Richland Schools
Office of the Superintendent

Memorandum

Date: 4/28/23
To: School Board
From: Shelley Redinger
Subject: Friday Packet

Enclosed please find the following documents:

- Board Dates to Remember

- Upcoming Events/Activities

- Student Advisory Notes

- Legislative Information from Melissa Gombosky

- Superintendent Evaluation Rubric

- Superintendent Evaluation

TO: **Board of Directors**
RE: **Event Dates**
DATE: **4/28/23**

May:
- **5/1…Board Leadership-1:30-2:15pm (Kari/Audra)**
- **5/9…Board Meeting-Board Room-6:30**
  - **5:30-6:30-Budget Workshop**
- **5/11…Board Ex. Session-Superintendent Evaluation-4:30-7:00**
  - **be sure to bring your completed superintendent evaluation form**
- **5/15…Board Leadership-1:30-2:15pm (Kari/Audra)**
- **5/23…Board Meeting-Board Room-6:30**
  - **5:30-6:30-Budget Workshop**

June:
- **6/5…Board Leadership-1:30-2:15pm (Kari/Audra)**
- **6/9…Graduations:**
  - **9:00am…Three River's HomeLink-HomeLink**
  - **11:00am…River's Edge HS-Convention Center**
  - **1:30pm…Pacific Crest Online Academy-Convention Center**
  - **4:30pm…Hanford High School-Toyota Center**
  - **7:30pm…Richland High School-Toyota Center**
- **6/13…Board Meeting-Board Room-6:30**
- **6/19…Board Leadership-1:30-2:15pm (Kari/Audra)**
- **6/27…Board Meeting-Board Room-6:30**

July:
- **7/11…Board Meeting-Board Room-6:30**

Upcoming Events/Activities:

This list is suggestions of RSD and community events to attend as a Board Member. By no means is it a comprehensive list of all activities in the District. Future events will be added to it weekly.

APRIL:

SATURDAY, APRIL 29
- HHS Spring Fling Bazaar, 9 a.m. - 2 p.m. at Hanford High commons.
- CJMS Drama "The Great, Great Granddaughter of Sherlock Holmes," 2 p.m. at Chief Joseph Middle School Auditorium.

MAY:

MAY 1-8
- RSD Elementary Art Exhibition at the Richland Public Library. Art receptions will be held on May 2-4.

TUESDAY, MAY 2
- Art Show Reception for Badger Mountain, Jason Lee, Orchard and White Bluffs, 5-6 p.m. at the Richland Public Library.
- Augmentative and Alternative Communication (AAC) Community Night, 5:30-7 p.m. at TLAC. Register: https://bit.ly/3UuI813
- Third High School Community Forum, 6-7 p.m. at Richland High School.

WEDNESDAY, MAY 3
- Art Show Reception for Jefferson, Sacajawea and Tapteal, 5-6 p.m. at the Richland Public Library.
- William Wiley Time Capsule Opening Ceremony, 6 p.m. at Wiley Elementary gym.

THURSDAY, MAY 4
- Art Show Reception for Desert Sky, Lewis & Clark and Marcus Whitman, 5-6 p.m. at the Richland Public Library.
- The Hampton Experience: Music from Marcus Whitman, Three Rivers HomeLink and White Bluffs, 6 p.m. at John Dam Plaza in Richland.

FRIDAY, MAY 5
- HHS Drama "The Book of Will," 7:30 p.m. at Hanford High Auditorium. Tickets: www.hanforddrama.org

SATURDAY, MAY 6
- HHS Drama "The Book of Will," 7:30 p.m. at Hanford High Auditorium. Tickets: www.hanforddrama.org

RSD Student Advisory Council Notes 4/14/23

Dr. Redinger welcomed the students and invited those students who are currently juniors to remain on the advisory council in the coming school year when they are seniors. They will not be required to reapply.

