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**5:30 PM
Board Work Session**

- I. **5:30 p.m. Work Session:** **2**
- II. **Update from the "All Students Belong" Work Group** **3**
Presenters: Judy Newman, Anne Marie Levis, Martina Shabram
- III. **Review of Process to Select and Appoint Lay Members to Budget Committee** **5**
Presenter: Mary Walston
- IV. **Discussion of Amendments/Updates to Board Values** **6**
Presenter: Mary Walston
- V. **Board Self-Assessment Work** **8**
Presenter: Mary Walston
- VI. **Next Steps, Summation:**
- VII. **Adjourn**

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

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ITEMS FOR DISCUSSION AT BOARD RETREAT

Date of Meeting

January 27, 2021

Title

Agenda for Board Retreat

Presenter

Mary Walston

Background

This meeting is for the board to receive updates on a number of board generated matters that have been previously mentioned. In August 2020, the board held its annual summer retreat. This retreat, however due to Covid-19 restrictions, was abbreviated and there was insufficient time to address all items. This “mini retreat” is a way to review these items in advance of a longer board retreat in April 2021.

Because this meeting also limited by time, only four items will be considered as time allows. The items are: 1) update on status of facilitators for the “All Students Belong” work initiated by the board in the fall of 2020; 2) discussion on the process to select and appoint lay members to the Budget Committee 3) update and possible revision to Board Values to include the values reflected in the work on “All Students Belong”, and 4) review of previous work on the board self-assessment and plans to continue the work at the April retreat.

The proposed schedule for the session is as follows:

- | | |
|----------|--|
| 5:30 pm: | Update on the status of a facilitator for the “All Students Belong” work <i>Presenters: Board work group Judy Newman, Anne Marie Levis, Martina Shabram</i> |
| 6:15 pm | Review of Process to Select and Appoint Lay Members to Budget Committee <i>Presenter: Mary Walston</i> |
| 7:00 pm | Discussion of Amendments/Updates to Board Values <i>Presenter: Mary Walston</i> |
| 7:45 pm | Board Self-Assessment Work <i>Presenter: Mary Walston</i> |
| 8:00 pm | Next Steps, Summation |

Options and Alternatives

This is a work session to discuss issues that have been requested by board members. If they cannot all be addressed in this meeting, it is suggested that the board hold another session or carry these over to the April board retreat.

All Students Belong Initiative Work Group

Recommendation for Facilitator

January 27, 2021

Process:

As a work group, Judy Newman, Anne Marie Levis, and Martina Shabram were empowered to seek out a facilitator to help guide the work we will be doing on the *All Students Belong Initiative*. Our process was as follows:

- a. Recommendations — the work group solicited recommendations of facilitators during the joint Board and Equity Committee work session, and reached out to the community at large for recommendations. From that pool, we ended up with four organizations: SeeChange NW, Future Work Design Banyan Consulting and Mariah Action.
- b. Initial phone interviews — the work group arranged phone interviews with each of the facilitators. Martina spoke with SeeChange; Anne Marie spoke with FutureWork Design and Mariah Action; and Judy spoke with Banyan.
- c. Narrowing to finalists — based on the interest or capacity of the organizations and the work group's assessment from the phone interviews, we elected to ask SeeChange and FWD for a full interview with all work group members.
- d. Developed questions — on Thursday, Jan 14th, the work group held a public meeting and developed the five questions for the interviews. Those questions were:
 - a. Tell us a little about your experience with working with community groups and organizations on large difficult projects? Do you have a specific process that you use to facilitate and engage community members and groups?
 - b. Can you tell us about an experience of working during COVID? What challenges did you face and how have you adapted your work to be innovative and engage communities in different ways?
 - c. We are looking to bring in community members for this work and there will be a time commitment for them to participate. Can you tell us about your process for helping us select these members for this workgroup? Can you talk about ways that we can engage more people from the community beyond those who may volunteer?
 - d. How would you develop a price for this type of project?
 - e. What background would you need to understand before starting this work?
- e. Interviews with finalists — on Saturday, Jan 24th, the work group held the two interviews in a public meeting. The work group agreed to take our impressions from the interviews aligned back to the questions and discuss our thoughts on the firms in relation to the work that needs to be done.
- f. Discussion — on Tuesday, Jan 26th, the work group again met in a public meeting to discuss the two candidates and make a decision about a

recommendation to the full 4J board. The work group reviewed the answers by the facilitators, question by question, sharing impressions of each group's answers. We used the Implicit Bias training framework we received before hiring our Interim Superintendent to guide our discussion. The work group used specific quotes and examples given during the interviews to frame the discussion and come to consensus on our recommendation to the rest of the board.

Results:

The work group noticed several themes that came out in the two interviews. First, all agree that both organizations are excellent and come to the table with an incredible amount of experience, integrity, and skill. We clearly believe that 4J would be well served by either group. FWD has broad experience working with large organizations, engaging diverse groups of stakeholders, and doing visionary work grounded in a deep understanding of systemic inequity, institutional change, and racial justice. SeeChange has also worked on dismantling systemic inequity within a variety of organizations, including specific work within the education space (including the Chalkboard Project, Multnomah County's Preschool for All campaign, and LaneESD) and they bring a data-driven approach to engaging the community in complex projects.

Recommendation:

Ultimately, the work group is united in recommending SeeChange for a few reasons. We were very impressed by the specificity of their experience working within education systems and their knowledge of the dynamics of Lane County. This made us feel confident in the applicability of their experience to the task that is before us. This firm was able to articulate clear, concrete actions that indicated their readiness to undertake this project. Second, they demonstrated an impressive understanding of the issue of institutional racial inequity and educational systems. For example, they asked questions related to the district's work on the SIA plan, which revealed their understanding of the specific context of this work. And finally, we felt that the examples they gave of the methodology that they have used for working with diverse community groups during the Covid pandemic was very promising. In addition to describing a general process of making community connections, they also described specific ways that they have leveraged technology to connect with groups during Covid to great success.

Next Steps:

If the full Board agrees with our recommendation, we can delegate to board leadership to negotiate the next steps in the process, or the work group would be happy to take direction and move this process forward with SeeChange.

