

2015 Board Self Evaluation - Board Member Input

Standard 1: Visionary Leadership

The School Board promotes the success of every student by facilitating the development, communication, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Performance Indicators:

- Engages stakeholders in developing, communicating, monitoring and evaluating progress against the district strategic plan
- Promotes continuous improvement and revises plans as appropriate

Guiding Questions:

1. How does the School Board communicate and ensure implementation of the district's strategic plan?
2. What evidence exists of collaborative work with all stakeholders to advance the district's strategic plan?
3. How are students, families, and other community resources encouraged to collaborate and be involved?
4. What is the evidence that all stakeholders share the District vision of learning?

Assessments: Consistently Meets (3), Making Progress Toward (4)

Comments:

Strong work this year in reviewing progress against the strategic plan. Also we engaged in collaborative work to confirm or adjust the strategic plan. We don't have clear evidence that all stakeholders share the District vision of learning.

The board does a good job of providing the leadership of the vision including all stakeholders. We care about our community, the students and our staff and try to include their opinions in our decisions.

The Board did solid work in this area this year - the first year of Strategic Plan Reports were stellar. We're also in the midst of a good effort to enhance and embrace the Strategic Plan for the next five years. The listening sessions with community and students were important opportunities for feedback and the phone survey is valuable. I'm looking forward to seeing evidence of buildings embracing the Strategic Plan.

An important next step for the Board will be to find ways to celebrate success throughout the District.

The Community Partnership Teams and the WE Celebration and Recognition provides a visible platform to engage various stakeholders and share strategic plan.

Weekly BSD Briefs, board briefs, press releases and social media provide positive communication tools with stakeholders.

The school board has done a good job of engaging the community. Our measurements have really started to get at student achievement, but anxious to delve in more, and start to see results.

We have engaged our diverse community with our budget discussions prior to the budget committee. We did engage our community regarding honing our strategic plan, not sure that we engaged all stakeholders.

The strategic plan continues to be a focus for the Board as evidenced by the on-going Board strategic plan sub-committee. Items have been discussed frequently at our school board meetings.

We ensure the implementation of the strategic plan through the goals we set, measurements we apply and questions we ask the district. We have demonstrated leadership through our subcommittee work.

Our work is district administration-centric in that we don't have the ability, except at school board meetings, district community meetings, emails and phone calls to hear the opinions of our community. We work well with district personnel so we have an good sense on what matters to them and on what they believe is needed to improve student achievement.

We increased student involvement with the establishment of the student advisory committee and for the first time have the ability to gain student feedback within a short period.

We could do a better job with collaboration with the community. We need to develop a way to be proactive rather than reactive when it comes to the concerns of our community.

Standard 2: Instructional Improvement

The School Board promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

- Nurtures and sustains culture of collaboration, trust, and high expectations
- Promotes the use of best practices to facilitate student achievement
- Establishes a culture of college and career readiness for all students
- Ensures effective instructional strategies are used to meet the needs of all learners
- Effectively uses student data to improve student outcomes

Guiding Questions:

1. What do the district's environment and day-to-day interactions among students, staff and families say about what is valued in the district community?
2. How does the School Board allocate resources and develop policy to respond to racial, cultural and linguistic diversity and the varying learning and social needs of students?
3. How does the School Board use evidence of student success and learning needs in planning for instructional and district improvement?

4. What evidence is there that the School Board's leadership efforts are resulting in the improvement of teaching practice and student learning?

Assessments: Consistently Meets (2), Making Progress Towards (5)

Comments:

We are working hard to promote a culture of college and career readiness. Student achievement is the best performance indicator here, and we haven't seen significant progress.

I think this is all a work in progress. We seem to be on our way with college readiness, but we are behind in terms of career readiness. This year one of our budget goals, was to add more career classes.

This (improving instruction) is clearly our desire and vision.

Board recognizes at monthly meetings outstanding achievements of students, staff and collaborations. The board responds to community and family requests for additional staff to help with cultural diversity. Additional counselors and resource staff are provided to schools that have larger needs. Family nights are provided for 1st generation college students.

The Board consistently shows their commitment to all students. The Board focuses on outcomes and requests and receives data to support action plans. The Board uses their authority to write policy and approve budgets to support student learning and parent communication.

The Board has had limited information regarding the education program offered throughout the District, particularly special programs (e.g. SPED, learning options, PYP/MYP/IB, TWI, Summa). This lack of information makes it difficult to ensure that we provide a well-thought-out seamless education to each student.

The Board is highly engaged in this area and made it a priority during our budget process. We have had discussions on student outcomes and graduation rates and continue to make that a priority and goal for the district and the superintendent.

This fall will be the first time we can see if our investments are helping students. We provided our goals and vision for the district and soon we will be able to see what kind of an impact these investments have on our students. The data will provide us with our successes and weaknesses.

Standard 3: Effective Management

The School Board promotes the success of every student by ensuring the management of District organizations, operations, and resources to provide a safe, efficient, and effective learning environment.

Performance Indicators:

- Manages budget to allocate resources to maximize student learning
- Manages facilities prudently and ensures student safety
- Complies with state and federal requirements and Board operating agreements
- Conducts long-range budgetary, technology, and facility planning

Guiding Questions:

1. How is the distribution of resources (i.e. time, money, technology, space, materials and expertise) related to improving student outcomes?
2. How does the School Board determine that District policies are appropriately implemented?
3. What evidence exists that the School Board ensures the best learning experience for all students?
4. How is the School Board informed that appropriate safety and security practices are implemented?
5. How does the School Board ensure district needs are met in the future?

Assessments: Consistently Meets (3), Making Progress Towards (4)

Comments:

We complied with state/federal requirements (subject to ongoing review of Title IX compliance), and we fell short in using data to make adjustments to the budget.

We continually ask the superintendent to direct the management of the district. We have budgeted for outcomes that are for improving student achievement. We care about the safety of our students and staff and included this in our bond program.

I think that we are doing a good job on this. I think the Board's direction regarding the budget aligns well with the strategic plan.

I do think that we do not have enough data yet to see how utilizing technology in the classroom through the innovative grants and future ready libraries have or will impact our students.

In terms of policy, I think it is being aware of what is going on in the classroom. We have kept a watchful eye on the grading & reporting policy, which is still not being implemented evenly. With the bond money, the school district is implementing safety improvements at all the schools, and the new phone system will also provide more security. Safety for students also means reviewing our bullying policy, and making sure the School District is implementing the policy and also looking at if we should be updating parts of it relating to online bullying.

Aware that the Board engages in many community budget and task force meetings.

The Board is attentive to long-range planning needs and responsible budgets. We have requested and are getting better information about bond construction projects. Implementing the Bond Accountability Committee was an important step this year.

Two important areas of focus this year should be:

- Ensuring that Board Members understand changing education approaches or staff needs independent of the budgeting process. The budget process is not an adequate place to vet new strategies.

- Systems of support regarding changes to district policies such as facility use, grading and reporting, and athletic eligibility. The board should understand the associated AR changes, communication strategy, impacts, and successes.

Through the work of the Bond program the Board is very engaged in our student safety, facilities, and technology. Promoting the idea of a Citizen Accountability committee provides that effective community oversight to the Bond work and costs. I think there have been some snags, such as the Facility Use policy and guideline that took much longer than it should have. Also the long term development planning issues with Wash. Co had to be continually pushed by outsiders through us to finally make something happen. Seems like maybe (the board) should have prioritized this.

Standard 4: Inclusive Practice

The School Board promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performance Indicators:

- Promotes understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources
- Builds and sustains positive relationships with staff, families and community partners

Guiding Questions:

1. In what way does the School Board promote an open, welcoming and involved environment for historically underrepresented populations?
2. How are students, families, and other community members encouraged to collaborate and promote learner development?
3. How does the School Board assure diverse representation on district committees and advisory groups?
4. How has the School Board engaged the voice of all stakeholders and what actions resulted from the input?

Assessments: Consistently Meets (3), Making Progress Toward (4)

Comments:

Improvements with website, brochure, student committee. Positive relationships with staff, families and community partners.

We engage all stakeholders and listen to our community as appropriate. This is highly important to the board.

Solid work with the Student Advisory Committee - I think this will be an important resource for improving representation of all communities.

The Board encourages diverse representation on all committees. This continues to be a work in progress.

I think that we try to include underrepresented communities, but we are not very successful. It's very rare to have the underrepresented population speak at our school board meetings. It's definitely a barrier we need to continue to work on breaking down.

I believe the Board pushes for more inclusive dialogue and welcomes input from everyone. Board members meet with outside diverse groups to understand their perspective. It was great having a budget listening session all in Spanish.

The board holds listening sessions with various ethnic groups. The board works with the Welcome Center to ensure that families from various ethnic groups have resources. Board members attend meetings at Welcome Center. Effort is made through BSD Briefs to encourage families to participate in groups at school events.

The school board needs to be more proactive in getting participation from under-represented communities. We should make sure that a school board member is present at the Hispanic Parent meetings and any other school sponsored event targeting people of color. A school board member should be attending return to school night at the beginning of the year and hand out our pamphlet to those in attendance. Parents need to know who we are.

Standard 5: Ethical Leadership

The School Board promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Performance Indicators:

- Ensures a system of accountability for every student's success
- Exemplifies positive and ethical professional behavior
- Models reflective practice and transparency
- Promotes social justice and ensures that individual student needs inform all aspects of the district
- Encourages multiple points of view to form solutions
- Demonstrates resilience

Guiding Questions:

1. How does the School Board demonstrate leadership and professionalism when adjusting to changing conditions and unexpected situations?
2. How does the School Board demonstrate resilience when faced with criticism or disappointment?
3. How does the School Board find common ground in dealing with difficult or divisive issues?
4. How does the School Board foster learning and engagement of all students?
5. How does the School Board exhibit professionalism based on: confidentiality; legal and ethical rights and responsibilities; and district and state performance requirements?

Assessments: Consistently Exceeds (4), Consistently Meets (2), Making Progress Toward (1)

Comments:

Positive, professional and ethical. Student-focused. Better accountability and transparency.

Integrity, fairness and ethics is of utmost importance to the board. We seek to know that we have followed legal requirements in all our work

We strive for and insist on transparency and inclusive practices.

The board seems to take many issues from the public under advisement. The board listens to public opinion at at board meetings. Ask staff to look into details of the concern or question. Takes emotion out of the concerns and provide feedback in facts. The board appears to exhibit strong ethical standards when dealing with the public.

I think we have made some tough decisions that may not have been popular with certain members of our community, but we stuck with our decision, after carefully listening to the concerns of the community. This was certainly true with the transportation changes this year. Our School Board leadership was involved with the community in North Bethany regarding overcrowding, and came up with compromise through working with that community.

I believe that everyone on our Board is professional, ethical, and has integrity. We keep our eye on what is best for our students and we ask questions and provide comments and direction to ensure student success.

Standard 6: Socio-Political Context

The School Board promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Performance Indicators:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- Collaborates with the Superintendent, peers, and other stakeholders
- Acts in a positive and strategic way to influence the social, political and legal decisions that influence student success

Guiding Questions:

1. How has the School Board engaged the community in advocating for student learning?
2. How has the School Board influenced political, economic, legal, and cultural trends that impact student learning?
3. What evidence is there that the School Board works collaboratively with the Superintendent and District staff?

Assessments: Consistently Exceeds (3), Consistently Meets (2), Making Progress (2)

Comments:

Roles and responsibilities are observed. Strong collaboration with Superintendent and staff. Improvement in state-wide advocacy.

We spent a lot of time advocating for more funding, meeting with our legislators to encourage a voice for our students. This has been a big focus for our board.

We are still working on effectively lobbying on behalf of Oregon students. We're looking forward to improving our relationship with Washington County and influencing the conversation in Salem.

Our Board is engaged in this area and attends meetings with our legislators and city and county officials to promote what is best for our students and the district. I believe the Board has a solid working relationship with District staff and the Superintendent. My hope is that we will continue to insist on transparency and develop a consistent budget advocacy message.

Board has strong relationship with local legislators and staff. The hiring of government affairs staff will provide the Board additional avenues of influence in the social and political arena.

I think our communication with the staff is mostly good. As ombudsman for our community, we are the conduit, and need to direct most correspondence to the appropriate staff person.

I think that our roles need to be clarified. There seems to be confusion at times which Board Member should respond to a constituent, and when a staff member should be contacted.

This year we developed legislative tips for school board members. Visited the legislature, various senators and representatives individual and expanded our outreach to the city and county. We were definitely more proactive this year. We included a governmental affairs position in our budget to improve efficiencies and to be in a better position of responding to legislative matters.

Goals - Strategic Plan and Board Operations

1. Evaluate and improve systems of Board communication and public engagement, including obtaining input from students (Ex-3, Me-3, Ma-1)
2. Determine next steps to support Strategic Plan implementation and reporting at both district and school level (Me-7)
3. Update Board and Superintendent evaluation processes based on feedback (Ex-3, Me-4)
4. Create program for new Board member orientation (Ex-2, Me-4)

Comments:

A lot of work has been done by this committee over the past two years and it has been very helpful to the Board.

Goals - Advocacy

1. Lead effort to adopt Board legislative agenda (Ex-2, Me-5)
2. Coordinate with OSBA, other Oregon school districts and stakeholder groups to advance our legislative agenda (Ex-3, Me-4)
3. Engage with local governmental bodies on issues affecting K-12 students (Ex-1, Me-1, Ma-5)
4. Recommend strategy for bond program oversight and communication (Ex-2, Me-4)

Comments:

Making progress rating due to struggles with Washington County.

Board and subcommittee has been engaged before and during the legislative session. The addition of a Government Relations manager will be helpful for the future so we can track the bills as they go through.

We have worked hard at advocating at the State level for more funding in order to decrease class sizes, add more instructional days to the calendar and more money for career classes. Need to make that we have clear messaging. There was some messaging confusion between the District and the Board, but we were mostly on the same page. At the local level, we definitely need to work on our relationship with Washington County. Maybe by attending more County hearings/meetings. Our new Government Affairs staff person should help guide us.

Goals - Policy

Develop and update District policies to ensure:

- Compliance with state and federal law (Ex-3, Me-4)
- Alignment with the District Strategic Plan (Ex-3, Me-4)

Comments: None