Angie Withers and Michelle Sorensen, the district's wellness co-coordinators, updated the advisory council on their efforts to support students interested in learning how to help other students facing mental health challenges. They offered to provide interested advisory council members the opportunity to participate in a one-hour training with Mrs. Sorensen and Chandra Markel, counselor at River's Edge High School. The training would cover best practices on conducting mental health conversations and how students can ensure they are also caring for themselves through those conversations. Mrs. Withers and Mrs. Sorensen asked the students what time and day would work best for their schedules. There was consensus to hold the optional training around the noon hour on Friday, May 5 at TLAC. Nancy Mayer will send out a formal invite to council members noting that it is an optional event. Attending students may bring one or two other students to support them and also be trained.

Melissa McFadgen with NAC Architecture was on hand to continue conversations with the students on envisioning what a future third high school may look like. She recapped the past steps in preparing for a third high school, including touring the district's current high schools and seeking input from students on what they'd like to see in a future high school. A core group of administrators is currently working with NAC on the educational specifications for the future school. Additional feedback from the student advisory council is still needed, especially as it comes to how student needs can be met district-wide.

Ms. McFadgen asked what areas or programs were working well in the district's high schools and could benefit from enhancement to provide more opportunity to students. Council member responses were:
- There is a large increase of interest in a variety of Career & Technical Education (CTE) courses, from broadcasting to materials science.
- Project-based learning at River's Edge High School is drawing more students to the smaller school.
- Courses and programs that prepare or allow students to experience the rigor of college, such as AVID, Running Start and College in the High School, are increasingly popular.
- College & Career Centers are mostly utilized by seniors but job opportunities, such as Work-Based Learning (WBL), are gaining more interest.

Ms. McFadgen then asked the students about what is and is not working when it comes to extracurriculars or after school activities at school. Council member responses were:

- Students are very interested in tutoring opportunities, whether with teacher availability after school or through other programs such as 21st Century.
- There is a need for some specialized facilities to support programs, such as a wrestling room or some type of facility to support new eSport courses.

Ms. McFadgen asked what the students would like to see when it came to student support or a student wellness center. Council member responses were:
- School social workers need to have their own space to meet with students that is separate from spaces with counselors or school administration to make them more approachable.
- Schools may need to implement innovative approaches to address issues around tardiness and other behavior challenges by providing brief breaks during class or offering dedicated time for students to use restrooms during the school day.

Ms. McFadgen asked the students about lockers and how they were used by students currently. Council member responses were:
- Delta High School does not have lockers and students must carry materials throughout the day. Student representatives from the school say they haven't heard their classmates ask for lockers and that they benefit from having most of their materials provided digitally.
- Very few students at Richland High use lockers
- There is a need for at least some students to have a place to store items, especially musical instruments.

Richard Krasner, the district's Executive Director of Operations, asked the students about school libraries and how they are used by students currently. Council member responses were:
- Many students still use libraries to study during open periods, though there are also some students that hang out in libraries and other spaces in schools to avoid going to class.
- While books aren't checked out as much as in the past, students say they'd still want to have book collections available
- Computer labs are not used except for printing materials
- Many students do use the Richland Public Library as a resource and study area. The city library's study rooms are particularly appreciated.

Ms. McFadgen thanked the students for all their input and encouraged them to attend upcoming community forums on the third high school on May 2 and 16 and invite their parents and friends to attend as well.

Dr. Redinger,

The legislature adjourned "Sine Die" late last night. After 105 days, the legislature finished with the passage of a $69.3 billion two-year operating budget. The operating budget adds roughly $4.7 billion in new spending, leaves $3 billion in total reserves, and does not rely on new general taxes or fees. We are pleased to see the higher level of funding for special education at $371 M and the increase in the cap to 15%. We are also thankful to see a "phase down" approach for districts losing regionalization as well as some hold harmless fund for loss of LEA. Please see the attached "LEA Adjustment" document which identifies what districts will receive those LEA funds. Both chambers had swept OSPI's ESSER funds but the final budget returns about $96 million and directly reappropriates just under $70 million. OSPI is still analyzing budget detail for ESSER impacts. See 2023-25 Operating Budget Summary here.

Attached please see the funding in the final budget for all K-12 programs. OSPI will develop pivot tables and individual district financial impacts soon.