Information Regarding Other School Districts Budget Committee Appointment Processes (Limited selection of districts)

Bethel School District

Applicants submit a written application. The board reviews the written applications and then conducts interviews. The board then make the decision on appointments.

NOTE: It was reported that they typically do not have a large number of applicants

Tigard-Tualatin School District

Applicants submit a written application. The applicants are interviewed by two board members (they have five board members) and two staff from their finance department. This body makes a recommendation on the persons(s) to be appointed. This recommendation is presented to the full board and the board then votes on the final appointee. The board is not obliged to appoint the person(s) recommended by the small interview panel.

Bend- LaPine School District

Applicants are solicited and provide a written application. The board appoints a committee of 2-3 board members (they have a seven-member board) to make the selection recommendation to the rest of the board. The board interviews only the top candidates as recommended by the committee. They look for solid candidates as well as a diversity of viewpoints and experiences to bring to the budget committee

**Eugene School District 4J
Board of Director's
Guiding Beliefs and Values**

- | |
|---|
| <ul style="list-style-type: none">• Do what's best for all 4J students• Continue to learn and grow• Respect and care about each other |
|---|

In order to meet the District Mission Statement above, the Board has adopted the following guiding beliefs and values:

Students

- We believe that all children can learn.
- We believe that our students' education and welfare are our most important commitments.
- We believe that a student's success in school should be independent of factors such as race, ethnicity, gender, socio-economic status, disability, native language, religion, and sexual orientation.
- We believe that public schools should foster development beyond academics such as character, creativity, resourcefulness, citizenship, an understanding of workplace expectations, respect for diverse cultures, and a lifelong love of learning.

Staff

- We value highly qualified, caring and diverse staff that reflects our student population and believe they are the key to meeting our goals for students.
- We believe in collaborating with staff in deciding what is best for our schools and our students, recognizing that not everyone may agree.
- We believe that it is essential for staff and board members to hold high expectations of all students, that these expectations are critical to student success, and that we must hold ourselves and each other accountable for the achievement of all students.
- We believe that high quality instruction is integral to student success and best achieved by providing strong instructional leadership, targeted professional development, and system-wide accountability and support for student growth.

Community

- We believe that the board and staff make a difference in learning for our children by developing relationships and effectively engaging our families, community and local, state and federal governments on social, political and economic challenges and inequities.
- We value public support for our schools and believe that the Board plays a critical role in generating and sustaining community partnerships and ongoing financial and other support.

Leadership

- We believe it is critical for the board and staff to plan and direct resources consistent with our beliefs and values.
- We value continual learning for all—board, staff and students—and believe that it is essential to student success in school.

Proposed Language to Incorporate into Board Values Statement*

“Provide safe learning environments; support meaningful, equitable and highly effective instruction so that all students thrive socially, emotionally, and academically; and reduce the disparity of outcomes for students of color and students with disabilities.”

**taken from the presentation to the Board on December 16 on “All Students Belong” work.*

Suggest that is be added to the section on “Students”. It may be necessary to rewrite this section as some of these values are implied; the intent would be to state it with more clarity and force.

Notes from 8/28/20 Eugene 4J Board Retreat, Board Self Evaluation

Other standards to look at (we did not get to these):

- Standard 4A Q 51-54 (p.21): These areas were relatively low scored.
- Standard 4B Q 55-57 (p.22): This benchmark had the highest average scores and should be looked to as a success area. This area was also most congruent (omitting “I don’t know”).
- Standard 4C Q 58-61 (p.23): This section was the most incongruent (including “I don’t know”).
- Standard 5A Q 62-65 (p.24): Most congruent (including “I don’t know”).
- Standard 5C Q 68-69 (p. 26): Most incongruent (omitting “I don’t know”).

Themes that came up during conversation:

- There is an interest in quarterly check-ins on the strategic plan and other data that would be informative about progress on goals.
- Role clarity is needed and desired by most.
 - What are the hard lines between the superintendent and the board?
 - What are the grey areas and how do we navigate these?

In addition, I recommend exploring the following:

- How do we manage conflict on the board when it arises?
- How do we inform the public what the boards roles and responsibilities are and are not?



School Board Self-Evaluation

School District and Evaluation Year

Eugene 4J

2020

Prepared by:

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School Board Self-Evaluation Framework for Governance

Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in horizontal bar charts color coded to show the percentage of time your board is engaged in each of the areas questioned and includes how many individuals responded in each time choice.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the benchmarks for the five best-practice board roles/standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following areas:

1) What do you see?

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

2) What does the data suggest?

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

3) Identify growth area(s) from the observations and interpretations.

Identify growth area(s) from the observations and interpretations. The board will discuss which standard(s) to focus on for improvement and any benchmarks in particular that the board wishes to see increased.

- Standard 1 Conduct and Ethics
- Standard 2 Vision
- Standard 3 Structure
- Standard 4 Accountability
- Standard 5 Advocacy and Communication

4) Build a professional development plan for the board.

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

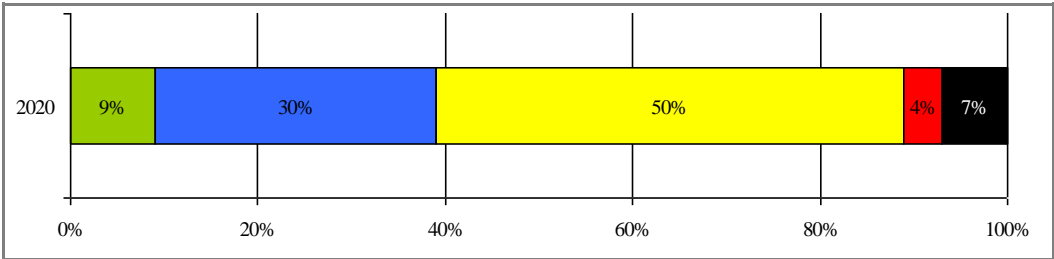
OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.



