

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION**

May 24, 2016

Special Meeting:

FEA & ESSA Negotiation Matters and Superintendent Evaluation Work, including possible executive sessions to review bargaining agreements, strategy, and information, and provide direction to the district negotiator and bargaining team, and to discuss the superintendent evaluation, matters that could tend to prejudice the reputation and character of any person, provided the person may request a public discussion

5:30 p.m.

Board Room, Administrative Center
520 Fifth Avenue

1. **Call to Order**
2. **OUR MISSION:** *Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.*
3. **Roll Call**
 - Heidi Haas, President
 - Vacant, Vice President
 - Allyson Lambert, Treasurer
 - Michael O'Brien, Clerk
 - Wendy Dominique, Member
 - Sue Hull, Member
 - Sean Rice, Member
4. **Public Comments:** *Comments limited to items on the agenda only*
5. **FEA & ESSA Negotiations**
 - Possible executive sessions for FEA & ESSA negotiation matters
6. **Superintendent Evaluation Work**
 - Possible executive session to discuss superintendent evaluation
7. **Board Comments/Announcements**
8. **Adjournment**

Executive Session: The board reserves the right to enter into executive session on any agenda item as and to the extent allowed for in State law. Executive sessions will be entered into by motion for the following subjects as permitted by law: (1) matters the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; (4) matters involving consideration of government records that by law are not subject to public disclosure. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Reference: AS 44.62.310 and Board Policy 264, D.

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
SUPERINTENDENT EVALUATION
Individual Board Member Evaluation**

Standard 1: Leadership and District Culture

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multi-cultural and ethnic differences.

Name:

Date:

	Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A			Promotes academic rigor and excellence for staff and students, striving to close achievement gaps and raise student performance	Accepts status quo for students and staff and/or neglects steps necessary to improve achievement (See comments.)	Sets minimal standards for students and staff (See comments.)	
B			Facilitates board vision-setting, strategic plans and goals with input from staff, parents, students & community	Neglects or oversteps superintendent's role in facilitating board vision-setting, strategic planning and goals	Does not facilitate adequate vision, strategic planning and/or goal setting.	
C			Leads district operations well; anticipates problems, provides solutions, operates well in crises	Leadership of district operations is inconsistent	Fails to provide adequate leadership in district operations	
D			Engages community members from diverse cultural and ethnic groups in respectful and proactive ways	Neglects factors that are important to the engagement of diverse community groups	Does not involve community members from diverse groups	
E			Establishes a district culture that invites collaboration with all stakeholders and is grounded in transparency, respect and a focus on student learning.	Neglects elements that are important in creating a productive district culture	Undermines collaborative, productive district culture	

Comments:

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
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Individual Board Member Evaluation
Standard 2: Policy and Governance**

This standard emphasizes working with the school board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students, and the community at large.

	Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A			Collaborates with the board through mutually-defined expectations and processes; respects the board's governance role	Inconsistently operates within mutually-defined expectations or with respect to the board's role	Does not operate within mutually-defined expectations or with respect to the board's role	
B			Ensures district policies are kept within borough, state, and federal regulations and constitutional provisions and standards.	Neglects to ensure district policies do not violate borough, state, federal and Constitutional regulations and standards	Does not investigate new laws and their application to district policy	
C			Recommends, for board approval, district positions on local, state and federal legislation affecting schools	Inconsistently involves the board in taking positions on local, state and federal legislation.	Fails to involve the board in legislative positions taken by the district.	
D			Ensures board policies are implemented with fidelity and the board is kept informed of major administrative regulation changes.	Neglects implementation of board policies or keeping the board informed of major change in administrative regulation.	Undermines the implementation of board policies or fails to keep board informed of major change in administrative regulation.	
E			Keeps the board informed on issues, needs and operations, through a regular reporting process	Communications with the board are irregular or inadequate	Does not communicate well with the board	
			Responds to board questions and concerns in a timely fashion	Neglects response to board questions or concerns	Fails to respond to board questions and concerns in a timely fashion	

