



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION

Work Session
February 16, 2021

PURPOSE STATEMENT

Together we will open students' minds to their dreams and aspirations and provide the tools needed to achieve them.

MISSION STATEMENT

All Southeast Island School district stakeholders will work together to provide a safe and healthy environment that fosters the development of personal, social and academic skills necessary for students to excel in our rapidly changing world and to become service-minded, life-long learners.

AGENDA

MEETING: 4:30 PM

LOCATION: Audio/Video Conference

1. School Board Self-evaluation
2. Discuss Priorities for Legislative Fly-in or Session

2

BB 9400 Board Self-Evaluation

Effective and efficient School Board operations are an integral part of creating a successful educational program. In order to measure progress towards its stated goals and objectives, the Board should annually schedule a time and place at which all its members may participate in a formal self- evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the following year's evaluation.

The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.

(cf. 9240 - Board Development)

Reviewed 1/04, 1/05

Adoption Date: 04/09/98

Southeast Island School District

On-line Board Self Assessment Instructions

Based on AASB Board Standards

About the Self Assessment Instrument:

The self assessment instrument is based on board standards and performance indicators that have been developed by a broad cross section of Alaskans, including school board members, parents, teachers, administrators and state and locally elected officials. There are 20 **standards** statements on the instrument numbered 1.1 through 5.3. These are for reference only and are not to be scored. Each standard is followed by **performance indicators** identified by letters in parentheses i.e. (a), (b), (c), etc. *You will be scoring the performance indicators only.*

Using the Assessment on-line:

There are four pieces to the on-line assessment: the directions, the assessment instrument, the answer sheet, and the improvement plan form. Begin by printing a copy of each form so you will be able to see them as a whole. Each document is a PDF file, which requires Acrobat Reader to view.

This is not meant to be an assessment of individual board members, but of your school board as a whole. Full board participation is important. Begin the process by talking with the other members of your board to get agreement on completing the assessment. Once you have made the decision to use the assessment determine which member of the board will collect and compile the results. Be sure to include the superintendent in the process, but don't compare their results with the rest of the board's.

When the assessment is reviewed, the discussion can raise issues that individual members may have been hesitant to discuss in the past. Skillful handling of the review can result in a discussion that focuses on the identification of potential solutions to the problem, rather than a rehashing of the events or issues that led to the concern. As always, AASB staff is available for district workshops to help with the review of the assessment and the development of an improvement plan.

Assessments should be viewed as an opportunity to improve how the board works — not just a critique of its operations. The assessment review should have as its purpose the identification of expectations and strategies that will help the board and superintendent enhance the performance of the district and improve student outcomes. These plans for improvement may include strategies regarding district operations, timelines for reports, a yearlong calendar for board workshops, and short-term goals or priorities for the board and the schools. Use the improvement plan template to develop a strategy for your own board.

1111 West 9th Street, Juneau, Alaska 99801

Phone: (907) 586-1083 Fax: (907) 586-2995 Email: aasb@aasb.org Internet: <http://www.aasb.org/>

Directions for the assessment:

- 1 Select a score for each performance indicator that you think most closely reflects the performance of your board and record it on the **answer sheet** (4=Outstanding, 3=Effective, 2=Needs Improvement, 1=Ineffective)
- 2 If you feel your board is Outstanding, a written comment is required that will demonstrate what your board does that would warrant a score of 4. If there isn't enough space in the box, write your comments on a separate sheet of paper.
- 3 *Do not* score your board against the standards statements.
- 4 When you complete the self-assessment, write the last 4 digits of your social security number in the upper right hand corner of the 1st page. This will allow whoever is compiling the results to return your answer sheet to you during the self-assessment discussion.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