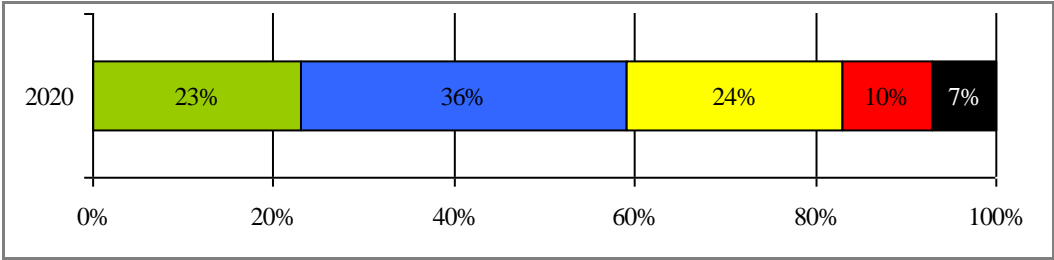
Framework for Governance: Aggregate Data



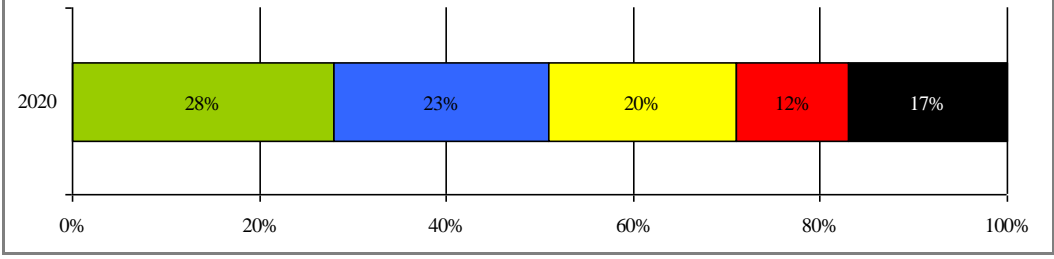
Standard 1
Conduct and Ethics:
 Provide responsible school district governance



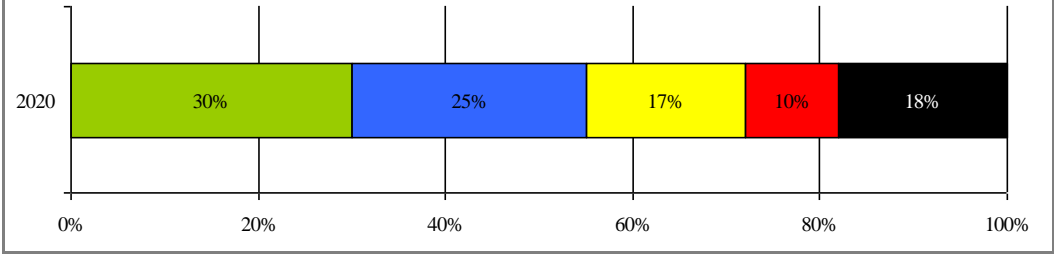
Standard 2
Vision:
 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



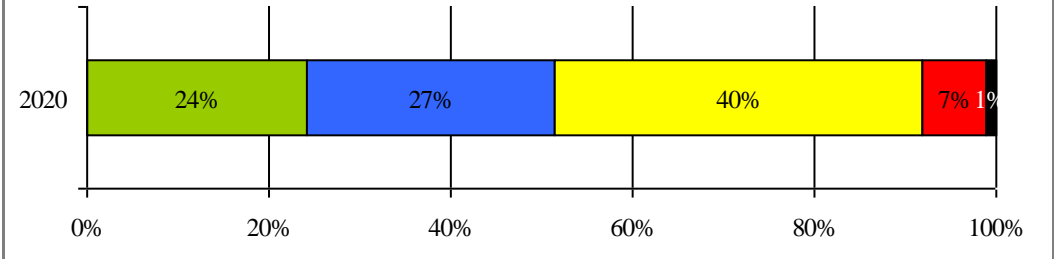
Standard 3
Structure:
 Create conditions district-wide for student and staff success



Standard 4
Accountability:
 Hold school district accountable for meeting student learning expectations



Standard 5
Advocacy and Communication:
 Engage local community and represent the values and expectations they hold for their schools



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Standard 1 Conduct and Ethics

Provide responsible school district governance by:

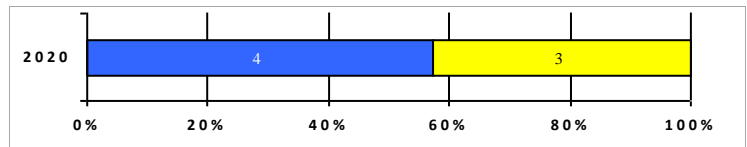
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

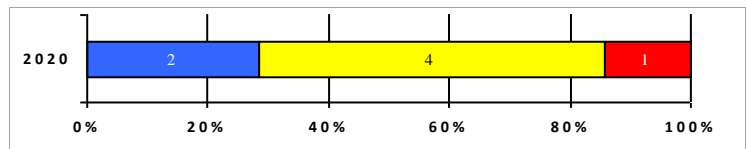


To what extent does our board:

Q 3 Base its decisions on what is best for students' success?



Q 4 Commit to a clear and shared purpose?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

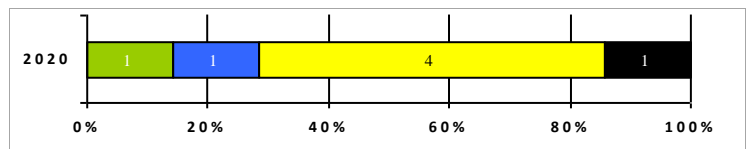
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

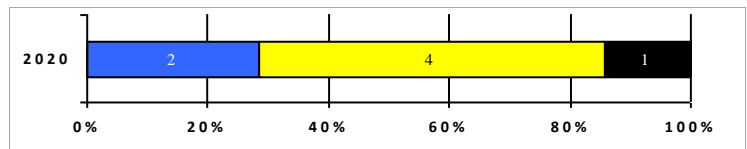


To what extent does our board:

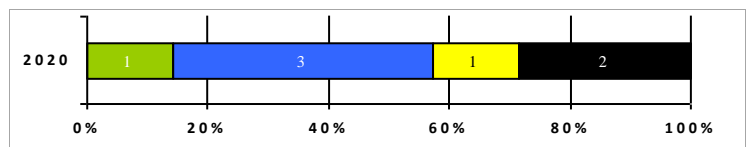
Q 5 Provide information to the public that supports board discussions and decisions?



