

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, May 8, 2024

NOTICE: The Board Retreat will be open to the public to attend in person and via Zoom Webinar at <https://4J-lane-edu.zoom.us/j/91225128314>, Webinar ID 912 2512 8314

The board will not hear public testimony during the work session.

4:30 PM

4J Board of Directors Spring Retreat

- I. Call 4J Board of Directors Spring Retreat to Order
- II. Roll Call

- III. Items for Information
 - 1. Refresher on Board Roles and Responsibilities 2
Presenter: Vince Adams, Oregon School Boards Association (OSBA)
Board Development Specialist
 - 2. Finalizing Board Working Agreements 53
Facilitator: Vince Adams, OSBA Board Development Specialist
 - 3. Focused Training on Public Meeting Laws 57
Presenter: Vince Adams, OSBA Board Development Specialist
 - 4. Public Comment Guidance 61
Presenter: Viince Adams, OSBA Board Development Specialist
 - 5. Discussion Based Exploration of Topics from Interim Superintendent 64
Presenter: Colt Gill, Interim Superintendent

- IV. Adjourn 4J Board of Directors Spring Retreat

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR INFORMATION

Date of Meeting

May 08, 2024
Board of Directors Spring Retreat

Title

Refresher on Board Roles and Responsibilities

Presenter

Vince Adams, Oregon School Boards Association (OSBA) Board Development Specialist

Eugene School District 4J

Code: BBAA
Adopted: 8/02/17
Revised/Readopted: 5/15/19
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal opinions by a Board member must be approved by a majority vote of the Board or Board leadership. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.057](#)

[ORS 332.055](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events

Eugene School District 4J

Code: BBF
Adopted: 8/02/17

Board Member Standards of Conduct

A Board member will:

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions as a team. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions are made by a majority vote and should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at official Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Take action only after hearing the superintendent's recommendations;
13. Refuse to bring personal or family problems into Board considerations;
14. Give the staff the respect and consideration due skilled, professional employees;
15. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
16. Respect the right of the public to attend and observe Board meetings;
17. Respect the right of the public to be informed about district decisions and school operations as allowed by law;

18. Remember that content discussed in executive session is confidential;
19. Use social media websites judiciously in a manner that does not violate Oregon’s Public Meetings Laws;
20. When using social media websites, Board members will treat and refer to other Board members, staff, students and the public with respect;
21. Never post confidential information about students, staff or district business on any websites.

END OF POLICY

Legal Reference(s):

[ORS 162.015 to -162.035](#)
[ORS 162.405 to -162.425](#)

[ORS 192.610 to -192.710](#)
[ORS Chapter 244](#)

[ORS 332.055](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest

Balanced Governance
OSBA Annual
Preconference Training
November 9, 2023

Thomas L. Alsbury, EdD
Professor, Northwest University
President, Balanced Governance Solutions™



About the Researcher

Consultant/Trainer

Thomas L. Alsbury is founder and president of Balanced Governance Solutions and served for 22 years as a Professor of Educational Leadership at Iowa State, North Carolina State, and Seattle Pacific Universities. He served 18 years as a former high school science teacher, principal, and School administrator and for 8 years as Director of the National UCEA Center for Research on the Superintendency and School Governance. He is currently professor in the doctoral Center for Leadership Studies at Northwest University. Dr. Alsbury is listed as the foremost expert on school governance by the Associated Press and has consulted, trained, and evaluated boards on school governance issues in 13 countries and across the United States. He has over 50 publications on school board and superintendent research. His book "The future of school board governance: Relevance and revelation" earned Dr. Alsbury the UCEA Culbertson Award for most influential research among Division 1 Research Universities. His 2015 book published by Harvard Press entitled *Improving local school board governance: A Balanced Governance approach* introduces Dr. Alsbury's Balanced Governance™ model and has been a top selling school board book in the U.S. for the past 8 years. The Balanced Governance™ model is unique amongst school governance models, in that it is developed from 50 years of research on exemplary school boards and the findings from the only national studies of school board members. The Balanced Governance™ model offers a balance between the role of the Board Member and Superintendent and results in organizational capacity and sustainability for improved student learning.



Contact Information

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**Balanced Governance
Pre-Conference Agenda
November 9, 2023**

7:00 – 8:00 AM	Breakfast
8:00 – 8:30 AM	Future of Local School Boards
8:30 – 9:30 AM	Research on School Board Governance
9:30 – 10:00 AM	Break
10:00 – 10:15 AM	Governance Models
10:15 – 10:45 AM	What is Balanced Governance
10:45 – 11:15 AM	Balanced Governance Roles
11:15 – 11:45 AM	Comparing Governance Standards
11:45 – 12:45	Lunch
12:45 – 1:45 PM	Effective Governance Standards
1:45 – 2:15 PM	Effective Board Member Practice
2:15 – 2:30 PM	Break
2:30 – 3:30 PM	Applying Balanced Governance
3:30 – 3:45 PM	Superintendent Evaluation/ Strategic Goals
3:45 – 4:00 PM	Q & A

Research Supporting Balanced Governance

Note: This list is not exhaustive, but provides an overview of some of the books, book chapters, academic journal articles, and technical reports used to develop and support Balanced Governance.

Books

- Alsbury, T. L., & Gore, P. (2015). *Improving local school board governance: A Balanced Governance approach*. Cambridge, MA: Harvard Press.
- Alsbury, T. L. (2008). (Ed.) *The future of school boards governance: Relevancy and revelation*. Lanham, MD: Rowman & Littlefield.
- Moos, L., & Paulsen, J. M. (2014). *School boards in the governance process*. Switzerland: Springer.
- Rice, P. (2014). *Vanishing school boards: Where school boards have gone, why we need them, and how we can bring them back*. Lanham, MD: R & L Education.
- Walser, N. (2009). *The essential school board book: Better governance in the age of accountability*. Cambridge, MA: Harvard Education Press.

Book Chapters

- Alsbury, T. L. (2015). A call for balanced governance. In T. L. Alsbury, & P. Gore (Eds.). *Improving local school board governance: A Balanced Governance approach* [1-25]. Cambridge, MA: Harvard Press.
- Alsbury, T. L. (2015). Assessing Individual Board Members: A self-assessment for improved board performance. In T. L. Alsbury, & P. Gore (Eds.). *Improving local school board governance: A Balanced Governance approach*. [89-104] Cambridge, MA: Harvard Press.
- Alsbury, T. L., & Miller-Jones, B. (2015). Elements of school board success: A comprehensive board assessment tool for systemic improvement. In T. L. Alsbury, & P. Gore (Eds.). *Improving local school board governance: A Balanced Governance approach*. [77-88] Cambridge, MA: Harvard Press.
- Alsbury, T. L. (2015). Hitting a moving target: How politics determines the changing roles of Superintendents and school boards [pp. 37-61]. In B. S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.) *Handbook of education politics and policy (2nd ed.)*. New York, NY: Routledge.
- Alsbury, T. L. (2008). School board member and Superintendent turnover and the influence on student achievement: An application of the Dissatisfaction Theory. *Leadership & Policy in Schools*, 7(2), 202-229.
- Alsbury, T. L., & Whitaker, K. S. (2012) Pressure of outside forces, stress, and finding balance. In W. Place, M. A. Acker-Hocevar, J. Ballenger, A. W. Place, G. Ivory (Eds.), *Snapshots of school leadership in the 21st Century: Perils and promises of leading for social justice, school improvement, and democratic community (UCEA Leadership Series)* [Chapter 9]. Charlotte, NC: Information Age.

- Alsbury, T. L. (2008). School board politics and student achievement. In T. L. Alsbury (Ed.) *Relevancy and revelation: The future of school board governance*. [pp. 247-272] Lanham, MD: Rowman & Littlefield.
- Alsbury, T. L. (2007). Challenge: The need to be re-elected. In G. Ivory (Ed.), *Successful school board leadership: Lessons from Superintendents*. [pp. 164-185] Lanham, MD: Rowman & Littlefield.
- Alsbury, T. L. (2005). Political and apolitical school board and Superintendent turnover: Revisiting critical variables in the Dissatisfaction Theory of American Democracy, In G. J. Petersen & L. D. Fusarelli (Eds.), *The politics of leadership: Superintendents and school boards in changing times*. [pp. 135-155] Greenwich, CT: Information Age.
- Delagardelle, M. L. (2008). The lighthouse inquiry: Examining the role of school board leadership in the improvement of student achievement. In T. L. Alsbury (Ed.) *Relevancy and revelation: The future of school board governance*. [pp. 191-224] Lanham, MD: Rowman & Littlefield.
- Kowalski, T. J. (2008). School reform, civic engagement, and school board leadership. In T. L. Alsbury (Ed.) *Relevancy and revelation: The future of school board governance*. [pp. 312-339] Lanham, MD: Rowman & Littlefield.

Empirical Studies/ Academic Journals

- Abjornsen, D. J. (2017). Cognitive style and conflict on Superintendent-school board teams (Doctoral Dissertation). Retrieved from Proquest Dissertations Publishing (UMI 10640038).
- Alsbury, T. L. (2008). School board member and Superintendent turnover and the influence on student achievement: An application of the Dissatisfaction Theory. *Leadership & Policy in Schools*, 7(2), 202-229.
- Alsbury, T. L. (2004). Does school board turnover matter? Revisiting critical variables in the Dissatisfaction Theory of American Democracy. *International Journal of Leadership in Education*, 7(4), 357-377.
- Alsbury, T. L. (2003). Stop talking and do something: The changing role of Superintendent involvement in school-community relations. *Journal of School Public Relations*, 24(1), 44-52.
- Alsbury, T. L. (2003). Superintendent and school board member turnover: Political versus apolitical turnover as a critical variable in the application of the Dissatisfaction Theory. *Educational Administration Quarterly*, 39(5), 667-698.
- Blasko, J. J. (2016). *Superintendent and school board attitude and beliefs alignment and its relationship to student achievement* (Doctoral Dissertation). Retrieved from Proquest Dissertations Publishing (UMI 10195498).
- Blissett, R., & Alsbury, T. L. (2017). Disentangling the personal agenda: Identity and school board members' perceptions of problems and solutions. *Leadership & Policy in Schools*,

- Cooper, T. L., Bryer, T. A., & Meek, J. W. (2006). Citizen-centered collaborative public management. *Public Administration Review*, 61(1), 76-88.
- Delagardelle, M. L. (2015). Board leadership that matters most: Lessons learned from the Lighthouse studies. In T. L. Alsbury & P. Gore (Eds.) *Improving local school board governance: A Balanced Governance approach* [pp. 1-12]. Cambridge, MA: Harvard Press.
- Delagardelle, M. E., & Alsbury, T. L. (2015). School board governance and the influence on student achievement. *Télescope*, 20(2), 35-55. *Telescope*, L'Observatoire de l'administration publique and the École nationale d'administrations publique du Québec.
- Delagardelle, M. L. (2008). The lighthouse inquiry: Examining the role of school board leadership in the improvement of student achievement. In T. L. Alsbury (Ed.) *The future of school boards governance: Relevancy and revelation* [pp. 191-224] Lanham, MD: Rowman & Littlefield.
- Lannaccone, L. (1996). Callahan's vulnerability thesis and Dissatisfaction Theory. *Peabody Journal of Education*, 71(2), 110-119.
- Holman, J. (2016). School board and student achievement: The relationship between previously identified school board characteristics and improved student learning (Doctoral Dissertation). Retrieved from Proquest Dissertations Publishing (UMI 10196588).
- Iannaccone, L., & Lutz, F. W. (1994). The crucible of democracy: The local arena. *Journal of Educational Policy*, 9(5), 39-52.
- Lorentzen, I. J. (2013). The relationship between school board governance behaviors and student achievement scores (Doctoral Dissertation). Retrieved from Proquest Dissertations Publishing (UMI 3568115).
- Mountford, M. E., & Alsbury, T. L. (2012). School boards: Nobody does it better. *UCEA Review*, 52(3), 11-13.
- Peterson, S. A. (2000). Board of education involvement in school decisions and student achievement. *Public Administration Quarterly*, 24(1), 46-68.
- Rocksund, J. A. (2017). Effective school board governance behaviors of Montana school board members: A Delphi study (Doctoral Dissertation). Retrieved from Proquest Dissertations Publishing (UMI 10623862).
- Saatcioglu, A., & Sargut, G. (2014). Sociology of school boards: A social capital perspective. *Sociological Inquiry*, 84, 42-74.
- Swinyard, A. (2015). Organizational monitoring systems and student academic achievement (Doctoral Dissertation). Retrieved from Proquest Dissertations Publishing (UMI 3664366).

Sample of School Board Study Technical Reports

Alsbury, T. L. (2018). *School board quality standards report*. A study and report delivered to Clarke County SD, Athens, GA (enrollment- 14,000).

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- Alsbury, T. L. (2018). *School board quality standards report*. A study and report delivered to Pueblo County SD, Pueblo, CO (enrollment- 8,000).
- Alsbury, T. L. (2017). *School board quality standards report*. A study and report delivered to Clark County SD, Las Vegas, NV (enrollment- 320,000).
- Alsbury, T. L. (2017). *School board quality standards report*. A study and report delivered to Washoe SD, Reno, NV (enrollment- 64,000).
- Alsbury, T. L. (2016). *School board quality standards report*. A study and report delivered to Poudre SD, Ft. Collins, CO (enrollment- 29,000).
- Alsbury, T. L. (2016). *School board quality standards report*. A study and report delivered to Southwest Region School School, Alaska. This is a collection of Yupick village schools.
- Alsbury, T. L. (2015). *School board quality standards report*. A study and report delivered to Jefferson County School School (enrollment-101,000).
- Alsbury, T. L. (2014). The 2014 Report of the West Virginia Board of Education's Commission on School School Governance and Administration. Served as the governance consultant for the Commission. Developed a new hybrid governance model for West Virginia and wrote a report describing the new model and recommending statewide policy changes. Report approved by the Commission and reported to the State Board of Education for adoption.
- Hess, M., & Meeks, O. (2011). *School boards circa 2010. Governance in the accountability era*. The National School Boards Association, The Thomas B. Fordham Institute and the Iowa School Board Foundation. [Alsbury: Acknowledged Contributor]
- OECD, "Lessons from PISA 2012 for the United States: Strong Performers and Successful Reformers in Education," <http://dx.doi.org/10.1787/9789264207585-en>
- Oregon School Board Association. (2008). Bridges to achievement: Elements of success. An unpublished report adapted for school board assessment. [Project Research Consultant: Alsbury]
- Morando R. L. (2013). *Moving beyond the killer B's: The role of school boards in school accountability and transformation*. Lincoln, IL: Academic Development Institute.
- Shober, A. F., & Hartney, M. T. (2014). *Does school board leadership matter?* Washington D.C. :Thomas B. Fordham Institute.

Ranking the Goals of Education

How did Board members in the U.S. rank the goals of education by level of importance?

_____ Prepare students for a satisfying and productive life

_____ Help students become well rounded

_____ Prepare students for civic life

_____ Help students fulfill their potential

_____ Prepare students for college

_____ Prepare students for the workforce

Best Occupational Combination

What did the research show was the best mix of occupational background connected to the highest performing Boards?

_____ % Educators

_____ % Business

_____ % Professional, White Collar

_____ % Blue Collar (incl. Homemakers)

Balancing School Board Roles Wake County Scenario Fact Sheet

± 1976-2001

- Stable school board
- Apolitical turnover
- Stable Superintendent leadership [Bill McNeal- National Supt. Of the Year]
- Schools integrated through SES bussing & magnet schools
- High performance
- High community support

± 2001-2007

- Superintendent retires
- Assistant Superintendent (there 7 years) becomes the new Superintendent
- Community growth
 - Influx from out of state
 - Drawn by growth of technology jobs
 - New affluent suburbs develop: (e.g. Cary, NC)

± 2007-2009

- Board begins to adopt “popular” reforms
- Reforms driven by Superintendent
 - Year-round schools- Elementary only
 - Multiple early release days added for staff development

± 2009-2010

- Board Elections- majority incumbent election defeats
- Superintendent pressured to resign
- New Board Action
 - Cancellation of student SES bussing
 - Cancellation of early release days for staff

± 2011-2014

- Community polarized around race
- Superintendent changes in 2011, 2012, 2013
- Bond failures
- Student achievement decline

Comparing Balanced Governance Standards to CPE Standards	
Balanced Governance Standards (Alsbury, 2019)	Eight Habits of Highly Effective Boards (Center for Public Education, 2010)
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 and School strategic goals directs board policy making, planning, resource allocation and activities.	1. High Expectations: The Board commits to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
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.	4. Collaborative Relationships. The Board has a collaborative relationship with staff and the community and establishes a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving School goals
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 education system, the board ensures the development and implementation of collaborative leadership models and practices. Within the School, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.	
Accountability. The Board holds high expectations for the learning of each and every student and holds themselves and the School accountable for reaching those results. The Board provides strategic direction in the development of the School's strategic goals. The Board adopts policy and resources that align with School's strategic goals. The Board monitors and holds accountable the Superintendent to implement the School's strategic vision and goals.	3. Accountability Driven. The Board is accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement
Using Data for Continuous Improvement. The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts.	5. Use of Data. The board is data savvy; members embrace and monitor data, even when the information is negative, and use it to drive continuous improvement
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.	

Comparing Balanced Governance Standards to CPE Standards	
<p>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.</p>	<p>2. Strong Beliefs & Values. The Board has strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels</p>
<p>Learning Organizations. The Board ensures the School 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.</p>	
<p>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.</p>	
<p>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 School vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.</p>	
<p>Board Member Conduct, Ethics and Relationship with 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.</p>	<p>7. Visionary Teamwork. The board leads as a united team with the Superintendent, each from their respective roles, with strong collaboration and mutual trust</p> <p>8. Team Development. The board takes part in team development and training, sometimes with the Superintendent to build shared knowledge, values and commitments for their improvement efforts</p>
<p>Budgeting and Financial Accountability. The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school School is fiscally sound. The Board utilizes fiscal resources based on student needs and School policy and strategic goals.</p>	<p>6. Resource Alignment. The board aligns and sustains resources to meet School goals</p>

Balanced Governance Standards of Highly Effective Boards

Indicate the level of performance reached by your board for the following Standards and indicators of highly effective school boards. Identify the level of performance in one of four categories:

Needs Improvement = 1, Developing = 2, Proficient = 3, or Distinguished = 4.

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 policy making, planning, resource allocation and activities.

Indicators for this standard are:

- ___ 1. The Board collaborates with the community to articulate core values and beliefs for the School.
- ___ 2. Board members can clearly articulate the vision and strategic goals of the School.
- ___ 3. The Board collaborated with the Superintendent to develop long-range strategic goals for improving student learning.
- ___ 4. The Board regularly monitors the progress of strategic goals focused on improving student learning.
- ___ 5. The Board adopted a budget that aligned resources to the School vision and strategic goals.
- ___ 6. The Board establishes and models a culture of high expectations for all students.
- ___ 7. The Board promotes a vision and expectations for excellence beyond the present performance.

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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.

Indicators for this standard are:

- ___ 1. The Board promotes practices that solicit input and involvement from all segments of the community.
- ___ 2. The Board ensures that vision and goals are collaboratively developed with input from staff, parents, students and the broader community.
- ___ 3. The Board recognizes and celebrates the contributions of school and community members to school improvement efforts.
- ___ 4. The Board is responsive and respectful to community inquiry and feedback.
- ___ 5. The Board advocates for public policy that supports education through relationships with community leaders, city and county government officials, and state legislators.

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 education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the School, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

Indicators for this standard are:

1. Board members are visible in the community.
2. Board members develop professional community relationships to improve student learning and opportunities for students.
3. Board activities, analysis, and decision-making are aligned to vision and strategic goals.
4. The Board solicits input from multiple sources to assist in making informed decisions.
5. The Board establishes and sustains relationships with community leaders, city and county government officials, and state legislators.
6. Board members model and support a distributive and collaborative leadership style throughout the School.
7. The Board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the School.
8. Board members promote change through dialogue and collaboration.
9. Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.

→ **Standard #4: Accountability.** The Board holds high expectations for the learning of each and every student and holds themselves and the School accountable for reaching those results. The Board provides strategic direction in the development of the School's mission, vision, and goals. The Board adopts policy and resources that align with School's strategic vision and goals. The Board monitors and holds accountable the Superintendent to implement the School's strategic vision and goals.

Indicators for this standard are:

1. The Board ensures funding to implement accountability measures.
2. The Board regularly reflects on its performance and makes substantive change based on the results of a self-evaluation.
3. The Board models a culture of high expectations throughout the School.
4. The Board's priority and focus are on student learning and student success in alignment with the School's strategic goals.
5. The Board ensures the budget aligns resources based on student learning priorities.
6. The Board supports rewards, consequences, and recognition systems to encourage advancement of the School's strategic goals.
7. Disaggregated student results and growth are measured against expectations set by the School strategic goals.
8. The Board conducts an effective Superintendent evaluation focused on monitoring progress on the School's strategic goals.
9. The Board regularly establishes performance goals for itself.
10. 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.

Standard #5: Using Data for Continuous Improvement and Accountability. The Board uses meaningful 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.

Indicators for this standard are:

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

Standard #6: Cultural Responsiveness. The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, 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.

Indicators for this standard are:

1. Board outreach and community engagement activities accommodate cultural differences in values and communication.
2. The Board actively encourages and expects the Superintendent to facilitate the participation of culturally diverse groups.
3. The Board has a process to review policies for cultural responsiveness and bias.
4. Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard.
5. The Board ensures School employees are representative of the values and culture of the community.
6. A climate of caring, respect, and the valuing of students' cultures is established through Board policy and goals.
7. The Board ensures the Superintendent holds all employees accountable for high standards and expectations for every student.

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.

Indicators for this standard are:

1. The Board models relationships built on trust and respect.
2. The Board takes time to reflect and improve internal and external relationships.
3. The Board regularly assesses, hold the School accountable, and provides support for the improvement of the School culture and climate.
4. The Board creates a system in which high levels of student learning are expected.
5. The Board establishes policies and ensures practices to foster a safe, positive learning climate for students.
6. The Board models and hold the School responsible for improving a culture of equity and service.

Standard #8: Learning Organization. The Board ensures the School 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.

Indicators for this standard are:

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

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, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

Indicators for this standard are:

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

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 School vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Indicators for this standard are:

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

Standard #11: Board Member Conduct, Ethics and Relationship with 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.

The Indicators for this standard are:

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

Standard #12: Budgeting and Financial Accountability. The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school School is fiscally sound. The Board utilizes fiscal resources based on student needs and School policy and strategic goals.

Indicators for this standard are:

- _____ 1. Board members are knowledgeable of the School budgeting process.
- _____ 2. Budgeting decisions are based on student needs, adopted School policy and strategic goals, and the Schools financial ability to meet those needs.
- _____ 3. Board members have a basic understanding of School revenues and expenses.
- _____ 4. The Board reviews monthly financial statements provided by the Superintendent and understand their role in the oversight of the budget.

Individual Board Member Practice Evaluation Tool

For each of the 10 individual board member practice linked to stabilizing board performance, indicate whether the board member(s) is(are) in the category of Growth Required, Developing, Proficient, or Distinguished.

Board Member Practice	Brief Description	Stabilizing Characteristic	Practical Description	Proficiency Level
1. Role Boundaries	This practice refers to whether a board member practices the role of Disengaged board member (also called " <i>rubberstamping</i> ") or Over-reaching board member (also called <i>micromanagement</i>).	Informed Oversight with knowledgeable critique and advocacy.	A board member is Disengaged if they believe their only role is to hire effective school leaders and then follow whatever these leaders recommend. They do not believe they need to understand what programs or processes are being used in the schools; they only need to set outcome goals (i.e. student test results) for the school to reach. A board member is Over-Reaching if they believe they need to personally check to see if leaders are doing their job. These board members will go into individual schools to give direction to building leaders or teachers. These board members insist on giving directions on how to run the management and operations of the school.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
2. Role Orientation	This practice refers to whether a board member practices a Trustee Role and or a Delegate Role.	Trustee with the ability to shift to more Delegate orientation in times of community values change and dissatisfaction	A board member practicing the Trustee Role engages in open dialogue focused on general interests and welcomes various viewpoints. They are comfortable with differences of opinion, and advocates for their constituents' viewpoints. Once a decision is made by the whole board, they expect all board members to uphold the decision. They value board teamwork over actions; and language that minimize antagonism or polarization of other board members. A board member practicing the Delegate Role sometimes engages in polarizing debate focused on single interests and minimizes other viewpoints. They value individual viewpoint over collective consensus. If a board member disagrees with a decision made by the full board they do not support the decision and may encourage advocacy to overturn the policy or program among selected constituents. They value speaking on behalf of vocal special interests over board teamwork.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

<p>3. Advocacy Focus</p>	<p>This practice refers to whether a board member usually focuses on taking a Position or holding an Interest</p>	<p>Interest Focus</p>	<p>A board member who takes a Position usually polarizes people by identifying "friends" versus "enemies": Positions usually take the form of labels (e.g. liberal or conservative; Republican or Democrat). For example, a board member might describe themselves as being on the board exclusively to represent and protect students of a certain race, ethnicity, special need, etc....</p> <p>A board member who holds an Interest is usually seeking to understand the multiple and varied positions of School constituents and seeks a solution that addresses a common interest. For example, a board member might describe themselves as being on the board to represent the needs of any and all students who are underperforming; regardless of race, ethnicity, special need, etc....</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>
<p>4. Student Concern Focus</p> <p>25</p>	<p>This practice refers to whether a board member usually supports a Broad Focus or a Targeted Focus on student concerns.</p>	<p>Broad Focus of opportunity for all students</p>	<p>A board member who practices a Broad Focus on student concerns avoids advocating for only certain groups of students. They also avoid advocating for only specific needs. A board member with a broad focus advocates on behalf of all students and all educational issues that might arise.</p> <p>A board member who practices a Targeted Focus on student concerns primarily advocates for certain groups of students, based on their race, ethnicity, gender, or educational need (e.g. Special Education, ELL).</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>
<p>5. Solution Focus</p>	<p>This practice refers to whether a board member usually supports a Common or a local Contextual solution to meet the needs of students.</p>	<p>Contextual Solution recognizing individual needs</p>	<p>A board member who practices a Common Solutions approach tends to look for standardized, one-size-fits-all programs and curriculum to solve student needs. They believe that the local needs are not unique and therefore standard solutions that work in other Schools should work in their School.</p> <p>A board member who practices a local Contextual Solutions approach tends to look for locally created programs and curriculum to solve student needs. They believe that the local needs are unique and changing and therefore common solutions that work in other Schools may not work in their School.</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>

<p>6. Exercise of Influence</p>	<p>This practice refers to whether a board member believes or acts with Individual Authority versus Collective Authority.</p>	<p>Represents their position both in the Board room and out in the School reflecting Collective Authority</p>	<p>A board member who believes they possess Individual Authority may communicate directives to individual school leaders or employees. They may visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance. A board member who believes they possess only Collective Authority understands they have no official authority outside of the school board as a whole. They avoid communicating directives to individual school leaders or employees. Their visits to schools are unobtrusive, informational, and as a part of established school activities (e.g. sports, open house, concerts). They do not visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>
<p>7. Use of Voice</p>	<p>This practice refers to whether a board member uses their voice to Tell and Sell their position or to Hear and Understand broad interests.</p>	<p>Uses voice to Hear and Understand</p>	<p>A board member who uses their voice to Tell and Sell their position sees their job on the board as a voice for their constituents and special interests. They tend to over-talk to promote their own positions and treat communication like a form of competition. They tend to use combative language and are not a good listener. They seek to be heard rather than to find reconciliation. A board member who uses their voice to Hear and Understand sees their job on the board as a voice to ensure that all interests are heard. They tend to ensure that every board member is heard and treats communication as an opportunity to hear all viewpoints. They tend to practice and promote civil discourse and are a good listener. They seek to discover shared resolutions and reconciliation.</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>
<p>8. Use of Power</p>	<p>This practice refers to whether a board member exercises their authority on the board using Power Over versus Power With approaches.</p>	<p>Power With</p>	<p>A board member who uses Power Over acts in a way to push forward their own position or agenda and is not interested in finding a solution that meets multiple interests. They tend to use threat or reward to leverage other board members to side with their position. A board member who uses Power With acts in a way to ensure that all voices are heard and that collaborative solutions are found. They use their influence to ensure that all needs are heard and that solutions meet multiple interests. They do not attempt to push only their own solutions or highlight only their own needs and positions.</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>

<p>9. Decision-making Style</p>	<p>This characteristic refers to whether a board member generally prefers to make decisions Individually or Collaboratively.</p>	<p>Collaborative</p>	<p>A board member who prefers to make decisions Individually believes that group decisions are too time consuming and inefficient. The board member may also believe that group decisions may be inferior to individual decisions because of the need to compromise when seeking consensus. A board member who prefers to make decisions Collaboratively believes that the extra time it takes to use shared decision-making is worth the effort. They believe group decisions are superior because multiple perspectives are considered and solutions will be more supported by the whole board. They also believe that multiple perspectives are better at defining the issues and vetting potential solutions.</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>
<p>10. Motivation for Service</p>	<p>This characteristic refers to whether a board member serves on the board for generally Altruistic or Personal reasons.</p>	<p>Altruistic Service</p>	<p>A board member who serves on the board for Altruistic reasons may be motivated by their desire to serve the community, fulfill their democratic responsibility to society, or to help improve the education for all students in the community. A board member who serves on the board for Personal reasons may be motivated by their desire for personal ego or prestige. They may serve because of a personal need for involvement, to correct a personal concern, to replace a particular school employee, or as a stepping-stone to a higher political office.</p>	<p>___ Growth Required ___ Developing ___ Proficient ___ Distinguished</p>

Effective Balanced Governance Meetings

Balanced Governance and Informed Oversight

Effective governance by local boards follows a model of Balanced Governance in planning and facilitating their Board meetings. The overall role the local governance board should maintain is the same as the School Board of Trustees; namely *Informed Oversight*.

The effective local governance board meeting:

- Provides opportunity for input on desirable school outcomes
- Monitors progress on School Improvement Plan goals
- Enhances positive relations between school and community
- Maintains effective protocols

Meeting Foci

In effective Balanced Governance boards, the goal in Board meetings is to focus the agenda and discussion on:

1. Goal Monitoring of the School Improvement Plan
2. Direct versus Supportive Instructional Topics
3. Critical Relationships between the School and Community

Goal Monitoring versus Management Inquiry (70% of Time)

Board meetings involve opportunity for comments, inquiries, and discussions from school board members. Comments, questions, and discussion in board meeting tend to focus either on Goal Monitoring or Management Inquiry.

Defining Goal Monitoring & Management Inquiry: Goal monitoring is described as comments, questions, or requests for reports that focus on the following:

- Describing measurable goals from the Strategic Plan.
- Describing program details only to show how the program will reasonably meet the stated goals and/or explain the alignment of new programs on existing programs.
- Describing current performance outcomes in a way that is understandable and in adequate detail to monitor progress.
- Comparing a goal to the actual performance outcome so that gaps are evident.
- Describing program detail only to explain the reason for the gap between the goal and the performance outcome.
- Providing alternative or revised programs. Providing program details only to show how the new program or revision will improve on the outcomes.

Management inquiry is described as comments, questions, or requests for reports that focus on the following:

- Describing general program details not linked to measuring goal progress.
- Describing general program details for the purpose of general interest.
- Describing general program details for the purpose of responding to an external critic or inquiry.

- Describing general program details for the purpose of supporting a personal special interest.
- Describing general program details for the purpose of gathering evidence against someone else's personal special interest.
- Describing general program details for the purpose of critiquing or giving advice on program implementation.
- Giving critique or advice on program implementation to any staff other than the Superintendent.

Direct versus Supportive Instructional Topics

Topics that were either scheduled, or time-consuming topics that emerged during discussion periods, were analyzed. These topics were categorized based on whether they were considered a *direct instructional topic* versus a *supportive instructional topic*.

Defining direct and supportive categories: In general, a *direct instructional topic* is one that *directly impacts* student achievement, like a new instructional method or improved curricular content. A *supportive instructional topic* is one that plays more of a supportive role to improve instruction, like starting a new scheduling system, or improving community access to student progress data. Both direct and supportive topics are called instructional because, they both impact instructional improvement and consequently student achievement gains. However, it is instructive to distinguish between the two because high performing boards tend to focus more on topics that directly influence student improvement.

Critical Relationships: Bridging and Bonding (30% of Time)

In studies of effective board leadership among all kinds of organizational boards, findings emphasize the need for the board to gain social capital with the community they serve. The study of “network connections” among individuals, groups and organizations is critical to gaining support and stability. Most people understand that strong relationships help minimize conflict and enhance collaboration and support for organizational goals.

One facet of networking that is often missed by boards is what might be described as internal ties. Internal relationships among board members, as well as external relationships among community stakeholders are both critical in determining overall board stability and effectiveness. Results indicate that a school board's effectiveness in accomplishing formal objectives is an inherently combined result of the degree of bonding within the group—influencing trust, cooperation, and reputation among members—and the degree of bridging with stakeholders on the outside—fostering the group's creativity, diversity, and capability.

Bonding: Internal Ties

Internal dysfunction undermines productivity and aggravates turnover on school boards. High levels of bonding in groups charged with formal governance perpetuate a civic culture that enables efficient decision-making, mutual accountability and consensus. Conversely, in boards with low levels of bonding, members may function as delegates of special interests in the community rather than trustees charged with pursuing common goals that reflect shared interests. Therefore, cultivating bonding within the board plays a considerable role in facilitating

educational progress. High bonding boards tend to be more effective not only in representing and implementing community preferences, but in communicating the needs and goals of the schools to the community when necessary. Finally, bonding lowers the risk of divisive power struggles and enhances the ability to develop common beliefs about objectives. Despite the importance of bonding, studies indicate that over-reliance on strong internal ties may result in conformity to a degree that is counterproductive.

Bonding incidents were measured by interactions between board members that confirmed and demonstrated openness, honesty, frequency, and willingness in information sharing. Relational aspects include acknowledging other's viewpoints and team spirit. Cognitive aspects of bonding focus on shared vision, including similarity of views concerning the School's purpose and the degree of equal participation in board processes.