Bill Status

HB 1013 - Establishing Regional Apprenticeship Programs.
Status: Effective date 7/23/2023. (4/20)

HB 1015 - Concerning Minimum Employment Requirements For Paraeducators.
Status: Effective date 7/23/2023. (4/19)

HB 1044 - Providing Capital Financial Assistance To Small School Districts With Demonstrated Funding Challenges.
Status: Senate adheres to its position. (4/21)

HB 1050 - Expanding Apprenticeship Utilization Requirements.
Status: Delivered to Governor. (4/22)

HB 1148 - Concerning State General Obligation Bonds And Related Accounts.
Status: Third reading, passed; yeas, 48; nays, 0; absent, 0; excused, 1. (4/22)

HB 1207 - Preventing And Responding To Harassment, Intimidation, Bullying, And Discrimination In Schools.
Status: Delivered to Governor. (4/18)

HB 1230 - Requiring School Districts And Other Public Education Entities To Make Information From The Department Of Health Available.
Status: Delivered to Governor. (4/18)

HB 1238 - Providing Free School Meals For All.
Status: Delivered to Governor. (4/20)

HB 1277 - Establishing Rules To Improve The Consistency And Quality Of The Implementation Of The Fundamental Courses Of Study For Paraeducators.

Status: Senate Rules "X" file. (4/17)

HB 1308 - Concerning High School Graduation Pathway Options.
Status: Delivered to Governor. (4/22)

HB 1316 - Expanding Access To Dual Credit Programs.
Status: Delivered to Governor. (4/19)

HB 1332 - Supporting Public School Instruction In Tribal Sovereignty And Federally Recognized Indian Tribes.
Status: Senate Rules "X" file. (4/17)

HB 1346 - Creating The Purple Star Award.
Status: Delivered to Governor. (4/18)

HB 1436 - Funding Special Education.
Status: Delivered to Governor. (4/23)

HB 1521 - Concerning The Duties Of Industrial Insurance Self-insured Employers And Third-party Administrators.
Status: Speaker signed. (4/23)

HB 1536 - Clarifying Requirements Governing The Withholding Of High School Diplomas.
Status: Delivered to Governor. (4/19)

HB 1550 - Assisting Eligible Children In Need Of Additional Preparation To Be Successful In Kindergarten By Establishing The Transition To Kindergarten Program.
Status: Delivered to Governor. (4/23)

HB 1622 - Supporting The Needs Of Students Experiencing Homelessness.
Status: Delivered to Governor. (4/19)

HB 1658 - Authorizing Public High School Students To Earn Elective Credit For Paid Work Experience.
Status: Effective date 7/23/2023. (4/20)

HB 1679 - Modifying And Extending Requirements Of A Work Group Convened To Address The Needs Of Students In Foster Care, Experiencing Homelessness, Or Both.
Status: Delivered to Governor. (4/19)

HB 1701 - Concerning Basic Education Services To Youth Who Are Served Through Institutional Education Programs.
Status: Delivered to Governor. (4/20)

HB 1744 - Clarifying The Responsibilities And Accountability For The Effective Delivery And Oversight Of Public Education Services To Charter School Students.
Status: Delivered to Governor. (4/21)

SB 5048 - Eliminating College In The High School Fees.
Status: Delivered to Governor. (4/20)

SB 5065 - Encouraging Public School Instruction In Awareness Of Bone Marrow Donation.
Status: Delivered to Governor. (4/19)

SB 5072 - Advancing Equity In Programs For Highly Capable Students.
Status: Delivered to Governor. (4/19)

SB 5123 - Concerning The Employment Of Individuals Who Lawfully Consume Cannabis.
Status: Speaker signed. (4/23)

SB 5127 - Clarifying School Districts' Ability To Redact Personal Information Related To A Student.
Status: Delivered to Governor. (4/18)

SB 5174 - Providing Adequate And Predictable Student Transportation.
Status: House insists on its position and asks Senate to concur. (4/19)

SB 5175 - Concerning Written Contracts Between School Boards And Principals.
Status: Delivered to Governor. (4/21)

SB 5187 - Making 2023-2025 Fiscal Biennium Operating Appropriations.
Status: Speaker signed. (4/23)