VISION – *The Board creates a shared vision to enhance student achievement.*

<i>4- Outstanding</i>	<i>3-Effective</i>	<i>2-Needs Improvement</i>	<i>1-Ineffective</i>
1.1 The Board creates a dynamic shared vision for education that reflects student needs and community priorities.			
(a)	The Board encourages community/staff involvement in setting a vision or mission statement, to insure a broad sense of ownership	The Board has developed a vision or mission statement, but has not included outside involvement in the process	The Board has not established a vision or mission statement for the district
(b)	The Board seeks input from Elders and other leaders to incorporate traditional values and ways of knowing into the district vision.	The Board includes traditional values and ways of knowing in the district vision, but does not seek input from traditional leaders.	There is no infusion of traditional values and ways of knowing in the district vision.
1.2 The Board keeps the district and community focused on educating students			
(a)	The Board frequently refers to the district's vision/mission statement when communicating with the staff and community	The Board rarely refers to the district's vision/mission statement when communicating publicly	The Board never refers to the district's vision/mission statement publicly
(b)	The Board typically asks the question "Is It Good for Kids?" during discussions and before voting on issues	The Board holds intelligent debate during discussions but doesn't often discuss what actual effects of their decisions might be on kids	The Board's deliberations tend to focus more on adult issues and concerns and kids are rarely mentioned in concrete terms

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
1.3 The Board demonstrates its strong commitment to vision by using the shared vision to guide decision making			
(a)	The Board regularly refers to the vision/mission statement as a guide when planning, making decisions or evaluating district operations and budget	The vision/mission of the district is occasionally referred to in planning, decision-making and evaluating operations	Planning, decisions and evaluation of operations by the Board is reactionary, with no reference to the vision or mission

BOARD SELF ASSESSMENT

Based on AASB Board Standards

STRUCTURE – *The Board provides an organizational structure that supports the vision for student achievement.*

2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.			
(a)	Policies and procedures have been established that provide for effective, efficient participation by stakeholders.	Stakeholder participation is solicited as management decisions are made, but policies and procedures have not been established to clearly describe how that participation will occur.	The Board and/or administration usually make major management decisions in the absence of stakeholder participation.
(b)	The Board has established policy that defines their role and <u>appropriate</u> participation in decision-making about students, curriculum, finances, staffing and facilities.	The Board participates in decisions in some of the various areas, but without clear policy or definition of their appropriate role.	The Board does not participate in the decision-making process, but only reacts to recommendations... or participates inappropriately.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
2.2 Board ensures that long and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection.			
(a)	The Board establishes policies that require planning on a regular basis and planning actually occurs annually.	Board policies may be in place, but regular planning does not occur.	No board policy on planning exists and no system is in place for regular planning.
(b)	The Board annually engages in setting district goals and objectives through an established planning process that includes staff and community input.	The Board engages in planning occasionally, but without much involvement from staff or community.	The Board has no regular schedule for planning and never invites participation by staff or community.
(c)	Evaluation and revision of district action plans supporting the goals are based on measurable information related to student achievement and standards.	District action plans are revised, but student achievement data is not a routine part of the process.	District action plans are not revised on a regular basis.
2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.			
(a)	The Board accommodates appropriate participation to offer advice on the establishment, review and revision of district standards.	Instructional standards have been established for the district, but Board has not included participation from the broader community, including business and industry.	No district-specific standards have been established; district defers to minimum state standards.
(b)	The Board makes instructional resource (budget, staffing) decisions based on instructional needs.	The Board does not routinely make reference to instruction standards or needs when making budget decisions.	The Board approves a budget based on what was spent the prior year.

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
2.4 Board acts to ensure vision and structure comply with legal requirements.			
(a)	Board conducts annual policy review and revision to insure that district policies are aligned with changes to federal and state statutes and regulations and district standards.	Board updates individual policies when presented with a problem or issue that indicates it is necessary but has no procedure for comprehensive review of policy.	Regular policy review is not a board priority and rarely occurs.
(b)	The Board expects reasonable use of legal opinions prior to making decisions with legal implications.	The practice of requesting legal opinions may be excessive or sporadic, resulting in unnecessary legal fees or legal exposure.	The Board routinely makes decisions without considering the need for legal counsel.
2.5 Board encourages and supports innovative approaches to teaching, learning and the continuous renewal of education.			
(a)	The Board invests in staff development clearly tied to district vision of skills students will need in the future.	Board budgets a set amount for staff development, without requirements or assurance that it is tied to district vision, goals or objectives.	Board finds it difficult to make staff development a priority because of budget constraints or other considerations.
(b)	The Board has established policy that insures continual curriculum review through a regular review cycle and appropriate participation by stakeholders.	Curriculum review is not addressed in policy and only occurs when the administration initiates it.	Regular curriculum review is not a board/district priority and has not been addressed in recent years.
(c)	The Board supports a cultural orientation program for new school staff and encourages their involvement in the community.	The Board provides an orientation program for new staff, but does not include a cultural orientation.	There is no orientation program for new staff.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