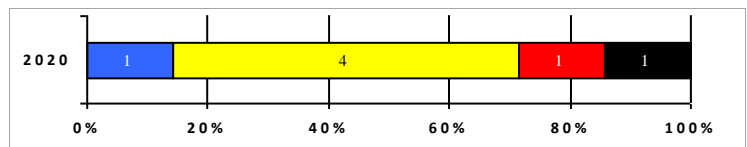
Q 6 Follow a defined process for gathering input prior to making critical decisions?



Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

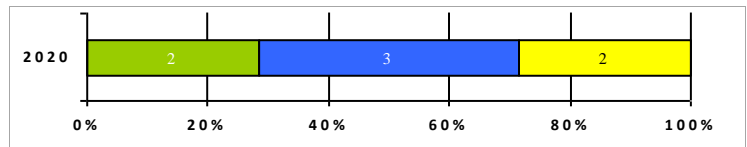
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

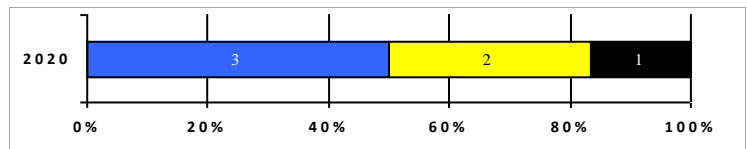


To what extent does our board:

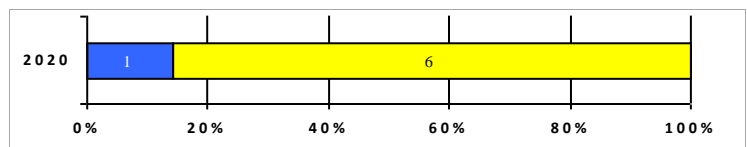
Q 9 Delegate authority to the superintendent to manage district operations and implement policy?



Q10 Honor the roles and responsibilities of the superintendent?



Q11 Use written protocols for its interactions?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

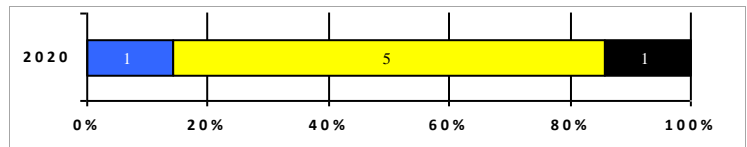
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

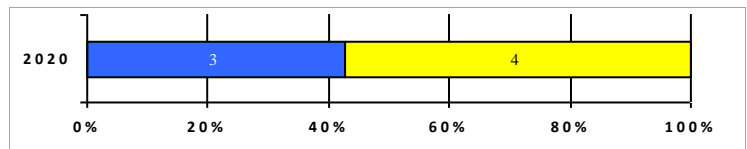


To what extent does our board:

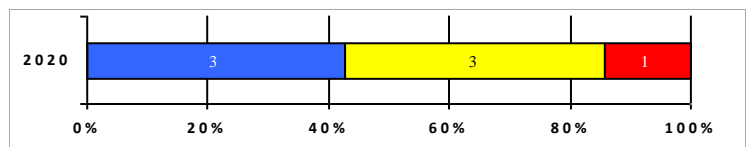
Q12 Govern using policies that align with research-based best practices?



Q13 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q14 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

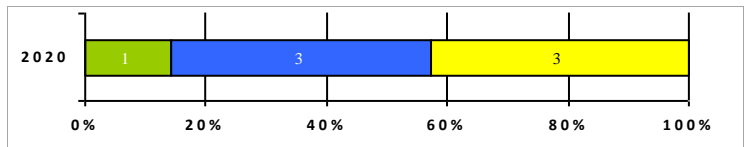
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

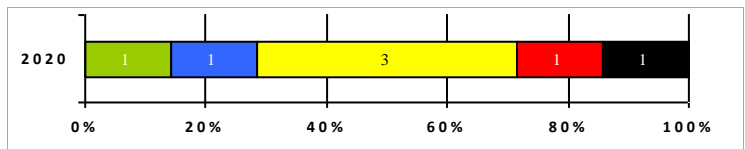


To what extent does our board:

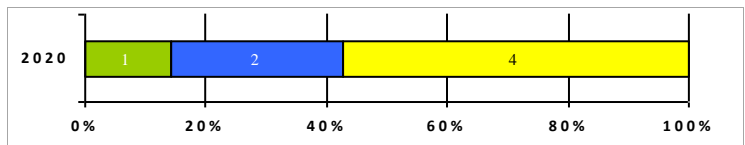
Q15 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q16 Promote continuous improvement throughout the organization?



Q17 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:

Standard 1 Conduct and Ethics

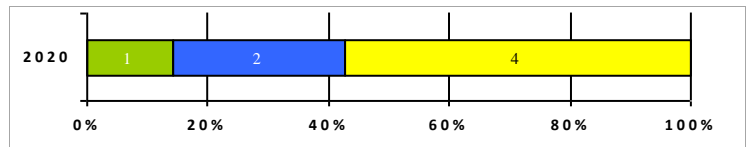
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

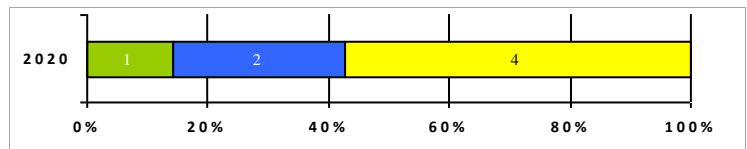


To what extent does our board:

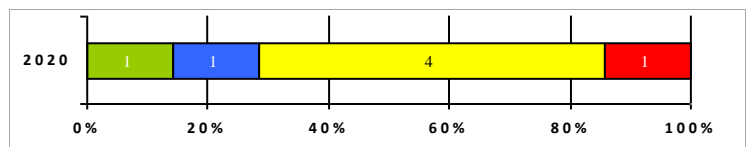
Q18 Work with the superintendent to achieve mutual trust and commitment?



