

Galena City School District  
Board of Education - Special Meeting  
Sidney C. Huntington School – Charles Evans Library  
Monday, January 15, 2024<sup>1</sup>  
5:00pm Meeting

**Mission Statement:** We will provide an engaging, inspirational, and impactful learning environment for every student, in every content area, every day, through recruiting and retaining exceptional staff, actively partnering with our learning community, and serving the whole child.

**Teleconference: 1-888-207-9981 / ID: 502 021 487#**

1. CALL TO ORDER
  - a. Introduction of Guests
  - b. Roll Call
2. AGENDA APPROVAL
  - a. Agenda Action
3. STUDENT/STAFF COMMENTS
4. COMMUNITY COMMENTS
5. NEW BUSINESS
  - a. Executive Session for the Annual GCSD Superintendent Evaluation Action
  - b. Superintendent Contract Action
6. BOARD COMMENTS
7. ADJOURNMENT

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<sup>1</sup> Next Meeting = Wednesday, January 17, 2024

**GALENA CITY SCHOOL DISTRICT**  
**Evaluation Form**  
**SUPERINTENDENT**

**Our Vision**

To provide the highest quality educational options for families in the state of Alaska ensuring our graduates are well-grounded, well-educated individuals able to maneuver effectively in a dynamic world

**Our Mission**

We will provide an engaging, inspirational, and impactful learning environment for every student, in every content area, every day, through recruiting and retaining exceptional staff, actively partnering with our learning community, and serving the whole child

**Our Core Values**

- Academic excellence and innovation are promoted in all school programs and activities
- Every person is unique, valuable, and treated with equity, dignity, and respect
- Learning is an individualized and life-long process
- Education is a collaborative community responsibility
- Overall student success is guided by rigorous standards and expectations
- Cultures and diversity are represented, respected, and valued
- District decisions are student-centered
- Effective communication is critical

**EVALUATION PROCESS**

- The superintendent presents to the school board his or her own self-assessment of performance on each of the goals and expectations that have been agreed to. The superintendent should provide evidence of some tangible progress toward the agreed-upon expectations.
- Using this Evaluation Form, individual board members grade the superintendent on each target and action step using the ratings:

E=Exemplary   P=Proficient   B=Basic   U=Unsatisfactory

Ratings of Proficient, Basic, and Unsatisfactory have associated descriptors.

Exemplary and Unsatisfactory ratings, if selected, require written comments.

Additional comments may be written at the end of each category for any or all indicators.

Target and action steps are arranged in the following four categories:

1. Board-superintendent relations
2. Implementation of the district's strategic initiatives
  - 2.A. Student Learning
  - 2.B. Community and Stakeholder Engagement
  - 2.C. Resource Management

### 3. District leadership and management

#### 4. Community (external) relations

- The forms are collected by the board president or designee who compiles the tally sheets and comments, and makes copies available to board members. No numerical score or average shall be assigned.
- The board meets in executive session to discuss and come to a consensus regarding superintendent performance. The ratings are compiled into a single document.
- The board meets in executive session *with* the superintendent, so that he or she has the opportunity to hear from all board members. If board members disagree about superintendent performance, it is important that the superintendent hear all points of view. However, the board president will want to remind everyone that the “one voice” whose direction the superintendent will be expected to follow is that of the majority.
- A written summary of the evaluation should be given to the superintendent with a copy retained in the district personnel file.
- If the evaluation instrument or process needs to be modified to reflect additional or modified expectations as well as updated goals, this is the time to do so.
- Decisions regarding the superintendent’s compensation and benefits and contract renewal issues should be considered at this time.
- The full board's conclusions and recommendations should be put in writing on the final form titled "Conclusions and Recommendations", which will become a part of the district personnel file. A copy will also be made available to the superintendent as a means of clearly communicating specific concerns about his/her performance.

**TARGET AND ACTION STEPS****Date:** \_\_\_\_\_

**Category No. 1: Board-superintendent relations.** One of the major responsibilities of the superintendent is to support the board in doing its work. This may include assisting the board in building its own capacity as a governing board — through providing professional development opportunities, keeping the board abreast of developments at the local, state or national level that may impact its work, and most significantly, ensuring the board has the best information possible to make informed decisions.