SB 5200 - Concerning The Capital Budget.
Status: Speaker signed. (4/23)

SB 5217 - Concerning The State's Ability To Regulate Certain Industries And Risk Classes To Prevent Musculoskeletal Injuries And Disorders.
Status: Effective date 7/23/2023. (4/20)

SB 5243 - Concerning High School And Beyond Planning.
Status: Delivered to Governor. (4/20)

SB 5257 - Ensuring Elementary School Students Receive Sufficient Daily Recess.
Status: Delivered to Governor. (4/20)

SB 5268 - Addressing Equity And Efficiencies In Public Works Procurement Including Modifying Small Works Roster Requirements.

Status: Delivered to Governor. (4/20)

[SB 5315 - Concerning Nonpublic Agencies Operating Special Education Programs For Students With Disabilities.](#)
Status: Speaker signed. (4/23)

[SB 5355 - Mandating Instruction On Sex Trafficking Prevention And Identification For Students In Grades Seven Through 12.](#)
Status: Delivered to Governor. (4/20)

[SB 5403 - Establishing School District Depreciation Subfunds For The Purposes Of Preventative Maintenance.](#)
Status: Delivered to Governor. (4/21)

[SB 5593 - Improving Equity In The Transfer Of Student Data Between K-12 Schools And Institutions Of Higher Education.](#)
Status: Delivered to Governor. (4/21)

[SB 5617 - Facilitating Course Equivalency Agreements Between Skill Centers And School Districts.](#)
Status: Delivered to Governor. (4/21)

Washington Standards-Based Superintendent Framework©

| Standard 1 — Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student. ||||

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Builds commitment to the vision and mission.	limits references to the district's vision for learning	engages the board, principals and other administrators, teachers, and other district employees in periodic discussions of the district vision	engages both internal and external stakeholders in regular discussions of the district vision and builds shared understanding and commitment to the vision	engages both internal and external stakeholders in systematically evaluating the continuing value of the vision, and leads efforts to resolve conflicts that may arise
B. Aligns district procedures and practices with the vision.	does not align district procedures and practices with the vision	aligns district procedures and practices with the vision	collaborates with staff to ensure that major decisions on curriculum, budgeting, staffing, and planning advance the vision	develops procedures and practices to ensure that the vision is systematically and routinely used to guide decisions on curriculum, budgeting, staffing, and planning
C. Holds board and staff mutually accountable for striving toward the vision.	does not hold staff and board accountable for honoring the vision	reminds staff and board periodically of the need to make decisions consistent with the vision	evaluates district procedures and practices systematically to ensure their alignment with the vision; expects principals and other administrators to do the same at the building level	creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision and hold each other mutually accountable for realizing it
D. Uses the vision as an indicator of progress.	does not use the vision as an indicator of progress	assesses progress toward the vision and uses it as an informal indicator of success	uses data to assess progress toward the vision and communicates results to the board, staff, and community	ensures that data is available and systematically used to assess progress toward the vision, to communicate results to the board, staff, and community and to formulate plans to bring about necessary changes
E. Develops explicit strategies and processes to study and improve the district's capacity to improve.	does not use cohesive strategy for guiding district improvement efforts	ensures that each district improvement project uses a continuous improvement cycle of planning, implementing, assessing, and revising	regularly analyzes results of the district's *collective* improvement efforts in order to identify organizational factors that support or hinder improvement	ensures district staff engage in continuous reflective analysis of improvement efforts in order to identify organizational factors that support or hinder improvement