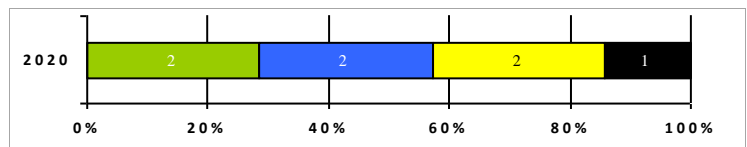
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

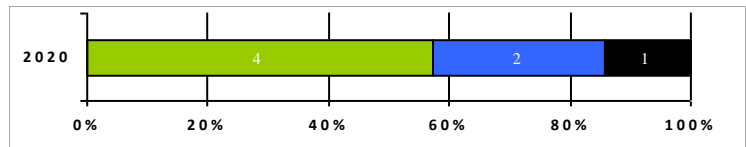
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

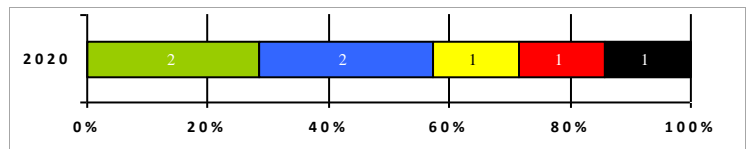


To what extent does our board:

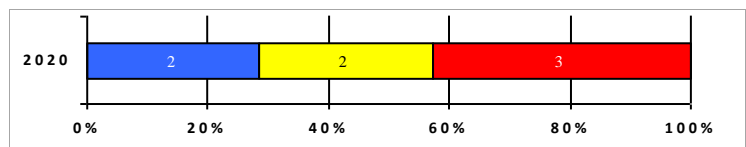
Q22 Through policies and actions, express our belief that all students can learn?



Q23 Through policies and actions, communicate high expectations for all students?



Q24 Foster a culture of collaboration around the shared purpose of improving student achievement?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

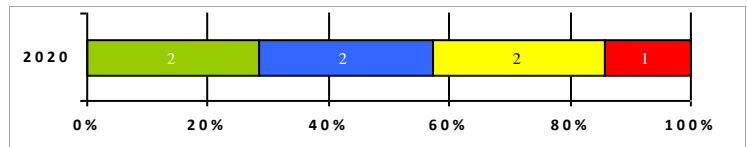
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

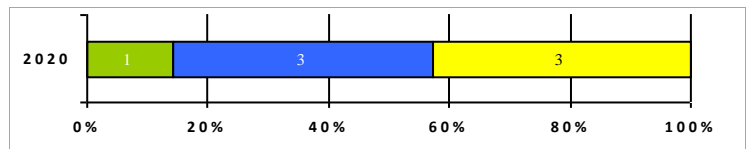


To what extent does our board:

Q25 Include stakeholders when developing and revising the district's vision?



Q26 Communicate its rationale for decisions to the community?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

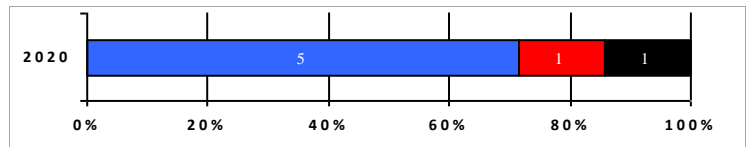
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

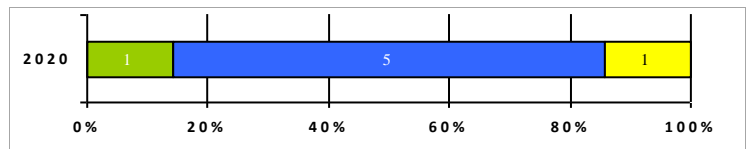


To what extent does our board:

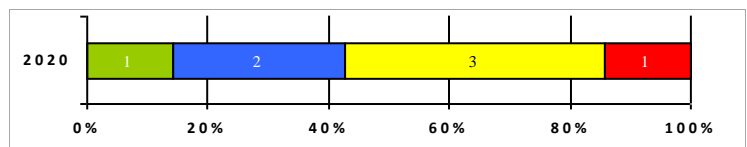
Q27 In collaboration with staff and the community, formulate and maintain a strategic plan with goals and outcomes?



Q28 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q29 Continually monitor progress toward the goals and outcomes of the strategic plan?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

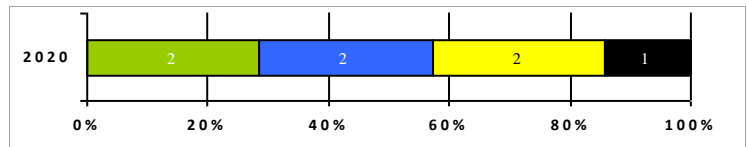
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

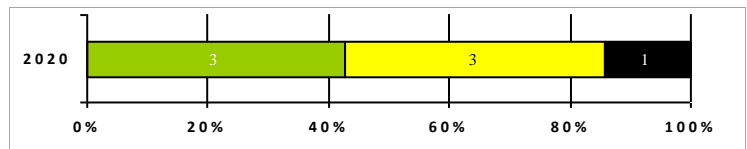


To what extent does our board:

Q30 Together with the superintendent agree that high expectations for all students is the highest priority?



Q31 Together with the superintendent review student achievement regularly?



Notes:

Standard 3 Structure

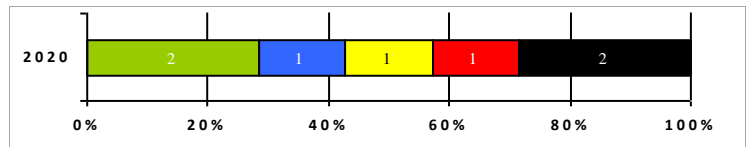
Create conditions district-wide for student and staff success by:

Benchmark of Success A Providing for the safety and security of all students and staff.

