

Agenda

1. Call to Order / Roll Check

Presenter: Board Chair Rebecca Dyson

2. Land Acknowledgment

Presenter: Board Chair Rebecca Dyson

3. Adoption or Adjustment of Agenda

Presenter: Board Chair Rebecca Dyson

4. Governance

Presenter: Board Chair Rebecca Dyson

A. Superintendent Goals

Presenter: Superintendent Joseph Hattrick

B. Board Unified Focus

Presenter: Board Chair Rebecca Dyson

5. Board Self-evaluation

3

Presenter: Board Chair Rebecca Dyson

6. Student Board Representative Update

Presenter: Superintendent Joseph Hattrick

7. Restructuring Discussion

Presenter: Superintendent Joseph Hattrick

8. Calendar Committee

Presenter: Superintendent Joseph Hattrick

9. Adjourn

Presenter: Board Chair Rebecca Dyson

Standard 1: Vision-Directed Planning

The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policymaking, planning, resource allocation and activities.

- The board collaborates with the community to articulate core values and beliefs for the district
- Board members can clearly articulate the vision and strategic goals of the district
- The board collaborates with the superintendent to develop long-range strategic goals for improving student learning
- The board regularly monitors the progress of strategic goals focused on improving student learning
- The board adopted a budget that aligned resources to the district vision and strategic goals
- The board establishes and models a culture of high expectations for all students
- The board promotes a vision and expectation for excellence beyond the present performance

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 2: Community Engagement

The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

- The board promotes practices that solicit input and involvement from all segments of the community
- The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community
- The board recognizes and celebrates the contributions of school and community members to school improvement efforts
- The board is responsive and respectful to community inquiry and feedback
- The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 3: Effective Leadership

The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across the education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

- Board members are visible in the community
- Board members develop professional community relationships to improve student learning and opportunities for students
- Board activities, analysis, and decision-making are aligned to vision and strategic goals
- The board solicits input from multiple sources to assist in making informed decisions
- The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators
- Board members model an empowering leadership style
- The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district
- Board members promote change through dialogue and collaboration
- Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 4: Accountability

The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District’s mission, vision, and goals. The Board adopts policy and resources that align with the District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District’s strategic vision and goals.

- The board ensures funding to implement accountability measures
- The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation
- The board models a culture of high expectations throughout the district
- The board’s priority and focus are on the student learning and student success in alignment with the district’s strategic goals
- The board ensures the budget aligns resources based on student learning priorities
- The board supports rewards, consequences, and recognition systems to encourage advancement of the district’s strategic goals
- Disaggregated student results and growth are measures against expectations set by district strategic goals
- The board conducts an effective superintendent evaluation focused on monitoring progress on the district’s strategic goals
- The board regularly establishes performance goals for itself
- The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system

- 0 **UNACCEPTABLE.** No indicators attempted or completed.
- 1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.
- 2 **GOOD.** At least half attempted and several completed.
- 3 **EXCELLENT.** Most completed.
- 4 **OUTSTANDING.** All completed.

COMMENTS

Standard 5: Using Data for Continuous Improvement and Accountability

The Board uses meaningful and high-quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

- The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making
- Programs approved by the board have effective data collection requirements and measurable results
- The board uses data to identify discrepancies between current and desired outcomes
- The identifies and addresses priority needs based on data analysis
- The board communicates to the public how policy decisions are linked to student learning data
- The board creates a culture that encourages the use of data to identify learning needs throughout the system
- The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 6: Cultural Responsiveness

The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

- 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 responsiveness and bias
- Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard
- The board ensures district employees are representative of the values and culture of the community
- A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals
- The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 7: Culture and Climate

The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

- The board models relationships built on trust and respect
- The board takes time to reflect and improve internal and external relationships
- The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate
- The board creates a system in which high levels of student learning are expected.
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students
- The board models and holds the district responsible for improving a culture of service