Washington Standards-Based Superintendent Framework©

Standard 2 — Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.				
The superintendent...				
Themes	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
A. Recognizes and capitalizes on the diversity within the community.	does not recognize or capitalize on the presence of diverse groups in the community	ensures that all district staff have access to professional learning resources that enhance the necessary cultural competence to recognize and respect the needs of all students	implements strategies to help staff capitalize on the assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom	uses formal and informal partnerships with diverse groups to develop a district-wide welcoming culture that honors the values, beliefs, norms, and traditions of all stakeholders and integrate diverse representation into school and district decision-making processes
B. Increases district capacity to positively address cultural tensions or conflicts.	disregards cultural tensions or conflicts that negatively impact students	ensures that cultural tensions or conflicts are addressed in positive ways	ensures that principals and other administrators and teachers have the necessary skills to help students address cultural tensions or conflicts	sustains a climate in which members of the school community can constructively discuss and examine their own views on diversity to improve mutual understanding
C. Works to reduce opportunity and achievement gaps.	disregards or minimizes the existence of opportunity and achievement gaps among diverse groups	keeps staff attention focused on opportunity and achievement gaps and possible school-based solutions	systematically uses data to identify and implement instructional approaches and school and district practices that reduce opportunity and achievement gaps	establishes partnerships with families and community groups to leverage cultural knowledge and instructional strategies to eliminate opportunity and achievement gaps
D. Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity.	does not examine district policies, procedures, and practices for adherence to principles of fairness, social justice, and human dignity	examines district policies, procedures, and practices for adherence to principles of fairness, social justice, and human dignity	guides staff to use equity audits to ensure that district procedures and practices adhere to principles of fairness, social justice, and human dignity	collaborates with board, staff and community to review results of equity audits and recommend steps to ensure fairness, social justice, and respect for human dignity for each member of the school community

Washington Standards-Based Superintendent Framework©

Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Advocates for student learning as the district's highest priority.	does not communicate that student learning is central to the district's mission	communicates to all stakeholders that student learning is central to the district's mission	consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to continuously improve learning	motivates stakeholders to pursue continuous improvement and innovation in student learning to achieve the district's mission
B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment.	takes few steps to analyze district curriculum, instruction, and assessment to improve student learning	engages staff in regular analysis of district curriculum, instruction, and assessment	ensures that decisions on curriculum, instruction, and assessment are guided by regular, objective data analysis	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
C. Ensures that district policies, practices, and resources support learning for each student.	does not align district policies, practices, and resources to support learning for each student	ensures that existing district policies, practices, and resources are aligned to support learning for each student	uses data to identify achievement gaps and seek improvements in district policies, practices, and resources to better support learning for each student	motivates members of the school community to seek improvement in district policies, practices, and resources to support learning for each student
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	does not address the values, beliefs, behaviors, and organizational practices that support a school culture focused on student learning	recognizes and celebrates individual and collective efforts that reinforce the culture to improve student learning	creates or sustains a culture of expectation that leads members of the school community to openly acknowledge and collaboratively address problems in student learning	creates or sustains a shared moral imperative for the continuous improvement of student learning

Washington Standards-Based Superintendent Framework©

Standard 4 — Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.				
The superintendent…				
Themes	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
A. Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers.	does not develop and implement procedures and practices that ensure the safety and well-being of students, employees, and volunteers	develops and implements procedures and practices that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	involves members of the school community in developing procedures and practices that address threats to student, volunteer, and employee safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)
B. Develops and implements procedures and practices that advance a purposeful and safe learning environment.	does not develop and implement procedures and practices that ensure a purposeful and safe learning environment	develops, communicates, and implements procedures and practices that guide student behavioral expectations and disciplinary actions	engages parents, students, and staff in developing, implementing, monitoring and updating guidelines and norms for accountable student behavior	regularly conducts data-based evaluations of the effectiveness of policies and practice that guide student behavioral expectations and disciplinary actions
C. Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.	does not ensure that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals	develops and implements procedures and practices that result in a climate that is positive, friendly, and responsive to the needs of individuals	engages parents, teachers, students, and administrative staff in reflecting on and developing procedures and practices that promote a climate that is positive, friendly, and responsive to the needs of individuals	involves parents, teachers, students, and administrative staff in a data-based continuous improvement cycle for student and employee well-being and community satisfaction
D. Promotes the development of student agency in learning and community participation.	does not promote, monitor, or support efforts to develop student agency in learning and community participation.	promotes efforts to help students understand, articulate, and act on their own learning needs as well as participate in classroom/school decision making	ensures that curricular and co-curricular activities provide opportunities and support for development of student agency	collaborates with staff and students to conduct data-based evaluations of district efforts to help students understand, articulate, and act on their learning needs and participate in classroom/school decision-making
E. Articulates high expectations for ethical and professional behavior of district employees.	does not model or articulate expectations and monitor compliance for ethical and professional behavior in the district	models and articulates expectations for ethical and professional behavior by staff	guides administrators to model, articulate and reinforce high ethical and professional expectations for staff	elevates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable

Washington Standards-Based Superintendent Framework©

Standard 5 — Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

The superintendent….