ACCOUNTABILITY – *The Board measures district performance toward accomplishing the vision and reports the results to the public.*

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.			
(a)	Board ensures assessments are locally appropriate, accurate, relevant, and use a feasible process.	Assessments are reviewed, but there is little discussion related to the district	Assessments are provided but are not relevant to the district
(b)	Board receives a variety of reports on student progress linked directly to the vision for student achievement.	Assessments are simply used to identify needs.	Assessment are not used to identify needs nor or they linked to the district vision.
3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.			
(a)	Board has established policies and procedures for routine evaluation of superintendent that are rigorously followed.	The board policy for evaluating the superintendent exists, but is seldom followed	There is no policy or practice of superintendent evaluation
(b)	Written performance expectations for the superintendent and the board are developed and communicated to the community.	Expectations are sometimes developed but seldom communicated.	Expectations are not identified for either the board or the superintendent.
(c)	Board solicits public opinion regarding its performance toward achieving performance expectations.	An effort is made to solicit public opinion on board performance.	No effort is made to solicit public opinion on board performance.
(d)	Board routinely carries out self-evaluations and set goals for improvement.	Board seldom completes or makes use of board self- evaluations	There is no systematic approach to board self-evaluation.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.			
(a)	Board seeks input on evaluation of plans' progress and effectiveness.	Board seldom seeks input.	No input is requested.
(b)	Board ensures a variety of indicators are used for evaluations.	Indicators are not used	Plans are not evaluated.
(c)	Board establishes review process that allows and supports reasoned decision making based on sound information.	Information is not used for decision making	No review process is developed or implemented.
3.4 Board uses an understandable format to periodically report district performance to the public.			
(a)	Board insists all reports are written and presented in a way that is understandable and useful to the public.	Reports often lack structure and are seldom presented in written form.	Reports are seldom presented to the board or the public.
(b)	Board hosts informal opportunities for public to discuss all district performance issues.	Public has little opportunity to formally address the board regarding student achievement.	Public has no opportunity to discuss student achievement.
(c)	Board routinely provides the public with information regarding district finances and budget.	Board provides financial information only when requested.	Public is not provided with information about district finances and budget.
(d)	The Board provides local and regional entities, i.e. corporations and councils, with information about student and district performance.	Local and regional entities receive sporadic information about student and district performance.	Local and regional entities are not provided with any information about student and district performance.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