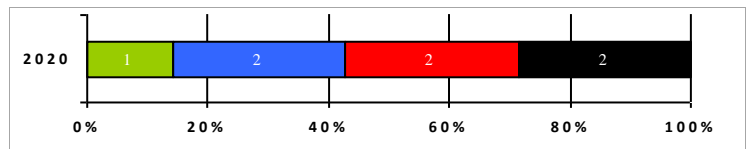


To what extent does our board:

Q32 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q33 Have policies that require regular evaluation and management of safety and security risks?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

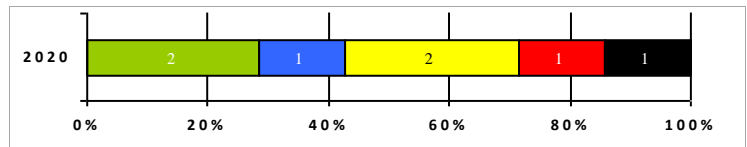
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

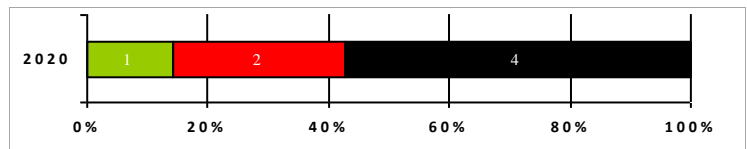


To what extent does our board:

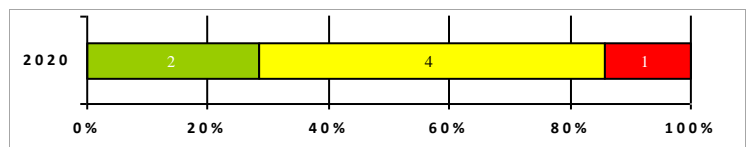
Q34 Have policies that ensure hiring and retention of highly qualified staff?



Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

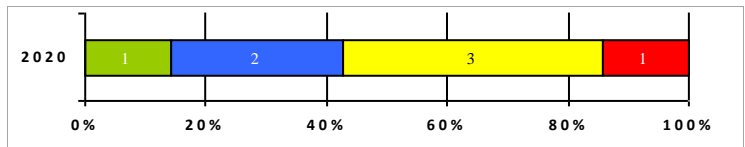
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

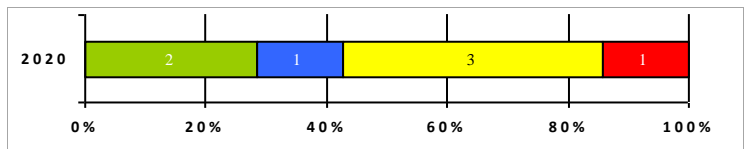


To what extent does our board:

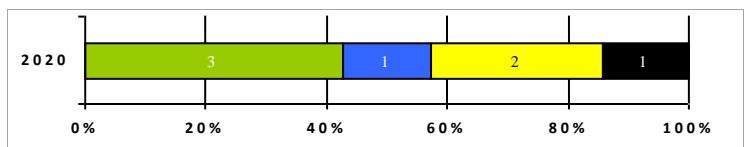
Q37 Have policies that ensure an established course of study for students and graduation requirements that align with high expectations for student achievement?



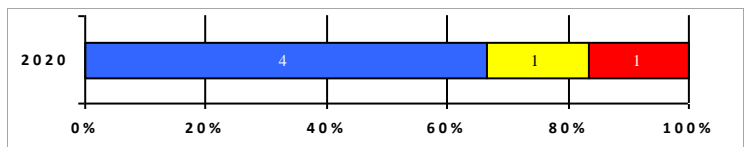
Q38 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



Q39 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q40 Have a process that includes community and parent involvement in selecting curriculum?



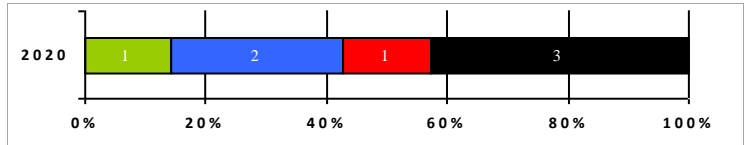
Notes:



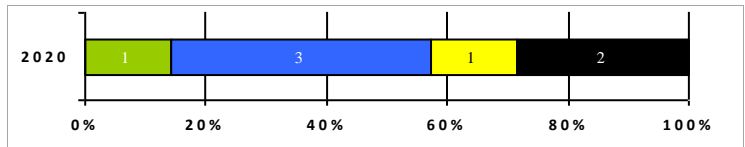
Standard 3 Structure

Create conditions district-wide for student and staff success by:

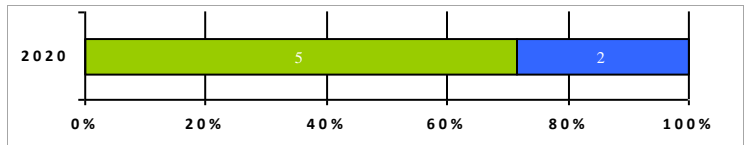
Q41 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



Q42 Have a process in place to support evaluation and updating of technology?



Q43 Have a long-term facilities plan in place for construction and maintenance?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

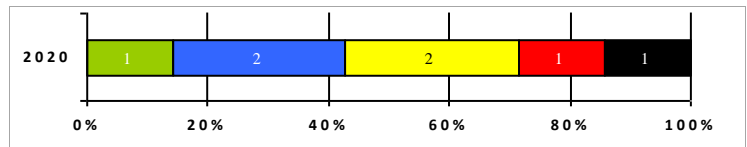
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

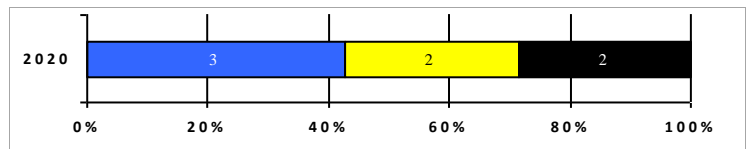


To what extent does our board:

Q44 Communicate an expectation that all classrooms will implement effective instructional practices?