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Focuses evaluation and professional development on the improvement of student learning.	pays little attention to staff evaluation and professional development to improve student learning	ensures that the district has clear strategies for evaluation and professional development to improve student learning	uses evaluation and professional development strategically to promote candid and collaborative self-assessment of effectiveness	uses evaluation and professional development as a tool to challenge existing practices to improve student learning
B. Implements effective procedures for staff evaluation.	makes little effort to ensure that staff evaluations are fair, meaningful, and consistent with state expectations	ensures that staff evaluations are fair, meaningful, and consistent with state expectations	develops and supports processes for effective individual improvement efforts resulting from staff evaluations	evaluates staff evaluation processes systematically and collaboratively to ensure effectiveness
C. Develops systematic strategies for using professional development to improve student learning.	does not design coherent professional development strategies linked to the district improvement plan	establishes strategies for aligning district professional development efforts with the district improvement plan	ensures that district professional development activities are extensive, accessible, and focused on continuous improvement of teaching and student learning	evaluates professional development activities systematically and collaboratively with participants to ensure effectiveness in improving student learning
D. Personally models effective professional development.	does not have a written professional growth plan	models professional development by creating and implementing a written professional growth plan	engages in candid self-assessment of personal assumptions, values, beliefs, and practices that guide improvement of professional growth	models professional growth planning as a continuous cycle of assessment, reflection, and changes in practice in order to improve professional growth
E. Builds leadership capacity to improve student learning.	does not attempt to stimulate, mentor, or coach the professional development of principals and other instructional leaders	takes steps to stimulate, mentor, or coach the professional development of principals and other instructional leaders	guides principals and other instructional leaders to assist the professional development of teachers	creates a district-wide culture that leads all staff to engage in continuous collaborative professional development focused on student learning
F. Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement.	does not promote or support development of professional learning communities that promote instructional improvement	establishes workplace conditions (time, resources, and vision) that empower and support professional learning communities focused on instructional improvement	establishes/sustains a professional culture characterized by trust, transparency, mutual accountability, and commitment to the vision	engages staff in a continuous improvement cycle to evaluate and enhance the effectiveness of the district's professional learning communities

Washington Standards-Based Superintendent Framework©

Standard 6 — Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.				

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	does not have communication strategies to inform families and community about district needs, goals and activities	develops strategies and communication vehicles to share information and answer questions about district needs, goals, and activities	develops data-informed strategies to solicit the views and concerns of families and other individuals, agencies, or groups in the community about the district's schools	empowers effective networks of families and other individuals, agencies, or groups in the community to maintain regular two-way communication about district needs, goals and activities
B. Develops strategies to involve families and community members in the educational process.	does not involve families and diverse community members in the educational process	ensures district implementation of strategies to involve families and diverse community members through conferences, meetings, and volunteer activities	ensures district implementation of multiple strategies for involving families and community members in decision making about children's education	sustains or expands a network of key family and diverse community stakeholders who can serve as formal and informal advisors on key issues
C. Develops strategies for constructive resolution of conflicts with families and community members.	does not develop or implement strategies for constructively resolving conflicts with families and community members	ensures that the district has defined procedures allowing families and community members to express concerns and disagreements	develops the capacity of staff and board to maintain open lines of communication with families and community members, constructively resolve conflicts, and build consensus	creates a culture in which conflicts are reflectively addressed and viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution
D. Mobilizes community resources to support district goals.	makes minimal efforts to mobilize potential community resources to support district goals	builds relationships with community members and groups that lead to improved resources to support district goals	collaborates with community agencies to create cohesive networks of services to support district goals	provides evidence (e.g., surveys, volunteer rates, partnerships) of increased belief that the learning and well-being of children are community responsibilities
E. Engages board and community in planning, conducting, and building community understanding of levy and bond measures.	does not provide board with timely and helpful guidance on preparing levy and bond measures	helps board ensure that levy and bond measure preparations are conducted in legally correct and fiscally responsible manner	helps board ensure that levy and bond measures meet immediate fiscal needs and advance long-term district goals	engages board and community routinely in long-term planning processes to identify and support district educational and fiscal needs
F. Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues.	does not engage with local community members, government agencies, professional associations and other external groups	engages with local community members, government agencies, professional associations and other external groups	communicates to board, staff and community knowledge of emerging issues that affect the district	works with board and staff to develop understanding of and appropriate responses to emerging issues in order to preserve and advance the district vision