ADVOCACY – *The Board champions the vision.*

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.1 The Board leads in celebrating the achievements of students and accomplishments of others that contribute to education.			
(a)	Board has established policy to ensure individuals and groups are meaningfully recognized for accomplishments.	Recognition occurs occasionally in the district but is not identified as board policy.	The board has no policy on recognition and recognition activities rarely occur.
(b)	Board recognizes students and others as part of their regularly scheduled meeting activities.	Recognition of students and others occurs at the school level but not at the board level.	Recognition of students and others is not a routine occurrence for the board.
4.2 The Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.			
(a)	The Board has adopted policies that encourage parent involvement with their children and the school in a variety of meaningful ways.	Board encourages parent involvement but it is not reflected in board policy statements.	Parent involvement is not a major consideration in business handled by the board.
(b)	The Board promotes “asset” framework with school staff, community and students.	Board has an awareness of the asset framework, but has not taken an active role in promoting it in the schools or community.	Board either is unaware of the asset framework or does not consider it a school concern.
(c)	The Board encourages the coordination of educational programs and services with other local and regional entities, i.e. corporations and councils.	Local and regional entities are occasionally asked for input.	Local and regional entities are not asked to be involved in the schools.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.3 The Board establishes partnerships with individuals, groups and organizations to promote educational opportunities for all students.			
(a)	Board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.	Board relies solely on staff at the school level to establish partnerships that bring community individuals and other groups into contact with the schools.	Board is not aware of any partnerships occurring in the district or its schools.
(b)	Board identifies community resources that help provide basic academic and enrichment activities that will extend learning opportunities for students.	Community resources are utilized but the Board is not involved in causing that to happen.	Board is not aware of community resources being used in the schools.
4.4 The Board promotes school board service as a meaningful way to make long term contributions to the local community and society.			
(a)	Board routinely provides information to students, staff and community about the school board's role and its regular activities.	Board occasionally provides information to the public about board actions at board meetings.	Board does not communicate information about its role, activities or decisions to the public in any planned way.
(b)	Board invites community members to participate in committees and task forces that assist in board decision making.	Board is open to public opinion but does not solicit input in any organized fashion.	Board conducts its business without considering effective ways to gain public opinion or participation.
4.5 The Board is proactive in identifying and addressing issues that affect the education of students.			
(a)	Board studies and discusses educational trends and issues that may impact student achievement.	Board deals with them as they occur, but doesn't provide time or opportunity for looking at the larger educational environment.	Board tends to be reactive, and deals mainly with crisis or items that have to be handled immediately.

		environment.	
<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
(b)	Board takes an active leadership role in representing student educational interests and needs to local and state government.	Board occasionally participates in legislative lobbying, but doesn't have a defined strategy for effective representation.	Board deals with local issues as needed, but doesn't take an active role in representing student needs to local or state policy makers.
(c)	Board makes effective use of the media and other public information opportunities to represent student interests.	Board occasionally uses media and other opportunities but has no comprehensive public communications plan.	Board makes no focused effort to communicate with the public.

Board Self Assessment

Based on AASB Board Standards

CONDUCT AND ETHICS – *The Board and its individual members conduct district business in a fair, respectful and responsible manner.*

5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.			
(a)	Board members understand the significance of their role as models for students and representatives of the community and act accordingly.	The board's conduct is sometimes embarrassing to the district.	The board often fails to act in a civil manner to each other or the public.
(b)	Board members support decisions of majority after honoring each member's individual right to express opposing views and state their convictions, and to disagree without being disagreeable.	Individual board members sometimes work against the majority decision of the board.	Board members do not have an opportunity to express their opposing views, or if given that opportunity, work against the majority decision.
(c)	Board makes decisions as a group, only at properly called meetings and recognizes that individual members have no authority to take individual action.	Individual members overstep their authority and make requests that should best be made by the board as a whole.	The board does not understand or accept the authority of the whole.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(d)	Board and superintendent understand and respect each other's area of responsibility and work together in a spirit of mutual trust and confidence.	Some members do not understand, or do not accept their governance role, which leads to a breakdown of trust.	The board does not fulfill its governance role.
(e)	Board seeks and receives timely recommendations from the superintendent.	Recommendations are sometimes expected without sufficient time for their development.	Recommendations are often not asked for or expected or sufficient time is not allowed or their development.
(f)	Board communicates directly with the superintendent without bringing surprises to the board meeting.	Board members sometimes wait until the meeting to communicate.	There is no systematic approach to communication between board members and the superintendent.
(g)	Board understands and adheres to the Open Meetings Act, and observes the confidentiality of executive sessions.	Individual members sometimes fail to act within the constraints of the Open Meetings Act or fail to hold the confidentiality of executive sessions.	The Board consistently flaunts the Open Meetings Act or fails to hold the confidentiality of executive sessions.
(h)	The meeting agenda proactively address the boards attention on the districts vision and goals.	The agenda occasionally reflects issues linked with the districts vision and goals.	The agenda is reactive and does not support the districts vision or goals.
(i)	Regular meeting attendance is the norm for all board members.	Quorum is usually met but often without the full board in attendance.	Meeting attendance is not a priority; often hard to get a quorum present.
(j)	The board comes to the meeting prepared to contribute to the discussion in a meaningful manner.	Individual members sometimes come to the meeting unprepared to conduct the business of the board.	The first sound heard at the meeting is the ripping open of board packets.
(k)	There is opportunity for appropriate public participation at board meetings.	Public participation is not defined by the board and is regulated based on the issues being discussed.	Public participation at board meetings is either not structured by the board or is not permitted to occur.
(l)	The board directs complaints concerning the schools through appropriate channels and does not attempt to address the problem.	Individual members sometimes attempt to address complaints themselves.	The board usurps the administrative chain of command on a regular basis.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.			
(a)	Board participates in annual board development activities to develop their governance skills.	Some board members participate in development activities.	The board seldom participates in development activities.
(b)	Individual board members report the results of those activities to other board members and community during board meetings.	The board occasionally hears reports from members who attend development activities.	The board does not schedule time to make reports about development activities.
(c)	Board members attend and fully participate in all board development functions paid for by district funds.	Members attend the sessions but seldom participate actively.	The board seldom attends sessions for which they have been registered.
(d)	Board takes responsibility for orientation of all new members.	The board does not participate in the orientation of new members.	There is no orientation program for new members.
5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.			
(a)	The budget for all board expenditures is easily identifiable and open to public scrutiny.	Expenditures are not grouped within one area of the budget.	There is no specific category for board activities in the budget.
(b)	All board expenditures are compared against” IS IT GOOD FOR KIDS” criteria.	The board does not link its activities to student achievement.	No rationale is given for board expenditures.