<b>Rating (fill in)</b>	<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
1.1		Provides leadership and vision in assisting the board to carry out the mission of the district through a planning process	Initiates a planning process for the board at their request	Does not bring the need for an on-going planning process to the board
1.2		Offers professional recommendations to the board on action items, based on thorough study and research	Provides recommendations upon request	Does not provide professional advice or guidance to the board to assist in their decisions
1.3		Assures that board policies are routinely reviewed and kept updated	Revises board policies as need arises, but not with any regularity	Does not attempt to keep policy issues before the board; policy manual does not receive regular attention
1.4		Administers district within policies of the board	Occasionally takes actions that are contrary to board policy or direction of resolutions without the knowledge of the board	Relies on personal discretion in decision making with little regard to guidelines set by board policy
1.5		Keeps all board members informed on issues, needs and operation of district through a regular reporting process	Provides inconsistent information to board members	Rarely informs the board of anything unless there is a problem
1.6		Treats board members with equal consideration and respect	Is inconsistent in treating board members with consideration and respect	Is inconsiderate or disrespectful toward any board member(s)

**Comments:**

**Category No. 2: Implementation of the district’s strategic initiatives.** The board sets the district’s direction and articulates that direction in its mission, vision, and goals statements (ends). These ends statements then become the cornerstone of the board’s written policy manual. A few policies will be pure “ends” policies, but “ends” language may appear throughout the policy manual in policies that serve primarily another purpose, such as delegating authority or setting executive limitations. The board then monitors progress towards these ends and compliance with written board policy, using data as the means for its assessment. The board that has received monitoring reports from the superintendent throughout the year will find most of this piece of the evaluation complete. District performance equates to superintendent performance.

**2.A. Student Learning** – Provide a rigorous standards-based curriculum, individualized learning opportunities, and a flexible instructional approach ensuring each student reaches high levels of learning and graduates with post-secondary and career options

<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
	Curriculum and learning across the system provide the majority of students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. The majority of classes are taught by highly qualified instructors. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	Curriculum and learning across the system provide some students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Some courses are taught by highly qualified instructors. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Some individualized learning activities for each student are evident randomly or in some but not all schools.	Curriculum and learning across the system provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system’s purpose. Few courses are taught by highly qualified instructors. There is no evidence to indicate how successful students will be at the next level. Few or no individualized learning activities for students are evident in any schools across the system.

**(2.A. Student Learning, cont.)**

<b>2.A.1 Instruction</b> – Utilize research-supported, individualized instruction and assessment strategies in all content areas and programs aligned to state standards, literacy standards across all content areas, and Career and Technical Education industry standards.	E	P	B	U
<b>2.A.2 Academic Performance</b> – Increase student math performance 4% annually, literacy performance 3% annually, and science performance 3% annually as measured by state assessments, district assessments, and classroom-based assessments.	E	P	B	U
<b>2.A.3 Innovation and Student Retention</b> – Increase student retention district-wide to 85% by increasing student access to educational opportunities.	E	P	B	U
<b>2.A.4 Attract and Retain</b> – Attract and retain high quality staff through an organizational culture focused on growth, collaboration, and innovation.	E	P	B	U
<b>2.A.5 Professional Development</b> – Ensure well-planned, outcome-based, high quality, job-embedded professional development focused on improving student-learning outcomes.	E	P	B	U

**Comments:**

**2.B. Community and Stakeholder Engagement** – Strengthen collaboration with all GCSD stakeholders to promote a shared value and responsibility for all student learning opportunities

<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
	School personnel throughout the system regularly communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback, and respond to stakeholders, and work collaboratively on system and school improvement efforts. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	School personnel throughout the system sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, and work collaboratively on school improvement efforts. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	School personnel throughout the system rarely or never communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative. System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools.

<b>2.B.1 Communication</b> – Ensure 100% of GCSD families are contacted each marking period by GCSD staff.	E	P	B	U
<b>2.B.2 Parent Advisory Committees (PAC) and Stakeholder Feedback</b> – Provide regular opportunities for stakeholders to provide feedback through PAC meetings, anonymous surveys, town meetings, and the GCSD website.	E	P	B	U
<b>2.B.3 Public Relations</b> – Inform all GCSD stakeholders through regular monthly communications about school board decisions promoting district programs and performance.	E	P	B	U

**Comments:**

**2.C. Resource Management** – Ensure financial resources prioritize student learning and energy conservation

<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
	<p>The system has policies and procedures for resource management. The system employs a long-range planning process in the areas of budget, facilities, and other system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.</p>	<p>The system has some policies related to resource management. The system has a long-range planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.</p>	<p>The system may or may not have policies related to resource management. The system may or may not have a long-range strategic planning process. Strategic plans, if they exist, may or may not be implemented by the governing body and system leaders.</p>

<b>2.C.1 Fund Balance</b> – Maintain fund balances as close to 10% as possible to ensure district-wide financial flexibility and stability.	E	P	B	U
<b>2.C.2 Resource Allocation</b> – Ensure a budget development and implementation process allocating resources based on alignment with the strategic plan and instructional outcomes.	E	P	B	U
<b>2.C.3 Sustainability</b> – Partner with community and statewide agencies to support the development of renewable and sustainable energy resources.	E	P	B	U

**Comments:**



**Category No. 3: District leadership and management.** In addition to implementing the board's strategic goals and objectives, the superintendent is charged with operating the district efficiently and effectively. Managing operations is relatively easy to assess because efficiency and cost-effectiveness can be measured. For example, a budget recommendation is either balanced or it's not. A building project comes in on time or on budget, or it does not. While leadership is perhaps a subjective quality and more difficult to assess, it is at the heart of an individual's ability to bring a group of people together around a common objective. Beyond simply achieving outcomes, the superintendent can and should be expected to conduct his/her duties in a moral and ethical manner. In addition, the superintendent's skills may be evaluated by his/her method and manner, style and tone used with staff, students, board and the public. The superintendent can be held accountable for creating a positive school climate and culture only when the school board is clear about these expectations.

<b>Rating (fill in)</b>	<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
3.1		Understands and stays informed on all aspects of district operations; anticipates problems, provides solutions, operates well in crises	Unable to clearly articulate the services or activities of the district; doesn't anticipate problems or crises	Communications demonstrate poor understanding of activities of district or staff; often in crisis mode
3.2		Works to implement a team concept with staff to insure employee efforts mesh to support the district's vision and mission	Pays limited attention to the interaction between staff members and service areas; staff doesn't clearly understand the mission	Allows professional and personal differences among staff to become public and tarnish the programs and credibility of the district.
3.3		Demonstrates a thorough understanding of the role of the superintendent	Does not seem clear on role of superintendent or on board expectations	Exceeds authority and disregards board expectations
3.4		Insures that the staff is comprised of individuals with appropriate skills and background to meet the district's needs	Occasionally selects staff with inadequate qualifications	Does not select nor align staff to meet the district's needs
3.5		Delegates authority to appropriate staff members	Places limited authority with key staff members	Rigidly controls all communications and decisions made within the administration
3.6		Provides adequate supervision of district operations, insisting on competence and efficiency	Settles for "good enough" from staff, occasionally allowing decisions or communications to	Allows inferior work to be done, which damages the integrity and image of the district

			go out that reflect poorly on the district	
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**(Category No. 3: District leadership and management, cont.)**

<b>Rating (fill in)</b>	<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
3.7		Develops and executes sound personnel procedures, practices, evaluations, and training	Shows a basic understanding personnel procedures; implementation may be inconsistent	Presents flawed reasoning to board regarding personnel matters
3.8		Dedicated to high standards of performance and ethics in all personal and professional matters	Occasionally demonstrates a willingness to compromise standards or ethics for personal or professional gain	Behaves in a manner that calls integrity and ethics into serious question; trust is an issue
3.9		Handles pressure and maintains poise and emotional stability in the full range of professional duties	Demonstrates poor behavior and lack of judgment under pressure	Behaves unprofessionally and with disregard to well-being of district
3.10		Exercises good judgment in arriving at decisions; seeks information and counsel; analyzes facts and situations	Does not gather sufficient information before making decisions	Shows poor judgment, makes decisions with little regard to facts or advice from board or Staff; is reactionary
3.11		Communicates effectively through written and spoken word; is clear and persuasive; is an active listener; exhibits a sense of humor	Communicates sporadically, or in an unclear manner with limited success	Has difficulty being understood; creates problems for the district through lack of communication skills
3.12		Personal appearance in relation to professional duties is consistently appropriate and contributes to respect for the district	Attention to appropriate personal appearance is inconsistent	Shows consistent disregard for importance of maintaining an appropriate image for the district through personal appearance

**Comments:**

**Category No. 4: Community (external) relations.** The board should expect its superintendent to represent the district within the community, to carry the district's message and advocate on its behalf. What this interaction looks like will differ from community to community, but could include media relations, participation in local civic groups, or forming partnerships with other governmental bodies such as the city council.

<b>Rating (fill in)</b>	<b>E=Exemplary (requires written comment)</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory (add comment)</b>
4.1		Develops friendly and cooperative relationships with the news media, businesses, city and legislature	Is recognized as a representative of the district, but doesn't forge relationships	Creates adversarial relationships that inhibit the district's positive influence
4.2		Encourages community members to be actively involved with the district	Does not provide community members sufficient understanding of district issues to allow them to be effective in their efforts.	Does not value the importance of informed community members or respect their influence
4.3		Works effectively with public and private agencies; looks for opportunities to forge alliances to further the district mission	Does not seek opportunities to interact with other agencies	Does not appear to value collaboration with other agencies; contributes to difficult relations with others
4.4		Solicits and give attention to problems and opinions of groups and individuals	Doesn't actively seek to become informed of individual or community concerns	Demonstrates disregard for concerns of others, acting instead on personal agenda and opinions

**Comments:**

**SUPERINTENDENT EVALUATION**  
Response Tally

Date: \_\_\_\_\_

**Category No.1. Board-superintendent relations**

<b>Item #</b>	<b>E=Exemplary</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory</b>
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				

**Board-superintendent relations Comments:**

**SUPERINTENDENT EVALUATION**  
Response Tally

*Date:* \_\_\_\_\_

**Category No. 2. Implementation of the district's strategic initiatives**

**2.A. Student Learning**

<b>Item #</b>	<b>E=Exemplary</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory</b>
2.A.1				
2.A.2				
2.A.3				
2.A.4				
2.A.5				
2.A.6				
2.A.7				

**2.A Student Learning Comments:**

**SUPERINTENDENT EVALUATION**  
Response Tally

Date: \_\_\_\_\_

**Category No. 2. Implementation of the district's strategic initiatives**

**2.B. Community and Stakeholder Engagement**

<b>Item #</b>	<b>E=Exemplary</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory</b>
2.B.1				
2.B.2				
2.B.3				
2.B.4				

**2.B Community and Stakeholder Engagement Comments:**

**SUPERINTENDENT EVALUATION**  
Response Tally

Date: \_\_\_\_\_

**Category No. 2. Implementation of the district's strategic initiatives**

**2.C. Resource Management**

<b>Item #</b>	<b>E=Exemplary</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory</b>
2.C.1				
2.C.2				
2.C.3				

**2.C Resource Management Comments:**

**SUPERINTENDENT EVALUATION**  
Response Tally

*Date:* \_\_\_\_\_

**Category No.3. District leadership and management**

<b>Item #</b>	<b>E=Exemplary</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory</b>
3.1				
3.2				
3.3				
3.4				
3.5				
3.6				
3.7				
3.8				
3.9				
3.10				
3.11				
3.12				

**District leadership and management Comments:**



**SUPERINTENDENT EVALUATION**  
Response Tally

Date: \_\_\_\_\_

**Category No.4. Community (external) relations**

<b>Item #</b>	<b>E=Exemplary</b>	<b>P=Proficient</b>	<b>B=Basic</b>	<b>U=Unsatisfactory</b>
4.1				
4.2				
4.3				
4.4				

**Community (external) relations Comments:**

**SUPERINTENDENT EVALUATION  
CONCLUSIONS AND RECOMMENDATIONS**

In view of the ratings and comments made by members of the school board, the following agreements have been reached by the board and the superintendent:

**Plan of Improvement** *(this is to be employed if there are a number of ratings in the Basic or Unsatisfactory columns of the evaluation form):*

With respect to the employment relationship between the superintendent and the school board, the board recommends the following contract considerations:

**Length of Contract:**

**Compensation (Salary and Benefits):**

**Other terms:**

Signed: \_\_\_\_\_, Board President

Date: \_\_\_\_\_

\_\_\_\_\_, Superintendent

Date: \_\_\_\_\_