Washington Standards-Based Superintendent Framework[©]

Standard 7 — Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	does not systematically plan, implement, and monitor district operations	ensures that operational decisions are guided by a long-term plan that is periodically reviewed and updated	ensures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice	collaborates with board and staff to analyze and modify the long-term plan to ensure that results support district priorities and superintendent goals
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.	does not effectively plan and implement district budget in accordance with board priorities	develops budget in accordance with board priorities and manages expenditures in financially responsible manner	develops a budget in accordance with board priorities and manages it in an efficient, financially responsible manner to support improved instruction and other key goals	collaborates with board, staff, and community to continually seek efficiencies, identify new sources of funding, and assess fiscal stability over several years
C. Strategically manages human resources to support instructional improvement and other district goals.	does not efficiently or strategically manage human resources	ensures that the district has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth	implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning	engages staff in a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and make changes as needed
D. Effectively manages key elements of district operations.	does not effectively manage key elements of district operations, including facilities, transportation, and enrollment	ensures that key elements of district operations are governed by defined policies and practices	monitors district operations in accordance with established policies and practices	engages staff in a continuous improvement process to review effectiveness of district operations and make changes as needed
E. Develops system for ensuring that employee performance meets district expectations.	does not ensure that the district has procedures to set, monitor, and act on standards for acceptable employee performance	ensures that the district has defined procedures for setting, monitoring, and acting on standards for acceptable employee performance	ensures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed	engages staff in a continuous improvement process for employee performance

Washington Standards-Based Superintendent Framework©

Standard 8 — Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student's academic success and well-being.				
The superintendent…				
Themes	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.	does not articulate or adhere to the roles and responsibilities of the board and superintendent	articulates and adheres to the roles and responsibilities of the superintendent and board	collaborates with board to review and refine guidelines for effective board and superintendent roles and responsibilities	models candid but respectful discussion of board and superintendent roles and responsibilities, including areas of friction or misunderstanding in the board-superintendent relationship
B. Honors board policy.	does not follow board policy	follows board policy	consults with the board when questions of interpretation arise on board policy	facilitates systematic board review and revision of policy-making process
C. Provides the board with timely information.	does not provide the board with timely information needed for effective board decision-making	ensures that the board receives necessary information in a timely way, including relevant laws, policies and procedures from local, state and federal mandate	assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions	collaborates with the board to review and improve the effectiveness of information and guidance provided to the board
D. Treats all board members fairly, respectfully. and responsibly.	favors certain board members or is unresponsive to board members' perspectives on educational issues	treats all board members fairly, respectfully, and responsibly	facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding	increases board capacity through trust, encouragement, and personal example
E. Provides necessary support for effective board decision-making.	does not establish and implement effective procedures for board meetings	ensures that the board has the necessary materials, information, and logistical support to make effective decisions	works with the board to ensure that meeting agendas are focused and consistent with board priorities	collaborates frequently with the board to evaluate and improve the effectiveness of board decision-making
F. Builds strong team relationships with the board.	does not attempt to establish a working team relationship with board	collaborates with board to develop structures, procedures, and norms for working as a team	works with board to monitor team effectiveness and adjust procedures accordingly	facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change

SUPERINTENDENT PERFORMANCE EVALUATION
2022-2023 SCHOOL YEAR

Superintendent: _____   Director: _____   Date: _____

Performance rating: Unsatisfactory=1   Basic=2   Proficient=3   Distinguished=4

Standard 1 – Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1 – Advancing a district-wide shared vision for learning. The Superintendent…

Themes	Performance Rating
A. Communicates a clear and motivating vision to all stake holders.	
B. Builds commitment to the vision and mission.	
C. Articulates clear SMART goals and objectives.	
D. Develops strategies to implement the vision.	
E. Holds board and staff mutually accountable for striving toward the vision.	
F. Aligns district procedures and practices with the vision.	
G. Uses the vision as an indicator of progress.	