Q45 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

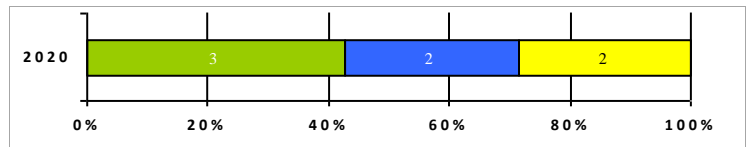
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

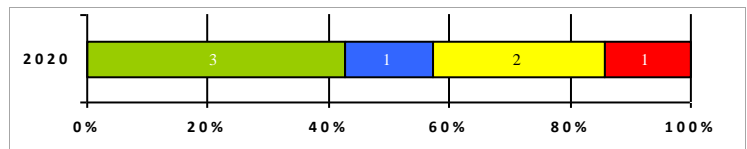


To what extent does our board:

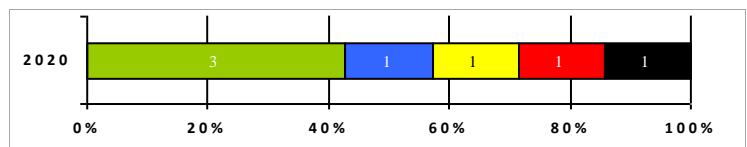
Q46 Keep the community informed about the district's financial status?



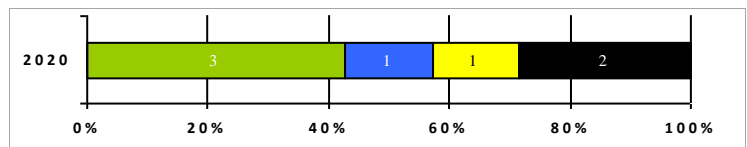
Q47 Seek public input during the budget process?



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?



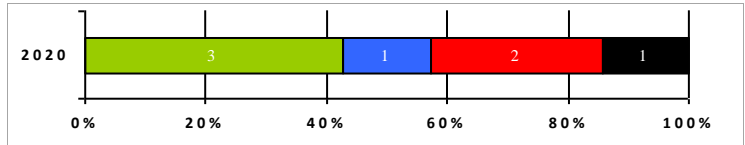
Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

Q50 Frequently monitor the budget and fiscal status of the district?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

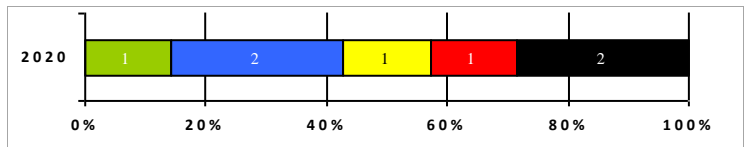
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

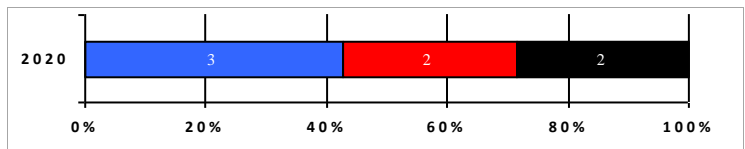


To what extent does our board:

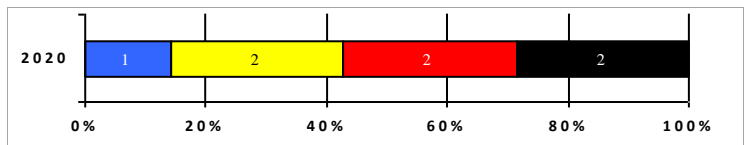
Q51 Follow a schedule for the timely review of the strategic plan?



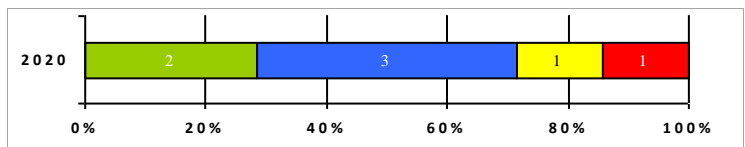
Q52 Ensure a high degree of coherence between the strategic plan and school improvement plans?



Q53 Annually review and make recommendations to the strategic plan and school improvement plans?



Q54 Publicly recognize the efforts of schools in improving student learning?



Notes:



Standard 4 Accountability

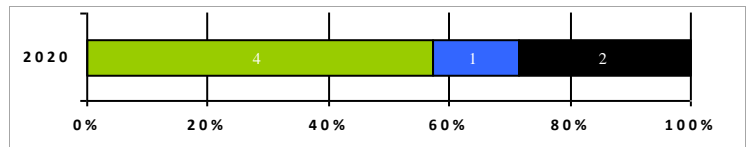
Hold school district accountable for meeting student learning expectations by:

Benchmark of Success B Evaluating the superintendent on clear and focused expectations.

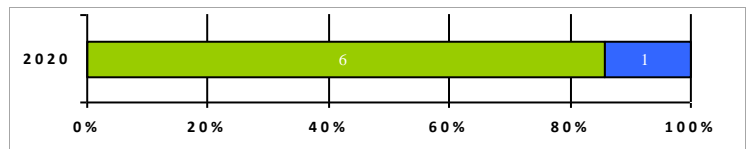


To what extent does our board:

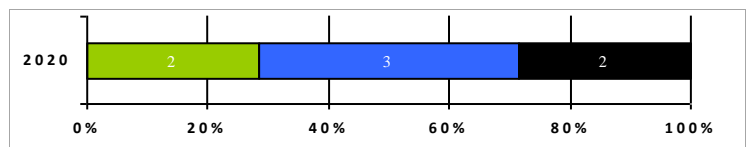
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

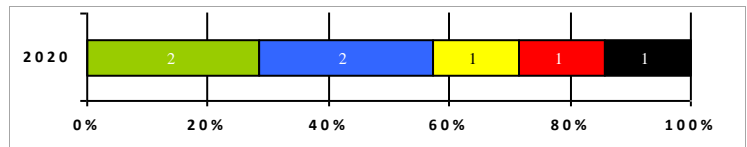
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

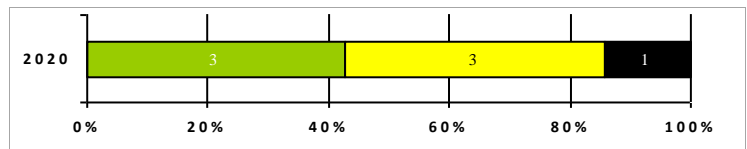


To what extent does our board:

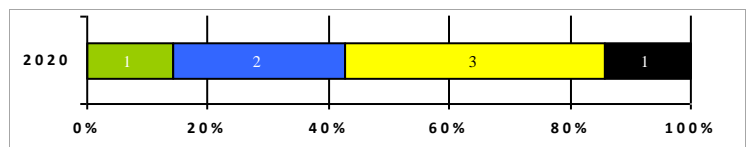
Q58 Require the effective use of data throughout the system to monitor student achievement and district performance?



