

Parkrose Adaptation of Oregon School Boards Association Board Self Evaluation 2021-2022

Ratings Guide:

0 UNACCEPTABLE ~ No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT ~ Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD ~ At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT ~ Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING ~ All of the indicators for this standard have been completed. This is an area of model performance for the board.

Part 1 ~ Performance Standards - Do not rate each performance indicator separately, rate the overall performance standard

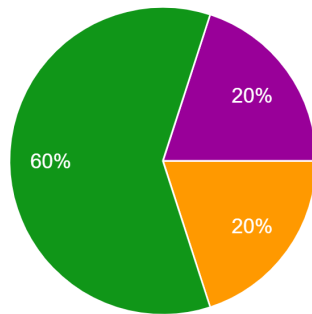
LEADERSHIP: MISSION, VISION AND GOALS

Indicators:

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

Standard 1 ~ Do not rate each performance indicator separately, rate the overall performance standard.

5 responses



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Standard 1 Comments ~

I feel that our board does a good job on this standard.

Our board has consistently had thoughtful discussions annually when reviewing and re- adopting the district vision and mission statements. I appreciate the collaborative nature of those discussions and how our Superintendent provides timely updates on our goals. I would like to see more input from all board members in the procurement of questions for the Superintendent evaluation.

The Superintendent's evaluation was reformatted to be appropriate for our school board, and we have kept to the timeline, but with flexibility and grace, which should be a priority.

While we've done a great job focusing on student voice, I'm not sure how much progress we've made on our other goals.

We have done well with this area, especially during our summer retreat. We seems to be doing well with our goal of bringing a student voice to the table.

POLICY AND GOVERNANCE

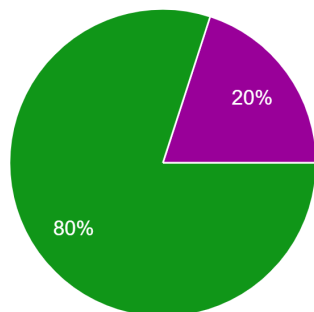
Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

Standard 2 ~

Standard 2 ~ Do not rate each performance indicator separately, rate the overall performance standard.

5 responses



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Standard 2 Comments ~

I feel the board does a good job on current/recent policy, we have room to improve on updating our overall district policy.

I like the board's approach to reviewing and revising the policies this year. I liked how we took a more targeted approach and selecting policies that each board member wanted to review independently and sharing that feedback with the board.

This past year we have closely reviewed policy updates and proposed changes needed by our Parkrose community.

We are getting there with doing more deep dives on policies so that they represent the type of school district we hope to build. I believe this practice feeds into our goals.

I rated this as "outstanding", which is accurate, although I feel that we do better with keeping the "goals at the forefront of all board and district decisions..." The

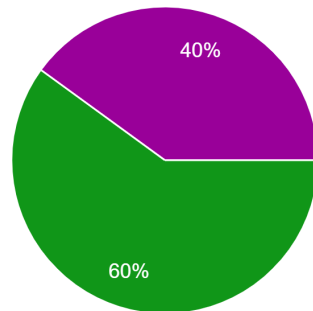
superintendent and the board secretary do a fantastic job of keeping the board up to date with review of the policies.

COMMUNITY RELATIONS

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

5 responses



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Standard 3 Comments ~

Always progressing forward - we are doing a good job of including the community. Looking forward to see how we can open it up even more in the future and as we learn better practices.

I value the way that our board communicates and connects with our students, staff, parents and community. Our listening sessions with students have been well received and will go a long way to developing trust and a collaborative relationship with students.

We do well and are working on incorporating student voice and input.

We updated our public comment procedure to allow more time to submit. I'm not sure if our switch from meeting in person to meeting virtually only has been a barrier for any of our patrons. The culture of respect and mutual regard that we demonstrate is a hallmark of our board.

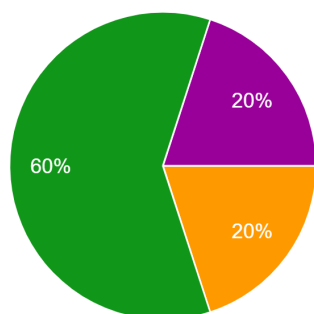
Most of this is Kudos to the superintendent. Since zero people, especially during the pandemic, attend our board meetings; it would be nice to see the board (as a group) attend more public events or go on school tours together. I am not sure what these events would be, but I think the board could just be more "public."

CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

5 responses



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Standard 4 Comments ~

Definitely feel like this is one of our strengths and something I am proud of. That last point, the district staff is representative of the community does need some work. Making headway there, but we can continue to push further into this so our students receive the best they can.

I this is a standard I believe has room for continuous improvement, we can always improve our practice.

Our board continues to effectively use cultural competence when engaging with our diverse communities in our district. The teacher pathways program is supporting our goal of creating a more diverse workforce in the district.

We continue to work in each of these areas. Our district staff is increasingly more representative of our community. Our superintendent prioritizes engagement with culturally diverse groups. Our outreach through board member participation in student leadership classes this year is important, and I encourage us to continue this practice.

I think the board does a good job of this. Certain board members constantly hold the administration in check on contracting and service issue to ensure that we are considering culturally diverse contractor and vendors. Of course, we struggle with

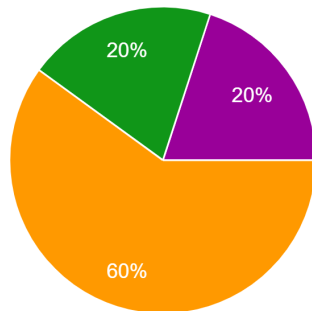
that last bullet regarding staff diversity, but we are working really hard, with creative solutions to correct that.

ACCOUNTABILITY AND PERFORMANCE MONITORING

Indicators:

- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

5 responses



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Standard 5 Comments ~

I don't love the language key indicators for this standard and I believe we use data to identify discrepancies and data analysis to address needs. I also feel we do a good job with what I perceive as the intent of this standard.

I rate us high in this area because we have kept our focus on student health and well-being, recognizing the traumatic impact of the pandemic and the ways in which mental health is an essential foundation of academic achievement and performance. I do think more focus on data would be helpful, and that the board could improve our communication to the public about policy decisions.

The board operates well within this standard.

This has been a tough year to base decisions on student achievement metrics. We've had to figure out new ways to look at data. I'm proud of how we've weathered some of these transitions and not only will I look forward to when we can again look at true data that really does represent our community's experiences, but I look forward to how we use the lessons we've learned in this time to look at the data in even more thoughtful and intentional ways.

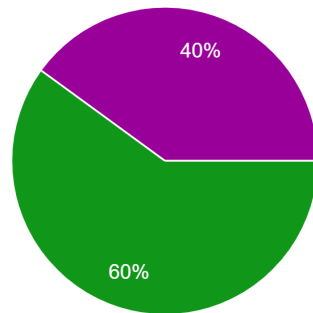
This is a difficult one to answer. I think the board does have high expectations, but what do we do when those expectations are not met? What can we do? What levers do we pull in order for a course correction? In my opinion, any changes implemented by the board can take months, if not years, to show in the data. Also, no one on the board is a professional educator, so I feel that we just run with national and/or state benchmarks when it comes to data analyst. And we struggle to meet those benchmarks. And how, and to whom, do we hold accountable to missing those benchmarks.

BOARD OPERATIONS: MEETINGS

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

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Standard 6 Comments ~

Board operations are respectful and efficient.

I think we do a great job in board operations. I really appreciate the job our first year board chair is doing in facilitation of meetings and process.

Overall, we've used our time well in our meetings this year.

Really loving the open, honest, and gracious way the meetings are run. I appreciate the way Elizabeth moves things around and flows as needed. The meetings feel more personable and approachable.

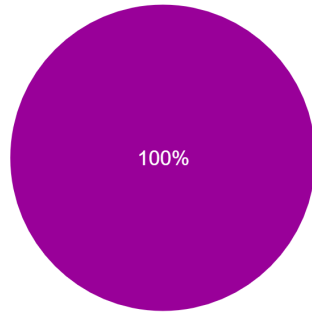
Meetings are going really well. Kudos to the current board chairperson for being mindful of the time. There is still a little too much pontification occurring, but I understand that this is just how some people communicate.

BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS

Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

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Standard 7 Comments ~

Happy to observe that in my tenure as a board member that this current board communicates consistently in a respectful and lawful manner with each other at all times.

I think we do a great job in this area as well. I appreciate the efforts of my fellow board members.

In my experience, this is 100% true.

Our communications with each other are clear and respectful.

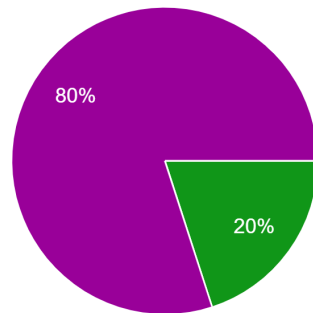
Nothing really to comment on here. I feel that all of the board members are respectful of each other, communicate well, and (most important) work well together. (Except that scatter brained one who is always completing there required training and board evaluation late. - ME)

BOARD OPERATIONS: BOARD-STAFF RELATIONS

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

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Standard 8 Comments ~

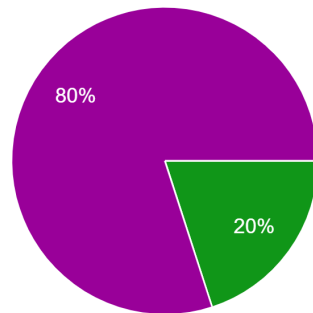
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| As a whole, I think we excel in this area. Newer board members have benefited from guidance by our more experienced members, who consistently model best practices in board-staff relations. |
| I think we do a good job in this area. |
| The board demonstrates respect for staff and appreciates their feedback to the board. |
| Yes, all of it. |
| The superintendent does a great job of keeping us informed of staff issues, and the board as whole seems to recognize and respect the chain of command. Since a majority of the board have active students in the district, the school staff is well respected and admired for their commitment and devotion. |

BOARD OPERATIONS: BOARD-SUPERINTENDENT RELATIONS

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

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Standard 9 Comments ~

I am grateful for the respectful, collaborative and support relationship the board has with our Superintendent and Administrative team.

I think we do a good job in this area.

I think we've done well this year and encourage us to continue to check in using appropriate channels if we have questions or concerns. We are so fortunate to have an excellent superintendent at Parkrose.

We've been blessed to have a Superintendent that we can trust and that we respect.

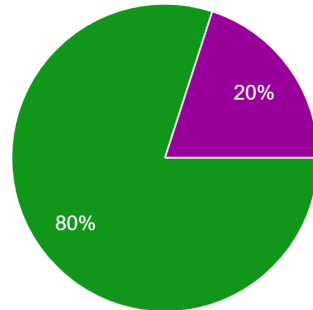
The board and the superintendent have a very solid relationship, with trust given and taken by both sides. The superintendents dedication to his leadership position is unwavering and unquestionable, and board acknowledges and appreciates this.

VALUES, ETHICS AND RESPONSIBILITY FOR SELF

Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

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Standard 10 Comments ~

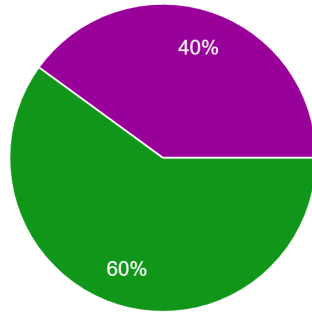
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| Definitely been the recipient of good corralling. Necessary for good board work. |
| I think we do a good job in this area. |
| The board operates well within this standard. |
| We meet most of these standards. A few times this year, the board has strayed a bit into giving operational instructions. I encourage us to keep our focus on board work. |
| Everyone seems to be on target with current goals and objectives. There are no rouge board members present. |

BOARD SYSTEMATIC IMPROVEMENT

Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- **The board and superintendent meet in a retreat environment to review:**
 - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
 - The strengths and improvements needed in the district.
 - Any compelling problem(s) or emerging issue(s).
 - Trends, opportunities and anticipated challenges in the school district.
 - Board leadership and educational philosophy and performance.
 - Board/superintendent operational agreements and evaluation documents.

5 responses



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Standard 11 Comments ~

I think we do a great job in this area and have agreement and processes in place for continuous and systematic improvement.

I would like to see the board engage in more individual professional development: group trainings through OSBA, required reading, other facilitators, etc.

We held our annual retreat last year and met these standards. I'm curious about individual board member participation in professional development, and would like to check in about what each person has done (or plans to do) for 2021-2022.

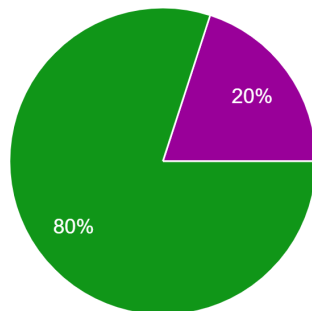
Yes.

Yes, we all try to participate in the offered training as time allows. Board retreats have been held regularly and yield favorable results. We owe it to ourselves to gain and grow our knowledge to become more efficacious school board members.

Part 2 ~ Parkrose Norms & Practices

2.a. ~ [Parkrose School Board Norms](#)

5 responses



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2.a. Comments ~

My neurodiversity makes being succinct very difficult for me. I appreciate all of the grace and space to express myself that has been given. I'm thankful for the thumbs up/down and making sure that requests are viable and effective, while being aware of the strain it brings, and that all members want this to be work, or not, for the Superintendent.

The board operates well within this standard.

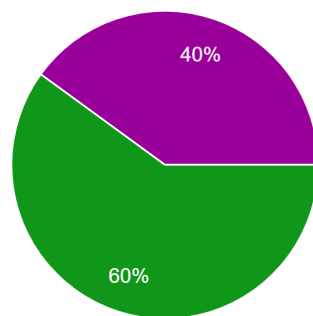
We are doing better at balancing time for each board member to speak.

We do a good job sticking to our norms. There are always opportunities to improve around balancing voice and additional requests of staff.

We are doing better at following our norms. Meetings seem to flow smoother. It's great that our board works so well together. The norms seem to document the way we operate normally, rather than a set standard to hold others accountable.

2.b. ~ Parkrose School Board Practices

5 responses



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2.b. Comments ~

I love these - each time we review and edit, we get closer to being more inclusive and more intentional about creating a board that reflects the group and the board's ideas of what makes Parkrose run even better.

I would like to see more participation in training for all board members.

Our chair has been doing a fantastic job of facilitation and reinforcing our practice in real time. Much appreciated.

When will have our board equity training?

Yep - right on pace.

Part 3 ~ Further Questions

I bring the most value to the Board when I...

bring an experienced/longer term board service perspective and boil down a complex topics.

Bring information and updates from OSBA, OSBMCC, NSBAC and OSAA to the board every month.

I bring the most value to the board when I keep the big picture in mind, balancing all of the parts of the system with my own personal experience as a parent, district patron and board member. The big picture has students at the center. Student health, well-being and learning is my North Star.

take a brave step and ask new questions that pose fresh ideas and consider connections I'm making.

I'm interested in learning more skills around...

Editing policies to reflect the district we dream of.

engaging the community.

I'm interested in legislative work and building collective power with other East County school districts, so that we can continue to make Parkrose visible and get our students what they need. I'd like us to have more bargaining power for possible transportation solutions. I want our students to have more opportunities for internships and career development.