. Your intent can be one thing, but you can have either a negative or positive impact if you are not clear.
- Words were clearly defined.
- The word disability came up for us and it was left out. A concern about school to prison pipeline.
- Importance of understanding equity versus equality. Many times, people don't understand differences and it's not a zero-sum game.

### 3. Did you learn anything new?

- Learned the most from listening to each other. Wonderful that the ESD cares about these things and wants to incorporate them into their work.
- Wonderful that the ESD cares about these things and wants to incorporate them into their work.
- Because we are all coming from such different places, all our voices are going to make these a well-rounded and thought-out processes.
- The decision to act. People are excited that the clarity will prevent detours spending a lot of time defining things so we can get things done. A new way of learning things.
- Equity vs equality being defined in the effort; A new way of looking at these terms.

# 4

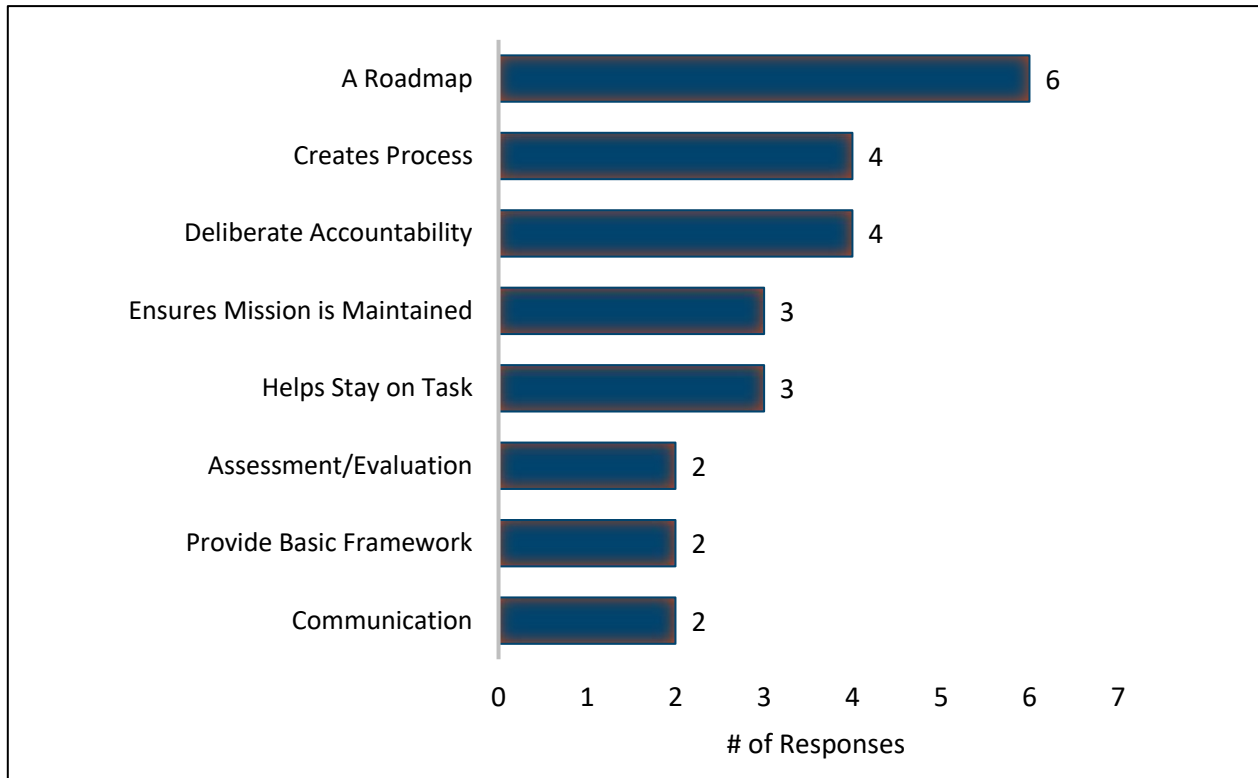
## Words/Phrases from Lane ESD's Equity Stance that Resonated with the Committee



# 5

## Purpose and Importance of the Equity Lens

The graph below illustrates answers that received two or more responses. The actual themed responses follow.



- **A roadmap: Helps define our values – 6 Responses**
  - slows down thinking and ensure groupthink and group decisions are based on different perspectives, especially non-dominant perspectives – 3
  - Helps align intent and impact
  - Allows people to have input for more diverse ideas, changing, growing, and shifting.
- **Creates a process for making decisions – 4 Responses**
  - Question decisions that are being made and how they impact our communities
  - Look through multiple perspectives and allows us to be more intentional with decisions.
  - A way to approach decision making that is successful and equitable.
- **Need for deliberate accountability – 4 Responses**
  - This is a means to hold us accountable for what our intent is, and what our hopes for impact - 2
  - Accountability for within as well as without.
  - gives guidance and a way to hold ourselves accountable.
- **Ensures the organization’s mission is maintained – 3 Responses**
  - Create a process to ask ourselves questions and begin to change behavior – 2
  - Helps to slow us down and thank about the unintentional consequences.

--Ensure our program stays true to its original intent, mission, and vision. Allows us to stay focused on our time and energy in the right place.

- **Helps the Organization Stay on Task – 3 Responses**

--Forces us to recognize that our systems are unjust/racist in many cases and in many ways.

--Keeps you from veering off course

--Ensure organization is not complacent but moving forward.

- **It leads to assessment and evaluation – 2 Responses**

-- I would like to see an evaluation of outcomes using the equity lens.

- **Provides a basic framework and a sense of security – 2 Responses**

--A general document to start from and then the organization can see what is missing

- **Communicates with Districts and Community Partners – 2 Responses**

--Important as an ESD because we are supporting so many different districts.

--When there is a miscommunication/misinformation it can be used to explain the why

- **Benefits the nation as it deals with all people – 1 Response**

-- NAACP the promise of the constitution for people to have the opportunities to succeed and protect themselves and their children. 13th, 14th and 15th amendment African Americans have been blocked from their success for the nation. An equity lens will benefit the nation as it deals with all peoples. As we talk about immigration and the Africans that were brought here to build this country anyway. As we move forward, we need to explain these things and have an analysis of CRT and where we are in the nation globally as people trying to get this right.

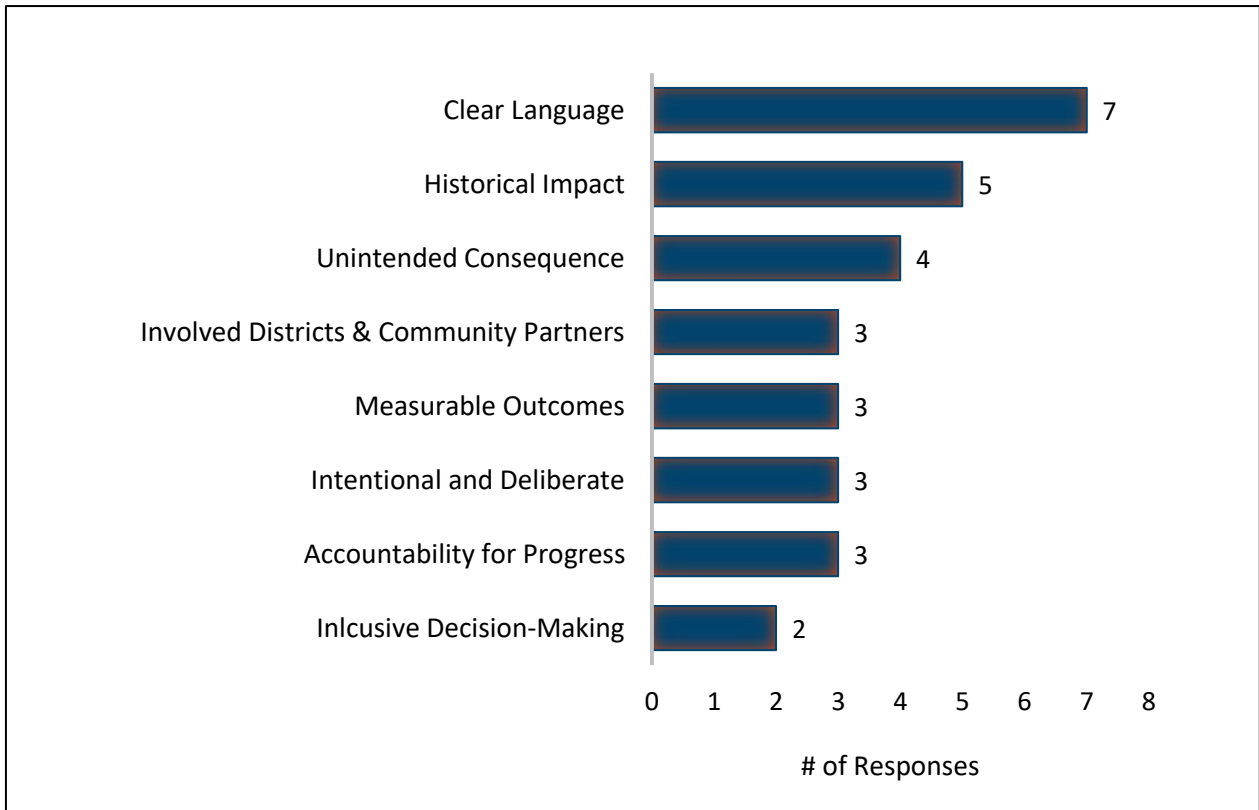
- **Helps to Directly Deal with Implicit Biases – 1 Response**

--Keep focused on the societal issues that continue to inhibit our youth

# 6

## Themes that Emerged from the OEIB Equity Questions and the North Clackamas Equity Lens

The graph below illustrates answers that received two or more responses. The actual themed responses follow.



### Clear Language – 7 Responses

- When you have supremacy, you have outcomes that are predictable because the system makes it so. The notion of getting a predetermined predictor based on skin color, where you grew up.
- We want to acknowledge a psychology that affects nations and peoples, and it is based on 1000s of years of evolution. We have to be real about what we are talking about.
- Proving language that state explicitly that we, as an organization, recognize that there has been historical impact to others and how are we moving forward to teach and learn more about that.
- Wording on questions from OEIB forced you to answer “how” not just “yes/no.”
- Lays out the how.
- Are there agreed upon terms, key words etc. that all agree and accept - Particularly if there is a wide range of staff and community partners who are going to be using this document.
- Must be clear and purposeful, cannot expect / assume people will read between the lines... BE EXPLICIT IN LANGUAGE

### **Historical Impact – 5 Responses**

- The purpose is because we are having demographic change. We are experiencing a shift away from a patrilineal to a more matrilineal system of power.
- Oregon history has impacted certain groups of people and the context matters.
- Historically disadvantaged. What is the purpose of creating an equity lens?
- A consciousness that comes out of northern Europe and has influenced the world's population.
- Seeing the recognition of historical impact and current impact to our current students and formal community members.