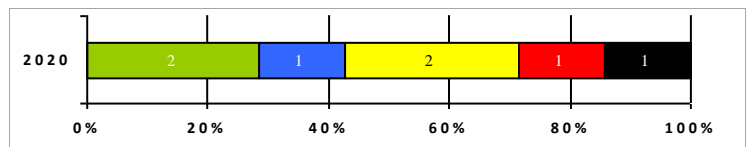
Q59 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



Q60 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q61 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

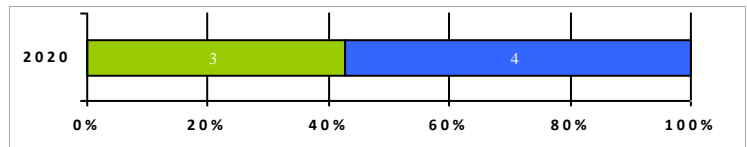
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

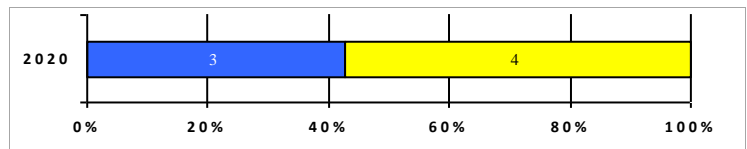


To what extent does our board:

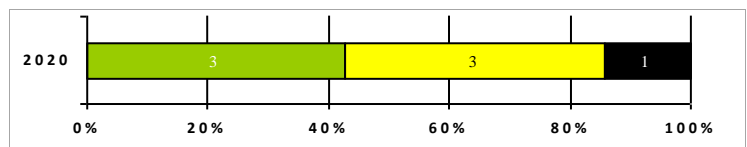
Q62 Advocate at the local, state and federal levels on behalf of students and the district?



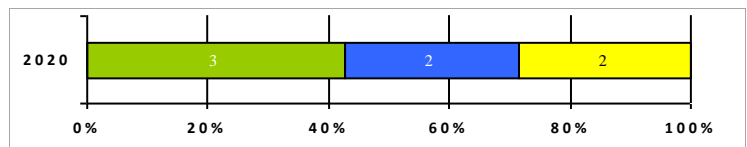
Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Q64 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

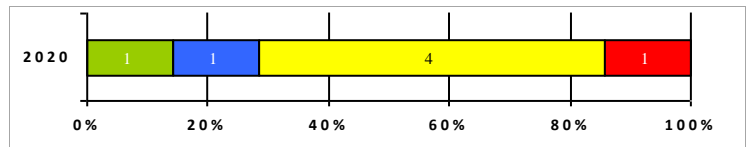
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

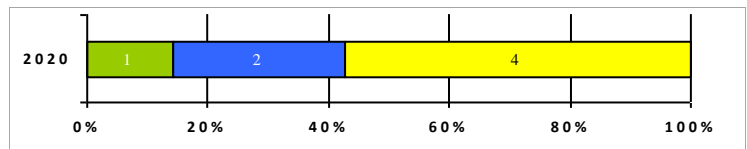


To what extent does our board:

Q66 Ensure the public is well informed of the board's roles and responsibilities?



Q67 Conduct its business in a transparent and accountable manner?



Notes:

Standard 5 Advocacy and Communication

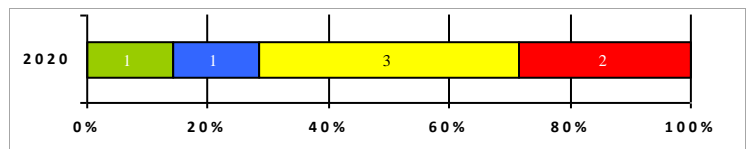
Engage local community and represent the values and expectations they hold for their schools by:

Benchmark of Success C Ensuring district information and decisions are communicated community-wide.

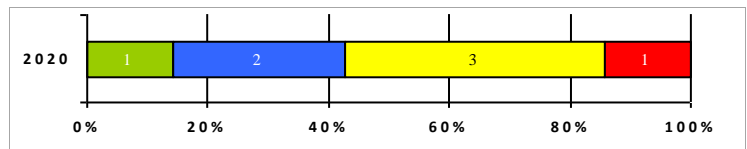


To what extent does our board:

Q68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q69 Communicate district performance to the public in clear and understandable ways?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

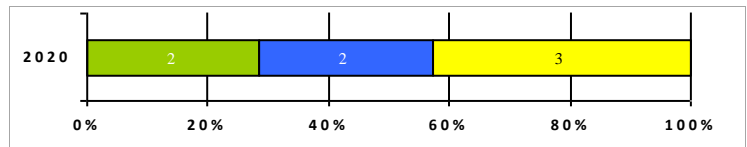
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

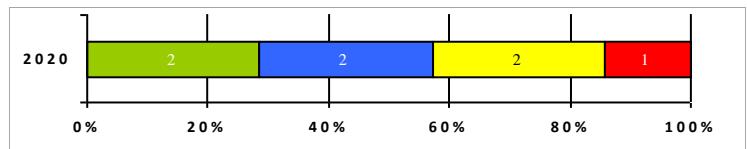


To what extent does our board:

Q70 Seek community and staff input in its decision-making to gain community and staff support?



Q71 Carefully consider community and staff input in its decision making?



Notes: