

# 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>
<b>1.1 The Board creates a dynamic shared vision for education that reflects student needs and community priorities.</b>			
<b>(a)</b>	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>(b)</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.
<b>1.2 The Board keeps the district and community focused on educating students</b>			
<b>(a)</b>	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>(b)</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>
<b>1.3 The Board demonstrates its strong commitment to vision by using the shared vision to guide decision making</b>			
<b>(a)</b>	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

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

<b>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.</b>			
<b>(a)</b>	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>(b)</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>
<b>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.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.
<b>2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.</b>			
<b>(a)</b>	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>(b)</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.

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<b>2.4 Board acts to ensure vision and structure comply with legal requirements.</b>			
<b>(a)</b>	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>(b)</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.
<b>2.5 Board encourages and supports innovative approaches to teaching, learning and the continuous renewal of education.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.

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**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>
<b>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.</b>			
<b>(a)</b>	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>(b)</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.
<b>3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.
<b>(d)</b>	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.

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<b>3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.</b>			
<b>(a)</b>	Board seeks input on evaluation of plans' progress and effectiveness.	Board seldom seeks input.	No input is requested.
<b>(b)</b>	Board ensures a variety of indicators are used for evaluations.	Indicators are not used	Plans are not evaluated.
<b>(c)</b>	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.
<b>3.4 Board uses an understandable format to periodically report district performance to the public.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.
<b>(d)</b>	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.

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**ADVOCACY** – *The Board champions the vision.*

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
<b>4.1 The Board leads in celebrating the achievements of students and accomplishments of others that contribute to education.</b>			
<b>(a)</b>	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>(b)</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.
<b>4.2 The Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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>
<b>4.3 The Board establishes partnerships with individuals, groups and organizations to promote educational opportunities for all students.</b>			
<b>(a)</b>	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>(b)</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.
<b>4.4 The Board promotes school board service as a meaningful way to make long term contributions to the local community and society.</b>			
<b>(a)</b>	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>(b)</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.
<b>4.5 The Board is proactive in identifying and addressing issues that affect the education of students.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.*

<b>5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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>
<b>(d)</b>	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.
<b>(e)</b>	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.
<b>(f)</b>	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.
<b>(g)</b>	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.
<b>(h)</b>	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.
<b>(i)</b>	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.
<b>(j)</b>	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.
<b>(k)</b>	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.
<b>(l)</b>	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>
<b>5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.</b>			
<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.
<b>(d)</b>	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.
<b>5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.</b>			
<b>(a)</b>	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>(b)</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.