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 8: Learning Organization

The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

- Board policies nurture leadership capabilities across the organization
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners
- Board members promote positive change through dialogue and collaboration
- The board encourages professional development that increases learning and empowerment
- The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 9: Systems Thinking

The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

- The board works to avoid policy decisions that shift problems from one part of the system to another
- The board encourages an organizational structure that enables creative processes
- The board engages in process thinking, seeing beyond the immediate situation and easy solutions
- The board analyzes issues for their impact on other parts of the system
- The board team is solution-oriented
- The board work collaboratively with other agencies to encourage dialogue that fosters continual growth

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 10: Innovation and Creativity

The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

- Board members create time and opportunities for their own creative thinking
- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues
- The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 11: Board Member Conduct, Ethics, and Relationship with the Superintendent

The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

- Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties
- The board and superintendent trust and respect one another
- Board members represent the interests of the entire district
- Board members preserve the confidentiality of items discussed in executive session
- Board members do not use their office for personal gain or advancement
- Board members do not attempt to individually speak on behalf of the entire board or commit the board
- Board members direct complaints and requests to the superintendent rather than attempting to solve them directly
- The board and superintendent agree on the information needed by the board, and when and how the board receives that information
- The board and superintendent participate in learning opportunities as a team
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items

0 **UNACCEPTABLE.** No indicators attempted or completed.

1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.

2 **GOOD.** At least half attempted and several completed.

3 **EXCELLENT.** Most completed.

4 **OUTSTANDING.** All completed.

COMMENTS

Standard 12: Budgeting and Financial Accountability

The Board ensures that strategic educational goals of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

- Board members are knowledgeable of the district budgeting process
- Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs
- Board members have a basic understanding of district revenues and expenses
- The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget

- 0 **UNACCEPTABLE.** No indicators attempted or completed.
- 1 **NEEDS IMPROVEMENT.** Few indicators attempted, none/very few completed.
- 2 **GOOD.** At least half attempted and several completed.
- 3 **EXCELLENT.** Most completed.
- 4 **OUTSTANDING.** All completed.

COMMENTS

2022 - 23 Board Goals

Following the Board's self-evaluation in 2022, role modeling a culture of reflection and improvement, paralleling the Superintendent evaluation and annual goals, and tied to our Strategic Plan, the ASD Board proposes the following goals for 2022-23.

Addressing Standard 1: Leadership, Mission, Vision and Goals

1. As part of the regular review of the Mission, Vision and Goals of the District, the Board will establish an "Innovation Committee"¹ composed of a representative group of district stakeholders to brainstorm, think "outside the box", and propose creative ideas for future consideration.
 - a. By Dec 2022, the Board will establish leadership, structure and overall goals of this Board committee.
 - b. By early 2023, the Board will have engaged district stakeholders in the Innovation Committee.
 - c. By 6/30/23, the Board director liaison to the Innovation Committee will update the Board on the committee's progress to date and make recommendations for next steps.
2. The Board will streamline its evaluation process and procedures for the next Superintendent evaluation cycle.
 - a. Before deployment in early 2023, the Board will revise the various employee surveys for brevity and succinctness.
 - b. The Board will complete the evaluation process in a timely manner.

Addressing Standard 3: Community Relations

3. The Board will increase visibility and engagement with the ASD community.
 - a. Throughout 2022-23, the Board will seek to increase community engagement opportunities (forums, increased committee participation, coffee with a Board member, etc.)
 - b. The Board will utilize social and traditional media to increase communication to the Ashland community (videos on the website, building relationships with local media, increasing Facebook usage, etc.)

Addressing Standard 11: Board Systematic Improvement

4. The Board will increase its equity lens and related competencies by participating in EDI training.
 - a. The Board will complete the 2-day Taking It Up Training. [Completed: All board directors have completed the Taking It Up Training as of September 2022]
5. The Board will continue with Board-specific training opportunities offered by OSBA.
 - a. The entire Board will participate in the OSBA Annual Conference in November 2022 in Portland, OR.¹

¹ Not the final name for this board committee.