Comments:

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Standard 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff, and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

	Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A			Effectively communicates with the public and mass media, establishing positive relationships and understanding	Communication with the public and/or media needs improvement to be effective	Communicates poorly with the public and/or the media.	
B			Engages parents and community members in district decision-making	Neglects key elements of engaging parents and/or community members in district decision-making	Does not engage parents and community in district decision-making	
C			Facilitates the participation of parents as partners in the education of children and in school programs districtwide	Tolerates policies or the actions of others that do not support parent participation	Ignores parent participation	
D			Establishes effective two-way internal communication systems to facilitate collaboration and maintain trust with all school stakeholders	Internal communication lacks consistency and /or other elements necessary for building trust and collaboration	Internal communication is ineffective	
E			Presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity with all cultural groups and diverse audiences	Communication in one-on-one and group settings sometimes needs improvement	Communication in one-on-one and group settings fails to exhibit confidence, conviction and/or sensitivity	
			Utilizes feedback received from the public and school stakeholders to improve the district	Pays insufficient attention to feedback received from the public or stakeholders	Consistently Ignores feedback	

Comments:

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
SUPERINTENDENT EVALUATION**

Individual Board Member Evaluation

Standard 4: Organizational Management

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the school board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

	Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A			Skillfully prepares a budget to meet district goals and efficiently use resources; respects board decision-making role; ensures budget and implementation alignment; maintains accurate fiscal records.	Supervision of the budget process needs improvement in order to be effective.	The budget process is poorly managed, disrespectful or fiscally inaccurate.	
B			Effectively utilizes technology to amplify and enhance administrative and business functions	Neglects consideration of technology that might amplify administrative and business functions	Fails to utilize technology to enhance administrative and business functions	
C			Consistently utilizes data in board and administrative analysis and decision-making	Inconsistently utilizes data in board and/or administrative analysis and decision-making	Rarely uses data in board or administrative analysis and decision-making	
D			Implements board policy and administrative regulations well within the school district.	Implementation of board policy or administrative regulation is confusing or questionable	Ignores board policy or exercises general supervision that is out of line or inappropriate	
			Provides effective supervision, insisting on competence and efficiency in district operations	Sometimes supervision is lacking or incompetence or inefficiency are tolerated, without appropriate intervention	Consistently neglects appropriate supervision or ignores incompetence and/or inefficiency	
			Analyzes district issues and makes clear and well-reasoned recommendations for board consideration	Inconsistently analyzes district issues or makes weak recommendations to the board	Fails to analyze issues or make sound recommendations	

Comments:

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Standard 5: Curriculum Planning and Development

This standard tests the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning, and testing theories.

	Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A			Ensures development of effective curriculum design models for improved student performance	Neglects supervision of curriculum design to improve student learning	Fails to supervise the development of curriculum models that improve student performance	
B			Establishes alignment between the curriculum and classroom instruction to improve student outcomes	Overlooks key supports necessary to aligning the curriculum and instruction	Fails to establish alignment between curriculum and instruction	
C			Ensures the curriculum and classroom instruction suit diverse school communities	Tolerates curriculum or instruction that is insensitive to diverse school communities	Disregards ensuring curricula and instruction suit diverse communities	
D			Implements a collaborative curriculum revision process with the participation of teachers, administrators, parents and interested community members	Allows curriculum revision processes that inadequately involve key stakeholders	Curriculum revision processes do not involve key stakeholders	
E			Develops curriculum management processes that ensure effective classroom implementation	Inadequately manages classroom implementation of curriculum models	Fails to ensure adequate classroom implementation of the curriculum	
			Ensures the curriculum includes effective utilization of technology to support and accelerate student learning	Neglects the utilization of technology in the curriculum to improve student learning	Does not encourage the inclusion of technology in the curriculum to improve student learning	
Comments:						

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
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Individual Board Member Evaluation
Standard 6: Instructional Management

As Standard #5 addresses *what* is to be taught, this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that instructional resources are used to maximize student achievement. This standard also centers on applying research and best practices with respect to diversity sensitivities.

Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A		Supervises the instructional program to ensure continuous improvement visionary oversight and long-term student success	Instructional supervision is inadequate, less than effective or out-dated	Fails to supervise the instructional program for student success	
B		Analyzes instructional resources and assigns them effectively and equitably to enhance student outcomes	Inconsistently utilizes resources to effectively and equitably enhance student outcomes	Does not examine and deploy resources to enhance student outcomes	
C		Implements effective instructional strategies that include the role of multi-cultural sensitivity and learning styles	Neglects implementation of effective multi-cultural and learning style strategies in instruction	Fails to include multi-cultural and learning style strategies in instruction	
D		Ensures the effective utilization of technology in instructional implementation	Needs to improve implementation of instructional technology	Does not ensure utilization of technology in instructional implementation	
E		Ensures evaluation and continuous improvement systems for all district programs and regularly reports to the public	Overlooks evaluation and continuous improvement systems or reporting to the public	Does not ensure evaluation and continuous improvement systems are utilized or reports are not made to public	
Comments:					

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
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Individual Board Member Evaluation**

Standard 7: Human Resources Management

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual, and legal requirements for personnel selection, development, retention, promotion, and dismissal.

	Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A			Ensures that staff have appropriate skills and preparation to meet the needs of the district and its students	Neglects ensuring that staff members have the appropriate skills and preparation	Fails to ensure staff members have appropriate skills and preparation	
B			Delegates authority effectively to staff members	Underutilizes delegation or regularly micro-manages staff	Does not delegate authority effectively	
C			Analyzes district and student needs to identify and provide productive staff professional development	Neglects analysis of needs and/or provision of productive professional development	Ignores the provision of staff professional development	
D			Ensures collective bargaining processes and the resulting contracts are within legal boundaries and carefully monitored	Overlooks key elements of the collective bargaining process or monitoring of contract implementation	Disregards collective bargaining boundaries or contract implementation	
E			Creates an environment of cohesive teamwork among staff in support of the district's mission	Neglects staff working relationships or allows internal friction without appropriate intervention	Fails to establish a cohesive team among staff	

Comments:

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
SUPERINTENDENT EVALUATION**

Individual Board Member Evaluation

Standard 8: Values and Ethics of Leadership

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Individual Score	4-Outstanding (Requires Written Comment)	3-Effective	2-Needs Improvement	1-Unsatisfactory (add comments)	Other Comments
A		Models high standards of ethical and moral conduct and leadership; promotes openness, cooperation and teamwork	Ethical or moral conduct or leadership have been a concern on occasion	Fails to meet standards of ethical and moral conduct or leadership	
B		Establishes clear and consistent ethical and moral standards for the school district and school staff	Tolerates questionable ethical and moral behavior among staff	Condone or allows unethical or immoral behavior among staff	
C		Treats board members with equal consideration and respect	Treatment of board members is inconsistent	Does not treat board members with equal consideration and respect	
D		Demonstrates good judgment and maintains poise and emotional stability under pressure in the full range of professional duties	Demonstrates poor judgment, lack of emotional control or instability at times	Acts unprofessionally or inappropriately	
E		Promotes multi-cultural understanding and conducts himself or herself with sensitivity, respect and consideration for diverse cultures and ethnicities	Neglects multi-cultural understanding or conducts himself or herself with insensitivity toward diverse cultures and ethnicities	Acts with disrespect toward cultural or ethnic diversity or fails to promote multi-cultural understanding	

Comments:

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SUPERINTENDENT EVALUATION
*Individual Board Member Evaluation***

Overall Rating
(Circle one):

Outstanding

Effective

Needs Improvement

Unsatisfactory

Summary:

As it relates to the strategic plan, list the most important areas for the superintendent to focus her attention on in the year ahead, 2016-2017:

List any additional items not covered in this evaluation that you would like mentioned during the discussion of the superintendent's performance:

Board Member

Date