1111 WEST 9TH STREET, JUNEAU ALASKA 99801

Phone: (907) 586-1083

Fax: (907) 586-2995

Email: aasb@aasb.org

Web Site: www.aasb.org

BOARD SELF-ASSESSMENT

Board Standards

To maintain anonymity in scoring, yet allow us to return your form, be sure to complete:

District: _____

Last 4 numbers of your SS # _____

Directions

Please select a score for each performance indicator and record it on the answer sheet. Include comments to support a score of 4. Email the sheet to the person compiling the assessments.

ITEM	4 - Outstanding	3 - Effective	2 – Needs Improvement	1 - Ineffective
VISION				
1.1 (a)				
1.1 (b)				
1.2 (a)				
1.2 (b)				
1.3 (a)				
STRUCTURE				
2.1 (a)				
2.1 (b)				
2.2 (a)				
2.2 (b)				
2.2 (c)				
2.3 (a)				
2.3 (b)				
2.4 (a)				
2.4 (b)				
2.5 (a)				
2.5 (b)				
2.5 (c)				

ITEM	4 - Outstanding	3 - Effective	2 – Needs Improvement	1 - Ineffective
ACCOUNTABILITY				
3.1 (a)				
3.1 (b)				
3.2 (a)				
3.2 (b)				
3.2 (c)				
3.2 (d)				
3.3 (a)				
3.3 (b)				
3.3 (c)				
3.4 (a)				
3.4 (b)				
3.4 (c)				
3.4 (d)				
ADVOCACY				
4.1 (a)				
4.1 (b)				
4.2 (a)				
4.2 (b)				
4.2 (c)				
4.3 (a)				
4.3 (b)				
4.4 (a)				
4.4 (b)				
4.5 (a)				
4.5 (b)	17			
4.5 (c)				

ITEM	4 - Outstanding	3 - Effective	2 – Needs Improvement	1 - Ineffective
CONDUCT&				
5.1 (a)				
5.1 (b)				
5.1 (c)				
5.1 (d)				
5.1 (e)				
5.1 (f)				
5.1 (g)				
5.1 (h)				
5.1 (i)				
5.1 (j)				
5.1 (k)				
5.1 (l)				
5.2 (a)				
5.2 (b)				
5.2 (c)				
5.2 (d)				
5.3 (a)				
5.3 (b)				

School Board Plan of Improvement

Standard	What will be improved	Who is Responsible	When it will happen

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