### **Impacts and Unintended Consequence – 4 Responses**

- Can Cause Individuals to See Impact on Specific Groups (to Hopefully Positively Impact)
- Impacts - what impacts could occur, good and bad. Looking at unintended consequences.
- Individual learner needs and how important they all are - uniqueness of each learner.
- Attempting to Address the System's Discrimination and Considering Unintended Consequences

### **Involve Districts and Community Partners – 3 Responses**

- Intentionally involves districts and community partners
- WHO - who is at the table? Whose voices are being listened to/not present?
- Involve people that decision is going to impact.

### **Measurable Outcomes and Progress – 3 Responses**

- Collect data but also analyze and use it.
- Measure what you are doing.
- Want people, as you set goals, have people tell you how they will measure outcomes.

### **Intentional and Deliberate – 3 Responses**

- Taking Action and Making a Public Commitment
- All Students Are Valued—Every Student
- Time - movement and change through time. Directed and intentional

### **Accountability for Progress – 3 Responses**

- A Cycle of Data and Data Monitoring is Critical
- Seeing a lot of explicit intent, need for transparency and accountability.
- These documents create shared accountability and (ideally) creates common ground to start from, the underpinning of critically important work moving forward. BUT LESD equity can be worked in through programs that LESD LEADs with districts, and SHAPES and APPLIES it to different programs that school district then choose to use (e.g., LESD IT processes, programs, etc. can then spill over into individual school districts by following those LESD initiatives etc.)

### **Inclusive Decision-Making – 2 Responses**

- A path to follow for decision-making. All started out with how it aligns with the mission statement and then laid out action items, then what does this mean. How do we recognize whether it is working or failing?
- Examining impacts of actual decisions

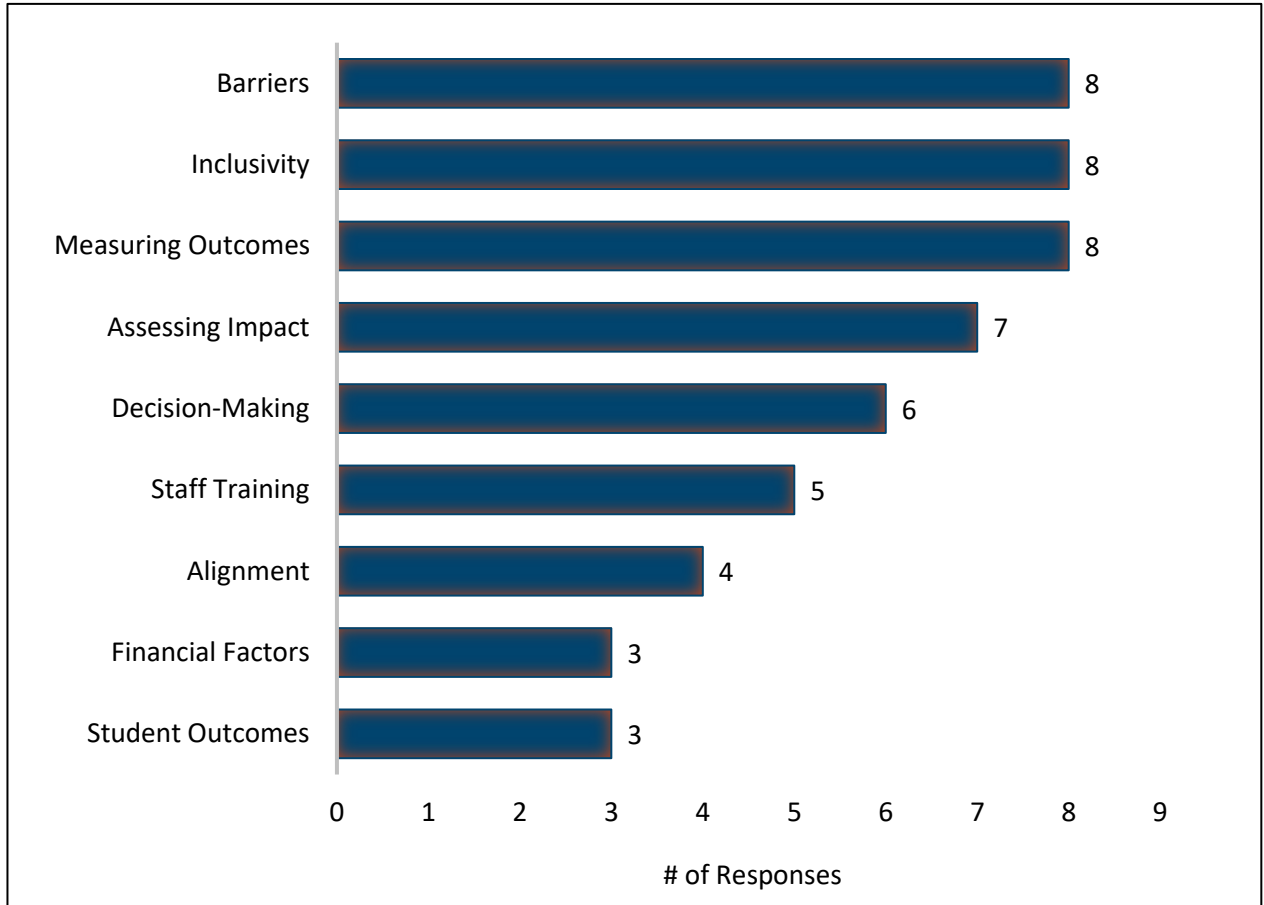
### **Investment of Time/Resources to Address Barriers to Change – 1 Response**

- Addresses current and historic barriers

# 7

## Potential Questions for the Lane ESD Equity Lens

The graph below illustrates answers that received two or more responses. The actual themed responses follow.



### **Barriers – 8 Responses**

- What are the barriers to more equitable outcomes?  
--What are the barriers to a sustained equitable outcome, and how will you put the time and resources in places to address these?
- Are we putting up roadblocks?
- Are the logistics a barrier? (Just because it's a hard question does not make it impossible.)
- What are the barriers that do not allow us to honor the differences as assets as opposed to deficits?
- Have we talked to the community to understand the barriers?
- What does not allow every person to belong and matter? (Ability, SES, lack of formal education, etc.) How can we expand upon what's already been built?
- How are we going to apply the Equity Lens to our own agency to identify any systems of oppression that exist?
- How do we empower employees to act?  
--How do we break down those barriers?

### **Inclusivity – 8 Responses**

- Who are we not including?
- Who are we leaving out?
- Did we intentionally involve wide groups of districts and community partners and their input in decision making processes?
- Who was present when designing this work? How were underrepresented groups engaged in the work?
- Who was there when the missions and vision were formed?
- Who was at the table? Who is having a hard time getting to the table?
- How do we explore and interrogate our climate and culture when we aren't hearing from all representations? We send the invite, but if they don't show up how can they change the party?
- How have districts and community partners, particularly those who have experienced historical and current marginalization, been meaningfully engaged in the process and development of said decision/initiative/investment?

### **Measuring Outcomes – 8 Responses**

- What is the plan for looking back and looking at actual outcomes?  
--What data is being reviewed?  
--Should that alter or change the course of action?
- Who is evaluating our work? Who is going to double check and see what is happening?
- Can we evaluate what we are currently doing and is there a way to ask different questions when we are making decisions? We need data.
- How do we know if we've met the initial goal?
- Is the decision outcome sustainable?
- How do we measure success of progress of new initiatives and programs that were started under the Lane ESD Equity Lens? How do we do that in a population specific way?
- How will we measure impact and support continuous improvement? How can we embed the processes of Continuous Improvement into our plan as we make decisions?
- Does the decision/initiative/investment being made ignore or worsen existing disparities or produce other unintended consequences, especially for people of color and other groups who have experienced historical and current marginalization?

### **Assessing Impact – 7 Responses**

- Are those impacted by the process included in the process?  
--How do we engage all districts, community partners, and youth/students?
- Are those being affected by the decision being included in this process?
- What can we impact?
- Who are the potential student groups that can be negatively impacted by this decision?
- If there is an issue of someone being affected negatively, how do we modify/enhance our strategies?
- Are we documenting the impact with the decisions that are being made and are we putting them up against the equity lens to make sure we are on the right track?
- What systems of oppression might exist and within this situation? Who might it impact (positively/negatively)? (Also look internally and identify any systems of oppression the organization might have.)

### **Decision Making – 6 Responses**

- Is the decision/outcome sustainable?
- Have we look at multiple solutions?

- Are all those making decisions doing so with the necessary information? (As board members we don't always know what is happening in school or in the classroom-at all levels we need to have the necessary information to make decisions.)
- Are we making decisions and changes that support people's growth with dignity?
- Who holds the power in this decision?
- When identifying a problem to focus on ask:
  - What's the root of the problem we are trying to address?
  - What does data show and what does research say?
  - Is this project systematized (and sustainable)?
  - What other options have we considered?
  - Who is responsible/accountable?

#### **Staff Training and Resources – 5 Responses**

- How do we ensure that teachers, and all staff members, have the bandwidth to work on this?
- What are we doing to hear where our staff are, right now?
  - Are we meeting those individuals where they are?
- What resources are being allocated for training?
- Does each staff member we bring on get training on privilege/equity? How do we ensure that everyone on the staff gets the necessary training?
- What is our responsibility to ensure the ESD staff has access to information? How do each of our departments contribute to making this stance happen? Keeps us all on the same page.

#### **Alignment with Organization – 4 Responses**

- What is our goal with this decision?
- How does this align to our mission statement?
- How does this align to our core values and goals?
- Is using the equity lens part of the culture and expectation? You can't set it aside.

#### **Financial Factors – 3 Responses**

- Are we considering the financial needs of our families?
- Are our districts prioritizing equity regardless of finances?
- What would it take for this decision/initiative/investment to be both sustainable and scalable? (Note: our group would prefer using the term adaptable instead of scalable.)

#### **Student Outcomes – 3 Responses**

- Does it provide the opportunity for each student to be successful (from the student's perspective)?
- What tools do we need to have to ensure our students are beloved, connected, valued, respected, and their cultures are understood and honored?
- How does this work impact academic outcomes for students? Graduation rates, SEL element (ODRs). How does it impact the health (physical and mental) well-being of the students?

#### **Communication – 1 Response**

- How will this decision be communicated to our districts and community partners?

#### **Nurturing Creative Environment – 1 Response**

- What explicit actions are to be taken to create a nurturing creative environment to progress the work?

#### **Adaptability – 1 Response**

- Adaptable allows us to replicate the change with adjustments tailored to meet the unique needs of the new setting.)



## Additional Thoughts and Suggestions

- **Shared Ownership – 2 Responses**
  - Have to have critical mass, or this is all for not. There needs to be time and space for educators and staff to figure this out.
  - How do you bring people along and share ownership in what you are doing to make sure it is successful?
- **Need for True District and Community Partners Input – 4 Responses**
  - Lacking TRUE district and community partner input, student voice groups, parents, community etc.
  - Who says what matters? Who is included in writing the \_\_\_ district mission/vision\_\_\_? Are those who are marginalized at the table in the beginning when documents are being created?
  - Students and the individuals that support the people that we serve really need to be included.
  - We do not have an expansive enough understanding of various lived experiences.
- **Need for Training to Use the Equity Lens - 1 Response**
  - Cannot leave out the training required to not only write and use the equity lens, but it also cannot just sit on its own, it need to be actionable, and people need to be trained to USE IT - and feel they are in a safe space to implement that action. The tool itself is NOT enough... needs to include ongoing training.
- **There is no place to evaluate how to take action to change the barriers that are addressed – 1 Response**
- **Make sure to make the equity lens functional, usable, short – 1 Response**
- **Indigenous sovereignty and de-colonization addressed more explicitly and robust manner – 1 Response**
- **Actionable, concrete timeline (i.e., by January 22 we will have these things implemented and we will evaluate) – 1 Response**
- **Addressing the “we” who is responsible, who would we talk to about how things are going? – 1 Response**



# Core Beliefs and Guiding Equity Questions

## Draft #1

### We Believe

#### **We Believe that Diversity Make Us Stronger**

We respect, seek to understand, and honor our differences as assets, not deficits. We engaged points of view from diverse sectors of the community including parents, students, families, caregivers, and community partners as they offer unique and creative solutions. Having multiple perspectives allows for more intentionality and better outcomes for ALL.

#### **We Believe in the power of relationships.**

We understand the importance of having strong relationships and how they can lead to better student outcomes. We build trusting relationships, which enables us to create communities where learners feel beloved, known, valued, and safe. In addition, it encourages trust with our families and communities so that we can have authentic partnerships.

#### **We Believe in the importance of honoring the Historical Impact on Diverse Groups of People.**

It is our responsibility to learn and understand the historical context of where we live and work. People's unique identities, cultures, and experiences must be acknowledged and included. We must work to dismantle systems of oppression including racist beliefs, policies, and practices. We intentionally rebuild these systems in partnership with our communities that have traditionally been underserved.

#### **We Believe in Strength-Based Approaches**

We involve diverse communities in critical decisions that inform district-wide direction.

We recognize that our diverse communities bring with them a wealth of knowledge, experience, strengths, talents, and solutions. It's important that we are reflective in our practices, that we challenge our own thinking, and that we are courageous enough to be vulnerable in our learning. A shift in mindset from deficit to strength-based thinking is critical.

#### **We Believe in Accountability.**

It's important that we have systems in place that hold ourselves, our organization, and our community partners accountable for ensuring that everyone is properly trained on equity, diversity, and inclusion and that our beliefs are transformed into action. It is an imperative part of building an organization that is focused on creating equitable opportunities and outcomes for ALL students. We collect data, we analyze it, we are transparent with it and we adjust. As students and families need change we evaluate our systems to meet those needs.

#### **It's About ALL Students.**

Students are often left out of the conversation. Every student belongs and matters, and it is our responsibility to understand the opportunity gaps that currently exist and have historically been in place for our most impacted students. It is our role to intentionally invite and provide space for student voice and agency. Students can help us with our blind spots and have creative ideas and ways in which they see the world and how it applies to them. Using student voice to help guide our strategic direction is imperative.



## Guiding Equity Questions

1. What is the organization's goal with this decision? How does it align with our mission, vision, and values?
2. Did we include diverse members of the community in the decision-making process and were we intentional about making sure there were no barriers to getting them there? Who did we include? Who did we leave out?
3. What are the barriers to more equitable outcomes? How do we remove existing barriers?
4. What systems of oppression might exist within this situation?
5. Who might this decision impact positively and who does it impact negatively? How do we change the conditions so that we don't have a negative impact?
6. What data do we collect in order to make sure that we are on track with our intended goals and outcomes? What does the data tell us, what questions do we need to ask ourselves and are there adjustments we need to make based on the information collected?
7. What prevents every person truly believing that they belong and matter? How can we ensure that we are creating a sense of community?
8. Do we have a shared vision and ownership of the equity lens? Are we ensuring that everyone clearly understands the importance of the equity lens and how it is used? How do we use this tool to change historical and current inequitable practices and outcomes?
9. Are we creating a sense of belonging and community with the tools that we currently utilize? Do students feel beloved, connected, valued, and confident through their cultural and authentic selves?
10. How do we create a system of transparency for **all** ESD staff members to access? What information do we share and what information do we hide?



## STRATEGIC PLANNING PROCESS – TIMELINE

August 2021	September 2021	October 2021	November 2021
<p style="text-align: center;">↓</p> <p><b><u>8-31-21</u></b></p> <ul style="list-style-type: none"><li>• Develop Core Beliefs</li><li>• Develop the Equity Lens</li></ul>	<p style="text-align: center;">↓</p> <p><b><u>9-14-21</u></b></p> <ul style="list-style-type: none"><li>• Present the Process Document</li><li>• Receive Feedback of the Equity Lens Document</li><li>• Share Next Steps in the Strategic Planning Process</li></ul> <p style="text-align: center;">↓</p> <p><b><u>9-28-21</u></b></p> <ul style="list-style-type: none"><li>• Review the Survey Data</li><li>• Review the Process Booklet</li><li>• Review and Provide Feedback on the Equity Lens Document</li><li>• Develop the Guiding Principles</li></ul>	<p style="text-align: center;">↓</p> <p><b><u>10-12-21</u></b></p> <ul style="list-style-type: none"><li>• Input and Approval of the Guiding Principles and Equity Lens Document</li><li>• Develop the “We Won’t Stop Until ____.”</li><li>• Brainstorm Vision and Mission Statements.</li><li>• Receive Input on the Vision and Mission Statement.</li></ul> <p style="text-align: center;">↓</p> <p><b><u>TBA</u></b></p> <ul style="list-style-type: none"><li>• Subcommittee Develops a Proposed Vision and Mission Statements Based on the Input from the 10-12-21 Meeting.</li></ul>	<p style="text-align: center;">↓</p> <p><b><u>11-30-21</u></b></p> <ul style="list-style-type: none"><li>• Share the Final Document with Equity Lens Document, Guiding Principles, “We Won’t Stop Until,” Vision, and Mission.</li><li>• Final Input</li><li>• Celebration</li></ul>

**Lane Education Service District  
Policy**

Code: **BBBB**  
Adopted: 9/28/93  
Readopted: 10/23/01  
Orig. Code(s): BBBB

**Board Member Oath of Office**

New directors must qualify by taking an oath of office before assuming the duties of office. The oath of office will be in the following form:

I, \_\_\_\_\_, do hereby swear or affirm that I will support the laws and constitutions of the United States of America and the state of Oregon and that I will faithfully discharge the duties of my office as a member of the Board of Directors of the Lane Education Service District, representing (Position or Zone) \_\_\_\_\_, to the best of my ability throughout the four-year term, 7/1/2021 through 6/30/2025.

\_\_\_\_\_  
Director (Signature)

Attest: This oath of office was administered by Sherry Duerst-Higgins, Board Chair  
\_\_\_\_\_  
(Name, Title)  
on August 3, 2021  
\_\_\_\_\_  
(date)

\_\_\_\_\_  
Recording Secretary  
Lane ESD Board of Directors

END OF POLICY

\_\_\_\_\_  
Legal Reference(s):  
[ORS 334.090](#) (3)

**Public Statement Re:** Lane ESD Board Policy [GCBAB](#)  
**For:** September 14, 2021 Lane ESD Board Meeting

To: Lane ESD School Board

Thank you for the opportunity to share. My name is Maddy Ahearn and I am the Math Specialist in the School Improvement department here at Lane ESD. I have been serving in this, or a related role, for the past five years. I have also been working on my PhD in Critical Sociocultural Studies in Education focusing on systemic reform of our math education system for the past two years.

My comments today are in regards to school board policy GCBAB. This policy describes the process for education advancement (often referred to as column advancement) on the salary schedule for licensed staff. My concern with this policy is the timeline that is outlined for this process.

This spring, I finished up the majority of my coursework towards my degree. In August, I looked on HR's website for a form to apply for column advancement so that I could file the appropriate paperwork prior to the upcoming academic year. With no form available and no information posted regarding column advancement within HR's website, I emailed HR requesting information about this process. At that time I was informed about the board policy regarding this process and that within that process, that there is a deadline of February 15 to be considered for column advancement for the following academic year. Having missed this deadline (due to no knowledge of it) my column advancement will not occur until July 2022.

I understand that the February deadline is set to ensure that budgeting is responsive to staffing. However, this date is arbitrary from a credit attainment perspective. I believe there must be alternatives to this once-a-year deadline that are both fiscally responsible as well as responsive to staff seeking to continue their education in order to better serve our component districts. One alternative to the current policy could be quarterly deadlines that coincide with budget reconciliations, but I am sure that other alternatives could also better reflect the needs of the ESD and its employees.

I ask that this policy be reconsidered for all licensed staff and in the meantime, that my case may be considered for exception to this policy. With deep appreciation for your consideration.

Maddy Ahearn

Math Specialist  
Lane Education Service District  
[mahearn@lesd.k12.or.us](mailto:mahearn@lesd.k12.or.us)

# HUMAN RESOURCES REPORT TO LANE ESD BOARD

September 1, 2021

## MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Knobbe, Carol	Executive Director, Human Resources	7/2/2021	
	Sequiera, Carols	Assistant Superintendent	7/1/2021	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Butler, Lucilla	Teacher, Life Skills	8/30/2021	
	Lucas, Erin	Teacher, Life Skills	8/30/2021	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Lilly-Foreman, Robin	School Psychologist	6/18/2021	Resignation
<i>Change of Status</i>				

## CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	FiField, Christina	Instructional Assistant, Life Skills	8/30/2021	
	FiField, Loren	Instructional Assistant, Life Skills	8/30/2021	
	Golden, Janet	CTE Program of Study Coordinator	8/23/2021	
	Hanson, Karlyn	Instructional Assistant, Life Skills	8/30/2021	
	Heikes, Lyndsey	Instructional Assistant, Life Skills	8/30/2021	
	Heinberger, Aimelle	Instructional Assistant, Life Skills	8/30/2021	
	Helmer, Kris	Sign Language Interpreter	8/30/2021	
	Leraas, Alyssa	Data Coordinator, WREN	8/16/2021	
	Locke, Catalina	Instructional Assistant, Life Skills	8/30/2021	
	Loveys, Carmen	Instructional Assistant, Life Skills	8/30/2021	
	Lyons, Heather	Instructional Assistant, Life Skills	8/30/2021	
	Mankofsky, Hilary	Project Coordinator, CLC	8/27/2021	
	Mederiros, Natalie	Sign Language Interpreter	6/9/2021	
	Mercer, Brice	Project Coordinator, CLC	8/27/2021	
	Nickolas McKeever	Instructional Assistant, Life Skills	8/30/2021	
	Ridgell, Annie	Instructional Assistant, Life Skills	8/30/2021	
	Rooseboom, Jennifer	Instructional Assistant, Life Skills	8/30/2021	
	St. Clair, Sarah	Instructional Assistant, Life Skills	8/30/2021	
	Ward, Lawrence	Systems Administrator, WAN	7/6/2021	
	Ward, Tracey	Program Assistant - Substitutes/HR	6/23/2021	
	Wolf, Adrian	Courier	8/30/2021	
<i>Leaves of Absence</i>				

**CLASSIFIED STAFF (Information continued)**

	<b>Employee Name</b>	<b>Position</b>	<b>Effective Date</b>	<b>Notes</b>
<b>Discontinuation of Employment</b>	Blain, Lisa	Instructional Assistant, Life Skills	8/4/2021	Retirement
	Daley, Evani	Instructional Assistant, Life Skills	8/29/2021	Resignation
	Delgado, Trina	Instructional Assistant, Life Skills	6/18/2021	Resignation
	FiField, Loren	Instructional Assistant, Life Skills	9/3/2021	Involuntary
	Hassman, Dawn	Instructional Assistant, Life Skills	6/18/2021	Retirement
	Martin, Steve	Instructional Assistant, Life Skills	8/16/2021	Resignation
	Mintor, Edward	Instructional Assistant, Life Skills	8/9/2021	Resignation
	Morin, Elisa	Sign Language Interpreter	6/18/2021	Resignation
	Roser, Angela	Youth Transition Program Coordinator	7/23/2021	Layoff
	Scott, Amber	Instructional Assistant, Life Skills	8/31/2021	Resignation
	Simmonds, Chris	Courier	8/14/2021	Resignation
	Stewart, Don	Maintenance Techincian	8/12/2021	Resignation
<b>Change of Status</b>	Koelblin, Jenell	Program Assistant, Accounting	7/14/2021	FTE reduction from .625 to .475

**VACANCY NOTICES (Information)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
300	Instructional Assistant, Life Skills	Until filled	In process
352	Community Engagement, MEP (Douglas County)	9/18/2021	In process
358	Instructional Assistant, Life Skills	Until filled	Position filled
359	Instructional Assistant, Life Skills	Until filled	Position filled
360	Instructional Assistant, Life Skills	Until filled	Position filled
361	Instructional Assistant, Life Skills	Until filled	Position filled
378	Early Childhood Parent Educator	9/30/2021	In process
385	Instructional Assistant, Life Skills	Until filled	Position filled
391	Truancy Officer	9/10/2021	In process
414	MEP Program Assistant/Records Management	9/30/2021	In process
417	Executive Director, Human Resources	4/26/2021	Position filled
422	Instructional Assistant, Life Skills	Until filled	Position filled
423	Instructional Assistant, Life Skills	Until filled	Position filled
424	Instructional Assistant, Life Skills	Until filled	Position filled
425	Teacher, Life Skills - Middle School	5/10/2021	Position filled
430	Instructional Assistant, Lane School	9/10/2021	In process
436	Systems Administrator, Wide Area Network	5/24/2021	Position filled
438	Sign Language Interpreter	Until filled	Position filled
439	Sign Language Interpreter	Until filled	Position filled
440	Sign Language Interpreter	9/27/2021	In process
441	Coordinator, Driver Education Initiative	Until filled	In process
443	Program Assistant - Substitute/Human Resources	5/31/2021	Position filled
444	Teacher, Life Skills - Elementary Level	5/27/2021	Position filled
446	Speech Language Pathologist (Siuslaw)	7/6/2021	In process
447	IA, Life Skills	Until filled	Position filled
448	IA, Life Skills	Until filled	Position filled
449	IA, Life Skills	Until filled	Position filled
450	Project Coordinator, CLC	7/12/2021	Position filled
451	Youth Transition Facilitator (WIOA)	8/5/2021	In process
453	Data Coordinator, WREN	6/29/2021	Position filled
455	Network Admin	7/6/2021	In process

**VACANCY NOTICES (Information continued)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
457	IA, Life Skills	Until filled	In process
458	PEER Support Specialist, CLC	8/23/2021	In process
459	IA, Life Skills	Until filled	In process
460	IA, At Large	7/19/2021	Position filled
466	CTE Program of Study Coordinator	8/2/2021	Position filled
467	IA, Life Skills	Until filled	In process
468	IA, Life Skills	Until filled	In process
469	IA, Life Skills	Until filled	In process
470	IA, Life Skills	Until filled	In process
471	IA, Life Skills	Until filled	In process
472	IA, Life Skills	Until filled	In process
473	IA, Life Skills	Until filled	In process
474	IA, Life Skills	Until filled	In process
475	IA, Life Skills	Until filled	In process
476	IA, Life Skills	Until filled	In process
477	Maintenance Technician	8/31/2021	In process
478	IA, Life Skills	Until filled	In process
482	Project Coordinator, CLC	8/16/2021	Position filled
483	Courier	8/30/2021	Position filled
484	IA, Life Skills	Until filled	In process
485	Specialist, Science	Until filled	In process
486	IA, Life Skills	Until filled	In process
487	Specialist, Teacher Pathways Program	9/2/2021	In process
489	Instructional Assistant, Lane School (Temp Assignn	8/27/2021	In process
490	Projects Assistant, Connected Lane County	9/12/2021	In process
491	Community Engagement, Migrant Education	9/10/2021	In process
493	IA, Life Skills	Until filled	In process
495	IA, Life Skills	Until filled	In process
496	IA, Life Skills	Until filled	In process
497	Teacher, Life Skills	9/17/2021	In process

LANE EDUCATION SERVICE DISTRICT  
GRANTS/CONTRACTS AWARDED  
**August 2021**

<b>Fund Number</b>	<b>Title</b>	<b>Description</b>	<b>Monitor</b>	<b>Beginning Date</b>	<b>Ending Date</b>	<b>Award Amount</b>
233	Perkins Reserve Fund	Lane ESD and LCC will collaborate on the use of these funds to facilitate a county-wide work group to assist high schools' implementation to new Perkins Professional Technical Education guidelines	Sequeira	7/01/21	9/30/22	\$163,224.00
236	Perkins Basic	These funds are designed to offset the costs incurred by districts to provide technical skills updating (TSU) for professional technical educational instructors/educators.	Sequeira	7/01/21	9/30/22	\$477,144.00
271	Title I-C Summer School Program	Funds used by ESD's to implement a summer MEP program.	Sequeira	7/01/20	9/30/21	\$254,794.00
					<b>TOTAL</b>	<b>\$895,162.00</b>

Lane Education Service District  
**2021-22 General Fund Financial Summary**  
 August 31, 2021

Budget	Actual: Jul-Aug	Projected: Sep-Jun	Projected Total	Projected vs Budget \$ %
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**Resources**

State School Fund	14,248,500	3,655,522	10,951,101	14,606,623	358,123	2.5%
Property Tax & Timber	8,100,500	14	8,100,450	8,100,464	(36)	0.0%
Services to Districts	1,158,400	-	1,078,822	1,078,822	(79,578)	-6.9%
Other Local Revenue	318,000	111,142	201,351	312,493	(5,507)	-1.7%
Indirect from Grants	330,000	-	330,000	330,000	-	0.0%
<b>Total Revenues</b>	<b>24,155,400</b>	<b>3,766,678</b>	<b>20,661,724</b>	<b>24,428,402</b>	<b>273,002</b>	<b>1.1%</b>
Beginning Fund Balance: Unreserved	3,087,000	3,312,000	-	3,312,000	225,000	7.3%
Beginning Fund Balance: District Reserves	718,000	863,577	-	863,577	145,577	20.3%
<b>Total Resources</b>	<b>27,960,400</b>	<b>7,942,255</b>	<b>20,661,724</b>	<b>28,603,979</b>	<b>643,579</b>	<b>2.3%</b>

**Requirements**

Salaries	8,306,689	427,912	7,807,362	8,235,274	(71,415)	-0.9% (1)
Benefits	5,703,455	262,403	5,305,730	5,568,133	(135,322)	-2.4%
Services	2,770,007	410,505	2,445,065	2,855,570	85,563	3.1% (1)
Supplies	278,402	68,513	213,300	281,813	3,411	1.2%
Other	167,400	147,995	31,000	178,995	11,595	6.9%
Interfund Transfers	387,200	357,200	30,000	387,200	-	0.0%
Transit Cash to Districts	6,745,364	-	6,954,282	6,954,282	208,918	3.1%
<b>Total Expenditures</b>	<b>24,358,517</b>	<b>1,674,528</b>	<b>22,786,739</b>	<b>24,461,267</b>	<b>102,750</b>	<b>0.4%</b>
Ending Fund Balance: Unreserved	2,521,119	-	-	3,053,664	532,545	21.1%
Ending Fund Balance: District Reserves	1,080,764	-	-	1,089,048	8,284	0.8%
<b>Total Requirements</b>	<b>27,960,400</b>	<b>1,674,528</b>	<b>22,786,739</b>	<b>28,603,979</b>	<b>643,579</b>	<b>2.3%</b>

Change in Unreserved Fund Balance	(565,881)	(258,336)
Unreserved Ending Fund Balance	10.4%	12.5%

(1) Contracting for School Psychologist services.



August 18, 2021

A Message to the OAESD Governance Council from your Officer Council

Hello. We hope that this note finds each of you well and enjoying summer.

Your OAESD Officer Council has had a busy summer with the resignation of Executive Director Gary Peterson and planning for the transition of Amber Eaton into that role on an interim basis for 21-22. We wanted to provide some updates to you in advance of our September 9 Governance Council meeting.

We have extended Director Peterson's agreement through September 30 in order to ensure a smooth transition for Amber. At the same time, we are moving forward to hire a full-time replacement for Amber's existing program administrator position. We believe that this transition provides us a unique opportunity to build upon the work of the Association in the past few years, to continue to enhance our role in statewide activities and initiatives, and to develop the Association's structure in such a way to better prepare for the future. It also creates additional staff capacity as we focus on the implementation of our equity and racial justice work.

This additional administrative staffing, moving the Association from 1.4 full time equivalent (fte) in 20-21 to 2.0 fte in 21-22 will require approximately \$23,000 in additional funds for the Association budget in 21-22. In considering how to best secure this funding, we will be proposing a modest dues increase for each ESD to you at the September 9 meeting.

We have also been monitoring the work of our Equity and Racial Justice Steering Committee as they strategize and work to implement the Association's position statement on equity and racial justice\*. We appointed the Steering Committee in June after receiving nominations from individual ESDs. The Steering Committee consists of the following: Jeff Fish, Clackamas; Katy Nelson, Grant; Linda Hamilton, Lane; Helen Ying, Multnomah; Lynn Cowdrey, North Central; Anna Ali, Willamette; Kelly Bissinger, Intermountain-ex officio; and, Paul Andrews, High Desert-ex officio. The Steering Committee has met twice this summer and is continuing to review various documents and resources, including the recently released ODE Equity Toolkit, which will support our Association and our members in working with school districts on this important topic.

Finally, we are continuing the planning for our traditional Summit on November 11<sup>th</sup>, the day before the OSBA Annual Convention in November. At this point, we anticipate that we will be offering a hybrid (live/virtual) event as OSBA is currently planning for the convention itself. We are planning for a Governance Council meeting at 11:30 am over lunch (for Governance Council members) with the actual Summit beginning at 1:00 pm in the Salem Convention Center and concluding around 4:45. We are continuing to develop the themes

and topics for this session and should have detailed information to you at the September Governance Council meeting.

We understand that these are challenging times in which to be educational decision-makers. As your Officer Council, it is our role to provide you opportunities and the Association's support in the many ways in which you work with your local school districts. We look forward to providing that support in the coming year.

Sincerely,

OAESD Officer Council

Kelly Bissinger, Chair-Intermountain

Paul Andrews, President, High Desert

Linda Brown, Chair-elect, Clackamas

Tonja Everest, President-elect, LBL

Rose Wilde, Past-Chair, Lane

Mark Redmond, Past-President, Malheur

**\* OAESD Statement on Equity and Racial Justice**

*The Oregon Association of Education Service Districts, in support of its 19 member ESDs, their component school districts and the Oregon Department of Education, and in response to systemic inequities and racism, will provide leadership in areas of equity and racial justice. We will raise-up and weave the voices of students and families of communities of color and other historically and currently underserved communities into all areas of our work. We will join with partners to provide the full history of Oregon for all people as a resource. We will bring together diverse groups of people for discussions of equity, race, and justice across the state. This is our **call to action** to ensure that all students will be accepted as their authentic selves, will be heard and valued, will belong and feel included, and will achieve high academic standards.*



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North  
Eugene, OR 97402

541.461.8200  
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY    COMMITMENT    LEADERSHIP    COLLABORATION    INTEGRITY

August 13, 2021

Tonja Everest  
Superintendent  
Linn Benton Lincoln Education Service District  
905 SE 4<sup>th</sup> Avenue  
Albany, OR 97321

Dear Ms. Everest,

On behalf of the Lane Education Service District Board of Directors, I am expressing our earnest gratitude for the incredible collegiality and cooperation of the Regional Inclusive Service Contractors.

During our August meeting the Lane ESD Board heard about what transpired at the July 16 RIS meeting and unanimously agreed that a formal letter of thanks be sent to our Contractor partners.

As we are painfully aware, the Regional Inclusive Services program is woefully underfunded. We could all use more money to better serve our students. Therefore, as Lane ESD and Willamette ESD, due to the formula, were set to receive even less funding this year than in the previous year, it is remarkable that you all voted to increase our amount by contributing money from your allotment. This decision demonstrates your commitment to best serve all our students in the state.

We will remember this into the future. Your decision in this matter is inspirational and we thank you very much.

Now, we look forward to playing a strong role in advocating for increased state funding for all of our programs.

Sincerely,

Tony Scurto  
Superintendent

Cc: Lane ESD Board of Directors:  
Linda Hamilton, Chair  
Vanessa Truett, Vice-Chair  
Sherry Duerst-Higgins  
Leslie Harris  
Lenora Kent  
Sydney Kissinger  
Rose Wilde



LANE EDUCATION SERVICE DISTRICT

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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

August 13, 2021

Guadalupe Guerrero  
Superintendent  
Portland Public Schools  
501 N Dixon Street  
Portland, OR 97227

Dear Mr. Guerrero,

On behalf of the Lane Education Service District Board of Directors, I am expressing our earnest gratitude for the incredible collegiality and cooperation of the Regional Inclusive Service Contractors.

During our August meeting the Lane ESD Board heard about what transpired at the July 16 RIS meeting and unanimously agreed that a formal letter of thanks be sent to our Contractor partners.

As we are painfully aware, the Regional Inclusive Services program is woefully underfunded. We could all use more money to better serve our students. Therefore, as Lane ESD and Willamette ESD, due to the formula, were set to receive even less funding this year than in the previous year, it is remarkable that you all voted to increase our amount by contributing money from your allotment. This decision demonstrates your commitment to best serve all our students in the state.

We will remember this into the future. Your decision in this matter is inspirational and we thank you very much.

Now, we look forward to playing a strong role in advocating for increased state funding for all of our programs.

Sincerely,

Tony Scurto  
Superintendent

Cc: Lane ESD Board of Directors:  
Linda Hamilton, Chair  
Vanessa Truett, Vice-Chair  
Sherry Duerst-Higgins  
Leslie Harris  
Lenora Kent  
Sydney Kissinger  
Rose Wilde



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North  
Eugene, OR 97402

541.461.8200  
541.461.8298 [Fax]

[www.lesd.k12.or.us](http://www.lesd.k12.or.us)

EQUITY    COMMITMENT    LEADERSHIP    COLLABORATION    INTEGRITY

August 13, 2021

Mark Mulvihill  
Superintendent  
Intermountain Education Service District  
2001 SW Nye Avenue  
Pendleton, OR 97801

Dear Mr. Mulvihill,

On behalf of the Lane Education Service District Board of Directors, I am expressing our earnest gratitude for the incredible collegiality and cooperation of the Regional Inclusive Service Contractors.

During our August meeting the Lane ESD Board heard about what transpired at the July 16 RIS meeting and unanimously agreed that a formal letter of thanks be sent to our Contractor partners.

As we are painfully aware, the Regional Inclusive Services program is woefully underfunded. We could all use more money to better serve our students. Therefore, as Lane ESD and Willamette ESD, due to the formula, were set to receive even less funding this year than in the previous year, it is remarkable that you all voted to increase our amount by contributing money from your allotment. This decision demonstrates your commitment to best serve all our students in the state.

We will remember this into the future. Your decision in this matter is inspirational and we thank you very much.

Now, we look forward to playing a strong role in advocating for increased state funding for all of our programs.

Sincerely,

Tony Scurto  
Superintendent

Cc: Lane ESD Board of Directors:  
Linda Hamilton, Chair  
Vanessa Truett, Vice-Chair  
Sherry Duerst-Higgins  
Leslie Harris  
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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

August 13, 2021

Dan Goldman  
Superintendent  
Northwest Regional ESD  
5825 NE Ray Circle  
Hillboro, OR 97124

Dear Mr. Goldman,

On behalf of the Lane Education Service District Board of Directors, I am expressing our earnest gratitude for the incredible collegiality and cooperation of the Regional Inclusive Service Contractors.

During our August meeting the Lane ESD Board heard about what transpired at the July 16 RIS meeting and unanimously agreed that a formal letter of thanks be sent to our Contractor partners.

As we are painfully aware, the Regional Inclusive Services program is woefully underfunded. We could all use more money to better serve our students. Therefore, as Lane ESD and Willamette ESD, due to the formula, were set to receive even less funding this year than in the previous year, it is remarkable that you all voted to increase our amount by contributing money from your allotment. This decision demonstrates your commitment to best serve all our students in the state.

We will remember this into the future. Your decision in this matter is inspirational and we thank you very much.

Now, we look forward to playing a strong role in advocating for increased state funding for all of our programs.

Sincerely,

Tony Scurto  
Superintendent

Cc: Lane ESD Board of Directors:  
Linda Hamilton, Chair  
Vanessa Truett, Vice-Chair  
Sherry Duerst-Higgins  
Leslie Harris  
Lenora Kent  
Sydney Kissinger  
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EQUITY    COMMITMENT    LEADERSHIP    COLLABORATION    INTEGRITY

August 13, 2021

Scott Beveridge  
Superintendent  
Southern Oregon ESD  
101 N Grape Street  
Medford, OR 97501

Dear Scott Beveridge,

On behalf of the Lane Education Service District Board of Directors, I am expressing our earnest gratitude for the incredible collegiality and cooperation of the Regional Inclusive Service Contractors.

During our August meeting the Lane ESD Board heard about what transpired at the July 16 RIS meeting and unanimously agreed that a formal letter of thanks be sent to our Contractor partners.

As we are painfully aware, the Regional Inclusive Services program is woefully underfunded. We could all use more money to better serve our students. Therefore, as Lane ESD and Willamette ESD, due to the formula, were set to receive even less funding this year than in the previous year, it is remarkable that you all voted to increase our amount by contributing money from your allotment. This decision demonstrates your commitment to best serve all our students in the state.

We will remember this into the future. Your decision in this matter is inspirational and we thank you very much.

Now, we look forward to playing a strong role in advocating for increased state funding for all of our programs.

Sincerely,

Tony Scurto  
Superintendent

Cc: Lane ESD Board of Directors:  
Linda Hamilton, Chair  
Vanessa Truett, Vice-Chair  
Sherry Duerst-Higgins  
Leslie Harris  
Lenora Kent  
Sydney Kissinger  
Rose Wilde

## **BOARD AND SUPERINTENDENT WORKING AGREEMENTS**

**October 6, 2020**

### **Purpose:**

The Board of Directors is the educational policy making body for Lane ESD. To fulfill the District's mission the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

### **Governance Principles:**

1. Working with members of the Board and the Superintendent in a cooperative and collaborative partnership aligned toward a common mission.
2. Focus on policy making, planning and evaluation, rather than day-to-day operations.
3. Recognize and respect the Superintendent's responsibility to manage the district and to direct employees in district matters.
4. Make decisions as a whole Board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and administrative matters.
5. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
6. Actively solicit input, listen to all perspectives and give careful consideration to all issues. We will operate as representatives and make decisions in the best interest of the whole district.
7. Value the role we play in the community and represent the district, when possible, by attending community functions.

### **Meeting Operational Agreements:**

1. Board members may request the board chair place an item on the meeting agenda in a timely manner (at least seven days prior to a meeting).
2. Uphold the legal requirement for confidentiality on all matters arising from the Board meeting Executive Session.
3. Start our meetings on time.
4. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible.
5. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
6. Cast a vote on all matters except when a conflict of interest arises.

7. In general practice, items are first placed on a meeting agenda for discussion and action is taken at the subsequent meeting, except in cases of emergency or critical time considerations.

### **Communication Agreements:**

1. Communicate directly with the Superintendent when a question arises, or a concern is voiced by a staff member, student, parent, or community member.
2. Whenever possible, communicate directly with the Superintendent or Board Chair prior to meetings of the Board to identify questions and /or concerns about agenda items so that the Board Chair and superintendent can prepare for the meeting discussion.
3. Communicate directly with the Superintendent or Board Chair prior to raising new issues or concerns at Board meetings or in other arenas (e.g. inservices, meetings).
4. When an individual concern arises with the Superintendent or other Board member communicate directly with that person, as appropriate. Communicate with the Chair or Superintendent about concerns with Board process.
5. A Board member with a routine question should first consider going to the Chair or the Superintendent. A Board member who desires staff assistance beyond routine inquiry should first raise the issue/question with the Superintendent. The Superintendent should decide whether to proceed before staff time is allocated.
6. No individual Board member, other than the Board Chair or designee, has the authority to speak for the entire Board. Individual Board members may always share their individual viewpoint but must clarify that they are speaking for themselves, rather than the entire Board.

### **Annual Planning and Evaluation:**

1. Set priorities as a Board for Board professional development.
2. Participate in establishing annual expectations of the board and self-assessment of the Board's performance.
3. Participate in establishing annual expectations and goals for the Superintendent.
4. Objectively evaluate the Superintendent's performance and provide appropriate feedback.

### **Orientation of New Board Members:**

1. Assure timely orientation of new Board members.

### **Role of the Board Chair:**

1. Recognize the role of the Chair to speak for, and about, the Board to describe the Board's process, decisions and positions. Recognize the role of the Chair to convene meetings and execute documents, as appropriate.

2. Recognize the role of the Chair and Vice Chair to meet regularly with the Superintendent to develop the agenda and determine whether an item should be scheduled for action or future action, to provide input on information needed by the Board for decision-making, to plan meeting processes, and to distribute assignments.
3. Ensure that information exchanged with the Superintendent is shared with all Board members via Board meeting agenda materials.

**Expectations of the Superintendent:**

1. Function together as a team with Board members.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the district.
4. Prepare preliminary goals annually for the Board's consideration.
5. Provide data to the Board members so that data driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the Board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.
8. Work with the Chair and/or Vice Chair to effectively bring issues and information to the Board.
9. Communicate with Board members promptly and effectively.
10. Electronically distribute the Board agenda in a timely manner (at least 5 calendar days prior to the board meeting).
11. Respect the confidentiality requirement of Board meeting Executive Sessions.
12. Treat all Board members professionally and respectfully.
13. Represent the district by being visible in the community.
14. Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent--close the loop.



## 2020-21 Lane ESD Board Member District and Agency/Committee Assignments

Committee or Activity	Member
Superintendent Evaluation Committee	Board Chair and Vice Chair
Superintendent Salary and Contract Review Committee	Board Chair and Vice Chair
Lane ESD Audit Committee	Vanessa Truett & Leslie Harris
Lane Council of Governments Board	Sherry Duerst-Higgins
Oregon Association of Education Service Districts Board Representative	Rose Wilde
Oregon School Activities Association Board	Sherry Duerst-Higgins
Oregon School Boards Association Representative	Linda Hamilton
Oregon School Boards Association Board Members of Color Caucus	Linda Hamilton
Lane Education Foundation Board	Vanessa Truett & Nora Kent
Lane Educator Equity Committee	Linda Hamilton

District Assignments for Board Engagement			
Bethel:	Sydney Kissinger	Mapleton:	Nora Kent
Blachly:	Nora Kent	Marcola:	Vanessa Truett
Creswell:	Sherry Duerst-Higgins	McKenzie:	Leslie Harris
Crow-Applegate-Lorane:	Leslie Harris	Oakridge:	Linda Hamilton
Eugene 4J:	Linda Hamilton	Pleasant Hill:	Rose Wilde
Fern Ridge:	Sydney Kissinger	Siuslaw:	Nora Kent
Junction City:	Linda Hamilton	South Lane:	Sherry Duerst-Higgins
Lowell:	Rose Wilde	Springfield:	Vanessa Truett



## 2020-21 Lane ESD Board Member District and Agency/Committee Assignments

### Lane ESD Program Assignments

- Business Services: Linda Hamilton
- CTE and Non-Traditional Careers: Nora Kent
- Lane School: Vanessa Truett, Rose Wilde
- Life Skills & Transition Program: Vanessa Truett
- Serbu Campus Programs: Leslie Harris
- School Improvement: Sherry Duerst-Higgins, Linda Hamilton
- Technology: Linda Hamilton
- Title Programs: Sydney Kissinger
- Regional Low Incidence Programs: Rose Wilde

Signed:

\_\_\_\_\_  
Sherry Duerst-Higgins, Chair

\_\_\_\_\_  
Linda Hamilton, Vice-Chair

\_\_\_\_\_  
Leslie Harris

\_\_\_\_\_  
Nora Kent

\_\_\_\_\_  
Vanessa Truett

\_\_\_\_\_  
Rose Wilde

\_\_\_\_\_  
Sydney Kissinger

\_\_\_\_\_  
Tony Scurto, Superintendent

October 6, 2020



**ESD**  
**SUPERINTENDENT**  
**EVALUATION**  
**WORKBOOK**

Revised June 2017

OREGON SCHOOL BOARDS ASSOCIATION  
1201 Court St. NE, Suite 400, Salem, OR 97301  
800-578-6722 / 503-588-2800  
FAX 503-588-2813  
[www.osba.org](http://www.osba.org)

# ESD Superintendent Evaluation Workbook

## **A Guide for Education Service District Boards**

### Oregon School Boards Association

Dear ESD board member:

**Congratulations!** Opening this workbook shows you're taking a most important job very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Leadership Services experts that not only makes your job *easier*, but also ensures your education service district has the qualified, progressive leadership it *deserves*.

This guide will also help you establish and clarify the roles and responsibilities within the superintendent-board team.

OSBA's ESD Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on ESD services to component districts and ultimately on student achievement. Because the public demands increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach to evaluation is designed to enhance the mission of Oregon's education service districts.

We are here whenever you need assistance.

A handwritten signature in black ink, appearing to read 'Jim Green', with a long horizontal flourish extending to the right.

Jim Green, OSBA Executive Director

## **Mission Purpose Accountability of ESDs**

“The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level.”

ORS 334.005

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# OSBA ESD Superintendent Evaluation Overview

Selecting and evaluating the superintendent is one of the ESD board's most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, provides clarity of roles, creates mutual understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four-core board governing roles:

**VISION:** What does success look like?

**STRUCTURE:** Developing a clear written evaluation plan and timeline.

**ACCOUNTABILITY:** Measuring the superintendent's performance.

**ADVOCACY:** Communicating progress among the board, superintendent and community.

**Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance.** As many superintendents know, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

Most boards find themselves asking questions such as these:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three-part evaluation tool that can help answer these questions and serve as the foundation upon which ESD boards can build their own evaluation process and documents.

## WHAT SHOULD WE EVALUATE?

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the ESD board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. The evaluation process keeps ESD boards informed about organizational activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community. So where do we begin?

## **THREE-PART EVALUATION TOOL**

OSBA has developed a three-part evaluation tool. Part 1 is based on Performance Standards established jointly by the American Association of School Administrators (AASA) and the National School Boards Association (NSBA). A group of Oregon ESD administrators met in August 2006, to modify those standards for ESD superintendents. Part 2 evaluates progress toward the goals established by the board and superintendent at the beginning of the evaluation cycle. Parts 1 and 2 are designed to be filled out by individual board members; their responses are compiled into a summary at an executive session meeting and a consensus report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board.

Part 3 consists of a 360-degree evaluation of the superintendent by members of the community, component districts and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of concerns that might not otherwise surface in Parts 1 or 2. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

### **Part 1: Performance Standards**

Professional standards for the superintendency have been established by the AASA with NSBA. Eight standards describe the fundamental job requirements that superintendents must address. A group of ESD administrators and board members modified these standards to reflect the unique role of ESD superintendents. The result is seven standards which serve as the foundation of the performance standards section of the OSBA ESD Superintendent Evaluation Form.

For each professional standard, AASA has identified performance indicators that can help you discern whether the standard has been attained. OSBA has included many of the AASA indicators, in addition to others, in the evaluation form so that boards will have some basis from which to make judgments about the superintendent's performance. These performance indicators focus primarily on personal characteristics and management style of the superintendent.

### **Part 2: ESD Superintendent's Goals**

Each year, the ESD board and superintendent team should meet to develop a clear set of goals for the organization for the coming year. The board's role is to set these end results that clarify the boards expectations of "what" the board expects to be achieved. The superintendent then prepares an action plan defining the means to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

### **Part 3: 360-Degree Evaluation (*optional*)**

A 360-degree evaluation allows the board and superintendent to request more subjective information from direct reports, union leadership, component districts and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

**It is important that everyone understands the 360-degree evaluation provides additional information to the board but it is not “the” evaluation. The board is responsible for determining the final evaluation.**

### **Superintendent Self-Evaluation**

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The results of the 360-degree evaluation (if used) and superintendent self-evaluation should be presented to the board before the board members fill out their individual worksheets.

This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

## **COMPILING RESULTS**

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members. Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.

## HOW CAN WE DO IT OBJECTIVELY AND FAIRLY?

It is the responsibility of the ESD board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part. Remember that board members are elected to make those judgments. The OSBA ESD Superintendent Evaluation Forms for Performance Standards (Part 1) and Goals (Part 2) are designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent or board to receive additional input from select individuals at the superintendent's or board's discretion, in what may be a more subjective manner.

### Documentation

The OSBA ESD Superintendent Evaluation Form is more than a checklist. It requires the objective consideration of evidence or documentation of the degree to which each standard has been met. This can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach. Part 1 of the form includes a list of performance indicators for each standard. Board members should not rate indicators; instead they should consider indicators in determining the overall rating for that performance standard.

### Written Comments

Written comments always help clarify the evaluation. 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 summary evaluation form.

### 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 an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning 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 requirement that the "standards, criteria and policy directives to be used in evaluating chief executive officers" must be adopted in a public meeting in which there was an opportunity for public comment was eliminated by the 2003 Legislature. (HB 2425, 2003)

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 recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

### **Evaluation Conferences**

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summative evaluation conference. It is recommended that the superintendent fill out a self-evaluation of Parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent's report of his or her self-evaluation, as well as the 360-degree evaluation report.

# **WHEN SHOULD THE SUPERINTENDENT'S EVALUATION TAKE PLACE?**

## **Pre-Evaluation**

Prior to the beginning of the new school year, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring or summer. If possible, set goals before the budget process begins. The previous spring is ideal because it allows the incorporation of ESD goals into budget planning, staffing and professional development for the coming year. Agreement on the form, process and timeline for evaluation should also be in place.

## **Contract Extension Review**

By March 15, superintendents must be notified about extension or non-extension of their current contract (ORS 342.513). Other timelines may also exist within the superintendent's contract itself. To make these decisions, a performance review should take place prior to these deadlines so that the board can make informed judgments about continuation of employment.

## **Review Results**

The result of the review should be steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the ESD's goals.

## **At Conclusion of the Evaluation**

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation. This timeline allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the organization informed.

## **Communication with the Community**

The superintendent evaluation process provides the board an opportunity to share the ESD's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

# TIMELINE AND ACTION

## **March/April** (prior to completion of the budget)

1. Superintendent and board set/review ESD goals for the upcoming year.
2. Superintendent and board update long-range plans for the district.
3. Board/superintendent review superintendent job description/standards/goals and the evaluation process, forms and timelines to be used next year.

**Adoption should be done in a public meeting.** *(If the board desires staff and community input to come directly to the board (i.e., 360-degree survey), it should be discussed and approved in the beginning of the evaluation cycle.)*

## **July/October/January**

4. Superintendent reports interim progress on ESD and evaluation goals to the board. The July update deals with the previous school year while the October/January updates provide progress on the current school year.  
*(While the updates will be done in an open meeting, any conversation about the superintendent's performance should be done in executive session.)*

## **January**

5. *(Optional, if discussed in the beginning of the evaluation cycle.)* Depending on who will receive the feedback from the 360-degree survey, the board or the superintendent prepares questions, selects individuals to participate, distributes the forms, collects and collates the results.
6. Superintendent completes a self-assessment of the evaluation forms Parts 1 and 2.
7. Board members complete Parts 1 and 2 of the superintendent evaluation form.

## **February**

8. Board members meet to discuss their individual evaluations and develop the board's official document that will be shared with the superintendent.

## **By March 15** (or date specified in contract)

9. Board and superintendent meet to discuss and clarify the results of the evaluation documents. *(Changes to the evaluation may be made as a result of the discussions.)* Evaluation meetings may be held in executive session (ORS 192.660(2)(i)) unless the superintendent requests an open meeting. **The final approval of the finished evaluation must be done in open session.**
10. A copy of the final written evaluation form is placed in the personnel folder.

## **As soon as evaluation is complete**

11. The results of the evaluation are shared with the community.
12. Return to the beginning of the cycle.

# ESD SUPERINTENDENT EVALUATION FORMS

## Part 1: Performance Standards

---

### Instructions

1. Attached are the forms to be completed by each board member rating each of the seven performance standards. A separate page is provided for each performance standard. Each board member should rate all seven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Each board member's forms should be used as his or her own notes for the board's executive session discussion.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual board members' evaluation forms. **It is important that the board speak with one voice in evaluating the superintendent.**

# Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

## Performance Indicators:

*(Do not rate individual indicators. These are only listed to help you think about the standard.)*

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness | and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement;
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of an organizational vision implemented in the work of the ESD programs.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the organization stands for.</p>	<p>References the organizational vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the organization in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.</p> <p>The organizational vision is focused on student learning and service to component districts.</p>	<p>Articulates a clear and coherent vision for the organization through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the organization.</p>

## Summary Rating — Standard 1:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

## Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

### Performance Indicators:

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies.	Engages minimally in policy work.	Fully engaged in policy work.	Develops an exemplary system of policy consideration and revision.
Does not enforce organization policies.	Unevenly or inequitably enforces policies.	Appropriately and equitably enforces policies.	The organization takes pride in the equitable enforcement of organization policies.
Behavior indicates a lack of value in a healthy working relationship with the board.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.	Demonstrates reasonable value of a healthy working relationship with the board.	Proactively and effectively engages the board in the work of advancing organizational goals.
Does not engage the board in the work of advancing organizational goals.	Unevenly engages the board in the work of advancing organizational goals.	Effectively engages the board in the work of advancing organizational goals.	

### Summary Rating — Standard 2:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

## Performance Indicators:

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

The superintendent:

- 3.1 Develops formal and informal techniques to gain external perceptions of the ESD;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments);
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of service provision;
- 3.4 Establishes effective relations with our component districts, business partners and stakeholders;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media;
- 3.6 Effectively communicates the role of the ESD as a business serving component school districts.

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with component school districts, staff, parents and students.</p> <p>Component districts, staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the organizational environment.</p>	<p>Advocates for some component districts, staff, students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about organizational leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps component districts, staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with organizational leadership.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with ESD board in advance.</p> <p>Constituent groups report a positive relationship with organizational leadership.</p>

## Summary Rating – Standard 3:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

## Performance Indicators:

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership;
- 4.5 Ensures teacher and organizational time is focused to support quality instruction/student learning.

Ineffective	Developing	Effective	Accomplished
<p>Management of the organization's operations is poor or non-existent.</p> <p>The organization is disorderly, disorganized and there is a feeling that the agency is "out of control."</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the organization.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the organization's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the organization.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the organization's vision and values and maximize the opportunity for each student's learning.</p> <p>Students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high-quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the ESD.</p>

## Summary Rating — Standard 4:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# Standard 5: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the organization including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

## Performance Indicators:

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

The superintendent:

- 5.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 5.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 5.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.  Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.  Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe.  Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe.  Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking.  Clear and transparent systems of financial control and accountability are universally followed.

## Summary Rating — Standard 5:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# Standard 6: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

## Performance Indicators:

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

The superintendent:

- 6.1 Develops bargaining strategies based upon collective bargaining laws and processes;
- 6.2 Identifies contract language issues and proposes modifications;
- 6.3 Participates in the collective bargaining processes as appropriate;
- 6.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership; doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

## Summary Rating – Standard 6:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# Standard 7: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

## Performance Indicators:

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

The superintendent:

- 7.1 Ensures a system of accountability for every student’s academic and social success;
- 7.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- 7.3 Safeguards the values of democracy, equity and diversity;
- 7.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
<p>Actions and intention are not always grounded in shared organizational values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his/her word.</p> <p>Is not self-aware and does not reflect on his/her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to stakeholders is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats all stakeholders fairly and shows respect at all times.</p> <p>Is grounded in shared organizational values for how to do the work of leadership and learning.</p> <p>Acts to support all stakeholders to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared organizational values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as all stakeholders experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

## Summary Rating — Standard 7:

*(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# ESD SUPERINTENDENT EVALUATION FORMS

## Part 2: Goals

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### Instructions

Part of the superintendent's job is to guide the ESD toward successful completion of goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. Comments supporting the rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Board members should bring their forms to the executive session to use as their notes for discussion.
5. The board will meet in executive session to discuss the results and prepare a summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with one final summary report from the full board, not the individual evaluations. **It is important that the board speak with one voice in evaluating the superintendent.**

**Goal Statement 1:**

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The superintendent's performance:

Summary Rating — Goal 1: *(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

## Goal Statement 2:

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The superintendent's performance:

Summary Rating — Goal 2: *(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

### Goal Statement 3:

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The superintendent's performance:

Summary Rating — Goal 3: *(check one)*

- 1 INEFFECTIVE \_\_\_\_\_
- 2 DEVELOPING \_\_\_\_\_
- 3 EFFECTIVE \_\_\_\_\_
- 4 ACCOMPLISHED \_\_\_\_\_

Comments:

# BOARD RATINGS SUMMARY FORMS

## Part 1 & 2: Performance Standards and Goals

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### Instructions

This summary section is to be used to compile individual board member responses. The board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

### Sample Computation

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Average Rating
<b>Part 1 Standards</b>						
Visionary Leadership	3	4	4	3	4	3.6
Policy and Governance	3	4	3	3	4	3.4
Communications and Community Relations	4	4	4	4	4	4.0
Effective Management	4	3	4	3	4	3.6
Resource Management	4	4	4	4	4	4.0
Labor Relations	2	3	3	3	3	2.8
Ethical Leadership	3	3	4	3	4	3.4

### Part 2 Goals

Goal 1	3	3	3	4	4	3.4
Goal 2	3	4	4	3	4	3.6
Goal 3	4	4	4	4	4	4.0

## Recommended grading:

<b>SCORES BETWEEN:</b>	<b>GRADE</b>
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

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### **Instructions for Board and Superintendent**

The 360-degree evaluation is a superintendent- or board-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent and/or board should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent/board additional information to be considered in the evaluation process.

Suggested evaluators are: teachers, administrators, component district staff/administrators, parents, support staff and other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

Use appropriate Standards and Goals for component districts, administration and staff.

## **STEPS FOR THE SUPERINTENDENT AND/OR BOARD:**

### **Step 1:**

Identify the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal #\_\_ for the superintendent and agency is (fill in goal). How has the superintendent done in leading the organization toward reaching this goal?
2. What is working well with regard to the superintendent's role in our organization? Please list specific examples.
3. What areas offer room for improvement? Please list specific examples.
4. Has the superintendent effectively communicated with members of the organization and/or component districts this year?
5. Are stakeholder expectations of the superintendent being met?

### **Step 2:**

Select the evaluation respondents. The evaluators should represent all constituent groups: Administrators, teachers, staff members, component school districts, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

### **Step 3:**

Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

### **Step 4:**

Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board or from the board to the superintendent.

### **Step 5:**

Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

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You have been selected to participate in a “360-degree evaluation” of the superintendent of schools. This evaluation will be read and tabulated by the superintendent. It is intended to help the superintendent assess his or her own performance, strengths and weakness, and topics for professional development. The questions and participants in the evaluation were selected by the superintendent.

Please provide a rating AND an explanation of your rating, citing specific examples.

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### Question 1:

---

**The superintendent’s performance:**

- 1 INEFFECTIVE
  - 2 DEVELOPING
  - 3 EFFECTIVE
  - 4 ACCOMPLISHED
- 

**Explanation of your rating, examples:**

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

---

**Question 2:**

---

**The superintendent's performance:**

- 1 INEFFECTIVE
  - 2 DEVELOPING
  - 3 EFFECTIVE
  - 4 ACCOMPLISHED
- 

**Explanation of your rating, examples:**

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

---

**Question 3:**

---

**The superintendent's performance:**

- 1 INEFFECTIVE
  - 2 DEVELOPING
  - 3 EFFECTIVE
  - 4 ACCOMPLISHED
- 

**Explanation of your rating, examples:**

# **SAMPLE: EVALUATION SUMMARY**

**Below is a sample Summary of Superintendent's Annual Evaluation by the Education Service District Board summary of a board's evaluation of its superintendent.**

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The board of directors of the ESD has completed the annual evaluation of Superintendent Sample for 200\_. The past year has been a positive one (or a challenging one) for education in our ESD. All five school 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) professional standards 2) the goals for the organization set by the board and superintendent last year and 3) a 360-degree review of the superintendent's performance by a representative group of the component districts and community.

In the areas of the professional standards, we have determined that Superintendent Sample's performance was excellent in the areas of leadership, communications and community relations, and organizational management. The board felt his performance was outstanding in the areas of policy and governance and labor relations. Human resources management and values and ethics of leadership all received a rating of good.

The board determined that Superintendent Sample 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 agency's policies. His success at achieving the goal of improving staff morale and retaining professional staff was rated good. The achievement of success in meeting the third goal, to improve staff and community communications, was also rated good.

Superintendent Sample chose to distribute a 360-degree evaluation to members of the component district's administration, staff and community for feedback on his performance. He has shared with us the results of that feedback, which reflects that staff morale has improved and that significant policy updates have been well received. He also shared with us his desire to further improve staff morale and focus on bringing the community together in support of the schools and ESD.

We will be working with Superintendent Sample over the next several weeks to develop goals for our organization and look forward to working together to make our ESD successful.

# GOAL-SETTING WORKSHEET

Goal Statement:

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Action Steps	Timeline	Estimated Resources	Who is responsible?
1.			

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2.

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3

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4.

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Evaluation Plan: Communication Plan:

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## **PERTINENT OREGON REVISED STATUTES (ORS)**

### **ORS 192.660 Executive sessions permitted on certain matters**

ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to 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 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to 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. ...

### **ORS 334.175 Core Services**

(1) An education service district shall provide regionalized core services to component school districts. The goals of these services are to:

(a) Assist component school districts in meeting the requirements of state and federal law;

(b) Improve student learning;

(c) Enhance the quality of instruction provided to students;

(d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and

(e) Maximize operational and fiscal efficiencies for component school districts.

(2) The services provided by an education service district shall be provided according to a local service plan developed by the education service district and component school districts. The education service district and component school districts shall develop the local service plan to meet the goals specified in subsection (1) of this section. The local service plan must include services in at least the following areas:

(a) Programs for children with special needs, including but not limited to special education services and services for at-risk students.

(b) Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

(c) School improvement services for component school districts, including but not limited to:

(A) Services designed to support component school districts in meeting the requirements of state and federal law;

(B) Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;

(C) Services designed to support and facilitate continuous school improvement planning;

(D) Services designed to address schoolwide behavior and climate issues; and

(E) Services designed to support career and technical education.

(d) Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to [ORS 339.035 \(Teaching by private teacher, parent or guardian\)](#).

(e) Other services that an education service district is required to provide by state or federal law, including but not limited to services required under [ORS 339.005 \(Definition for ORS 339.040 and 339.125\)](#) to [339.090 \(Determination of compliance\)](#).

(3) In addition to the services specified in subsection (2) of this section, a local service plan may include other services that are designed to meet regional needs.

(4) A local service plan shall also contain annual performance measures for the education service district.

(5) A local service plan must:

(a) Be adopted by the board of the education service district.

(b) After being adopted by the board of the education service district, be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts.

(6) Notwithstanding the process for approval and adoption required by subsection (5) of this section, if the component school districts approve an amendment to a local service

plan pursuant to subsection (5)(b) of this section, the board of an education service district may amend a local service plan that has been previously adopted by the board and approved by the component school districts. An amendment to a local service plan may be done at any time.

(7) If a component school district determines that a local service plan, or the provision of services under a local service plan, does not meet the service needs of the component school district, the component school district may contract with a public entity for the provision of services.

(8) An education service district may provide the services required by the local service plan directly through the staff of the district. In addition, an education service district may provide services required by the local service plan through the operation of a public school, a public charter school pursuant to [ORS chapter 338](#), an alternative school or a preschool.

(9) An education service district may provide the services required by the local service plan in cooperation with another education service district or with a school district. In addition, an education service district may contract with a public or private entity for the provision of services.

### **ORS 334.005 Mission**

The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.

(2) An education service district plays a key role in:

- (a) Ensuring an equitable and excellent education for all children in the state;
- (b) Implementing the Oregon Educational Act for the 21st Century;
- (c) Fostering the attainment of high standards of performance by all students in Oregon's public schools; and
- (d) Facilitating interorganizational coordination and cooperation among educational, social service, health care and employment training agencies.

(3) An education service district's role is one of leadership and service. Education service districts shall maintain the distinction between their role as service organizations and the regulatory role of the Department of Education and other state agencies.

(4) To ensure that an education service district is locally responsive, an education service district shall provide:

- (a) Opportunities for component school districts to participate in decisions about the services that are offered by the education service district; and
- (b) A variety of flexible service delivery models.

(5) An education service district shall remain accountable to:

- (a) The public at large;
- (b) The component school districts; and
- (c) The State Board of Education.

### **ORS 342.513 Renewal or nonrenewal of contracts for 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 therefor 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. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(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 ESD Sample Policy

Code: **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 his/her performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any ESD goal, objective or operation. Results of the superintendent's 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 precedent over this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[OAR 581-022-1720](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).



## CONTACT

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1201 Court Street NE, Suite 400 | Salem, OR 97301

**503-588-2800 | 1-800-578-OSBA**

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**OSBA.ORG**





# NAACP

Eugene ~ Springfield Branch

[www.NAACPLanecounty.org](http://www.NAACPLanecounty.org)

Date: 9-1

-21

Contact: Eric Richardson

[executive@naacplanecounty.org](mailto:executive@naacplanecounty.org)

Dear Members of our local School Boards,

Thank you for your service to our students and our District. We write on behalf of the Education Committee of our local NAACP. Since 1909 the NAACP has worked to bring about the wishes of the masses, dignity and access and because we know it is important that you hear from community members we raise at this time to reaffirm our commitment to working together and getting it right.

In the face of ongoing public protests often based on misinformation, we want to support your efforts to keep our children safe from CoVid. This includes the current mask mandate and encouraging vaccinations, and other proven public health measures. Many children are too young for the vaccine, and we need to protect them, as well as their families.

We encourage you to continue to focus on Diversity, Equity, and Inclusion which includes teaching history that is accurate and inclusive. Doing so will make all children know they are welcome in our schools, and will increase their sense of belonging and their success. This is good for children of every race. We are in full support and will be partners in your pursuit of accurate history and inclusive schools.

Sincerely,

Holli Johnson

Chair, Eugene Springfield NAACP Education Committee

Eric Richardson, Executive Director Eugene Springfield NAACP

**Lane County Component District Board Meeting Dates 2021-22**

	August	September	October	November	December	January	February	March	April	May	June
<b>Bethel</b>	8/30/2021	9/13/2021 9/27/2021	10/11/2021 10/25/2021	11/8/2021	12/13/2021	1/10/2022 1/24/2022	2/14/2022 2/28/2022	3/14/2022	4/11/2022 4/25/2022	5/9/2022	6/13/2022 6/27/2022
<b>Blachly</b>	8/4/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022	3/16/2022	4/20/2022	5/18/2022	6/15/2022
<b>Creswell</b>	8/11/2021	9/8/2021	10/13/2021	11/10/2021	12/8/2021	1/12/2022	2/9/2022	3/9/2022	4/13/2022	5/11/2022	6/8/2022
<b>CAL</b>	8/19/2021	9/16/2021	10/21/2021	11/18/2021	12/16/2021	1/20/2022	2/17/2022	3/17/2022	4/21/2022	5/19/2022	6/16/2022
<b>Eugene</b>	8/4/2021 8/18/2021	9/1/2021 9/22/2021	10/6/2021 10/20/2021	11/3/2021 11/17/2021	12/1/2021 12/15/2021	1/12/2022	2/2/2022 2/16/2022	3/2/2022	4/20/2022	5/4/2022 5/18/2022	6/1/2022 6/22/2022
<b>Fern Ridge</b>	8/12/2021	9/20/2021	10/18/2021	11/15/2021	12/20/2021	1/24/2022	2/28/2022	3/14/2022 3/21/2022	4/18/2022	5/16/2022	6/20/2022
<b>Junction City</b>	8/23/2021	9/27/2021	10/25/2021	11/22/2021	skip	1/24/2022	2/28/2022	3/28/2022	4/25/2022	5/23/2022	skip
<b>Lowell</b>	8/23/2021	9/27/2021	10/25/2021	11/22/2021	12/13/2021	1/24/2022	2/14/2022	3/28/2022	4/25/2022	5/23/2022	6/27/2022
<b>Mapleton</b>	8/18/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022	3/16/2022	4/20/2022	5/18/2022	6/15/2022
<b>Marcola</b>	8/9/2021	9/13/2021	10/11/2021	11/8/2021	12/13/2021	1/10/2022	2/14/2022	3/14/2022	4/11/2022	5/9/2022	6/13/2022
<b>McKenzie</b>	8/18/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022	3/16/2022	4/20/2022	5/18/2022	6/15/2022
<b>Oakridge</b>	8/9/2021	9/13/2021	10/11/2021	11/8/2021	12/13/2021	1/10/2022	2/14/2022	3/14/2022	4/11/2022	5/9/2022	6/13/2022
<b>Pleasant Hill</b>	8/23/2021	9/13/2021	10/4/2021 10/18/2021	11/1/2021 11/15/2021	12/6/2021	1/3/2022	2/14/2022 2/28/2022	3/14/2022	4/4/2022 4/18/2022	5/2/2022 5/16/2022	6/6/2022 6/27/2022
<b>Siuslaw</b>	8/11/2021	9/8/2021	10/13/2021	11/10/2021	12/8/2021	1/12/2022	2/9/2022	3/9/2022	4/13/2022	5/11/2022	6/8/2022
<b>South Lane</b>	8/9/2021	9/13/2021	10/4/2021	11/1/2021	12/6/2021	1/10/2022	2/7/2022	3/7/2022	4/4/2022	5/2/2022	6/6/2022
<b>Springfield</b>	8/9/2021 8/23/2021	9/13/2021 9/27/2021	10/11/2021 10/25/2021	11/8/2021	12/13/2021	1/10/2022 1/24/2022	2/14/2022 2/28/2022	3/14/2022	4/11/2022 4/25/2022	5/9/2022	6/13/2022 6/27/2022