Comments:

Standard 2 – Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 1 – Putting student learning at the center. The Superintendent…

Themes	Performance Rating
A. Advocates for student learning as the district's highest priority.	
B. Promotes the systematic improvement of curriculum, instruction, and assessment.	
C. Assures that district policies, practices, and resources support student learning.	
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	
E. Gives a high priority to reducing achievement gaps.	

Comments:

Standard 2 – Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 2 – Evaluation and professional development. The Superintendent…

Themes	Performance Rating
A. Focuses evaluation and professional development on the improvement of student learning.	
B. Implements effective procedures for staff evaluation.	
C. Develops systematic strategies for using professional development to improve student learning.	
D. Personally models effective professional development.	
E. Builds leadership capacity to improve student learning.	

Comments:

Standard 3 – Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Strand 1 – Effectively and efficiently manages district operations. The Superintendent…

Themes	Performance Rating
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.	
C. Strategically manages human resources to support instructional improvement and other district goals.	
D. Effectively manages key elements of district operations.	
E. Develops system for assuring that employee performance meets district expectations.	

Comments:

Standard 3 – Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Strand 2 – Creates a safe and humane organizational environment. The Superintendent…

Themes	Performance Rating
A. Develops and implements procedures and practices that ensure the safety and well-being of students.	
B. Develops and implements procedures and practices that ensure the safety and well-being of employees.	
C. Develops and implements procedures and practices that ensure an orderly learning environment.	
D. Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.	

Comments:

Standard 4 – Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand 1 – Collaborating with families and community members. The Superintendent…

Themes	Performance Rating
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	
B. Develops strategies to involve families and community members in the educational process.	
C. Develops strategies for constructive resolution of conflicts with families and community members.	
D. Mobilizes community resources to support district goals.	
E. Assists board in planning, conducting, and building support for levy and bond campaigns.	

Comments:

Standard 4 – Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand 2 – Collaborating with and responding to diverse communities. The Superintendent…

Themes	Performance Rating
A. Recognizes and responds to the diversity within the district.	
B. Capitalizes on the diversity of students and community to improve learning.	
C. Increases district capacity to positively address cultural tensions or conflicts.	
D. Works to reduce achievement gaps.	
E. Identifies and eliminates district policies and practices that have discriminatory effects.	

Comments:

| **Standard 5 – Ethical Leadership**: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner. |

Strand 1 – Acting with integrity, fairness, and courage in upholding high ethical standards. The Superintendent…

Themes	Meets Standard	Below Standard
A. Models high standards of professional and ethical behavior as set out in the Washington Administrative Code, AASA Code of Ethics, and board policy on ethics.		
B. Interacts respectfully with others.		
C. Articulates high expectations for ethical and professional behavior of district employees.		
D. Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.		

Comments:

Standard 6 – Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 1 – Understanding and influencing the district's environment. The Superintendent…

Themes	Performance Rating
A. Gains understanding of the community by interacting with local community members and engaging in community activities.	
B. Engages with local, state and federal officials in order to protect and promote the interests of children in the district.	
C. Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.	

Comments:

Standard 6 – Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	
Strand 2 – Works effectively with the school district's Board of Directors. The Superintendent…	
Themes	**Performance Rating**
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.	
B. Honors board policy.	
C. Provides the board with timely information.	
D. Treats all board members fairly, respectfully, and responsibly.	
E. Provides necessary support for effective board decision-making.	
F. Builds strong team relationships with the board.	

Comments:

Signatures:

_____   _____   _____   _____
Board Chair   Date   Superintendent   Date