Bridging: External Ties

For school boards, bridging is important in forming alliances, managing uncertainty, and securing legitimacy in the eyes of external stakeholders. Strong relations between school board members and state and federal agencies facilitate the transmission of ideas to reconcile competing policy priorities. They are instrumental in securing financial and political support as well. Frequent interactions with local, state, and federal officials also help align education with other services, such as health, housing, and transportation. Finally, board member ties to businesses and universities are often beneficial, as a source of innovative strategies for school organization, financial support, and curricular adjustment and career choices for students. Likewise, the board's interactions with universities tend to be valuable in terms of new ideas for educational practices, academic progress, and teacher and staff development

Strategic Goal Progress Monitoring and Reporting

Board Reports

All Superintendent or staff reports provided or presented to the Board shall reflect the progress or the need for improvement. At a minimum, all Board reports should include the following categories:

1. Describe the existing program.
2. Report data that indicates progress on School Strategic Goals.
3. Describe impact on students, staff, or community.
4. Describe variables impeding progress toward Goals.
5. Describe plans for improvement.

Prior to the creation of the report template, the Board shall discuss and vote on additional specific categories or items to be included in all reports.

Report Template Creation and Review Protocols

As part of the establishment of the Annual Board Calendar the Superintendent will work with the Board President and Vice President to provide a timeline for reporting on specific annual and strategic plan goals.

The Board President, Vice President and Superintendent can agree to add an additional report to a Board meeting to address an emerging issue, a change in plan, or a deeper tracking of something already being reported to the Board.

Report Approval Process

Each individual report should be prepared and submitted with sufficient time for the following report review and approval process:

Step 1. School staff complete the report using a prescribed report template, developed by the Superintendent, and submitted to the Superintendent.

Step 2. Superintendent reviews and approves the report.

Step 3. Board Members receive the report at least 8 business days prior to the board meeting.

Step 4. Board Members review the report and submit related questions and requests for additional information to the Superintendent at least 3 business days prior to the Board meeting.

Step 5. If revisions are made to the report, the Superintendent approves the revised report and distributes it to the Board prior to the Board meeting. If this is not possible, the report is pulled from the board agenda and included on the next regular board meeting agenda.

Board Actions Regarding Reports to the Board

Approve receipt of the Report.

For all reports submitted to the Board, whether in the consent agenda in writing only, or presented in writing and discussed during a Board meeting, the Board must vote on receipt of the report. Note that voting to receive the report does not indicate approval of any requests or recommendations to the Board presented within the report, nor does it indicate the Board's approval of the progress on the work itself.

If a report is presented only in the consent agenda, and is not presented separately for further discussion, the Board passing of the consent agenda will imply that the Board accepts any reports contained within it. Any reports explicitly removed from the consent agenda or also

included on the Board agenda for additional presentation/discussion will not be considered accepted by the Board as part of the consent agenda approval.

Ask Clarifying Questions.

1. The Board may ask clarifying questions of the Superintendent and/or his designated staff members to better understand the content of the report, as it relates to the impact on students, staff, families, and progress toward the Strategic Goals.
2. When possible, Board Members should submit clarifying questions to the Superintendent prior to the Board meeting.

Provide Feedback to the Superintendent.

1. The Board may express, to the Superintendent, their individual satisfactions, concerns, and/or feedback about the progress made toward Strategic Goals.
2. All feedback provided by individual Board Members may be considered by the Superintendent based on its merits and feasibility. However, such feedback is not considered direction from the Board unless a formal motion is offered, voted on, and approved by the Board.

Request Additional Information.

1. Board Members may request additional data or information from the Superintendent as long as it is part of the report template under reporting requirements.
2. If not included in the report template under reporting requirements, the Board would be required to make a motion and vote on the inclusion of the new data or information into the report template and reporting requirements.
3. As an alternative, such requests could be made outside the Board meeting to the Superintendent.
4. The Superintendent can either provide the requested information or decline the request if such requests require excessive time, effort, or expense to the School; or not related to the School Strategic Goals.
5. If the Board Member still believes they should receive the additional data or information, they can make a motion to receive the data or information during an upcoming Board meeting. If approved, the Superintendent will make the information available to all Board Members.

Effective Board Facilitation: A Guide for Board Presidents

An effective Board President balances many facilitation responsibilities:

- Remains impartial about the subject of the discussion. Avoid expressing your own opinion or evaluating the comments of the participants (be careful with saying “good point!”). However, moderators are not “neutral” or disengaged, and in fact they should be passionate about deliberation and about the process itself.
- Allows the participants to own the process and topic as much as possible. Facilitators facilitate (i.e. help others achieve their goals more productively), they don’t control or dominate. Based on the other responsibilities, they must intervene as necessary, but should also realize that doing too much may be worse than not doing enough.
- Keeps the deliberation focused on the task. When comments go too far astray, bring participants back to the process (though at times what seems to be a tangent may be useful).
- Manages the room well and encourages everyone to join in the conversation. Facilitators must attend to both the task and relationship dimensions of the group’s work. Work with the participants so people know the order of speaking and do not get frustrated with procedural issues, seeking the right balance between having too much and too little structure to the conversation. Facilitators should be aware of who has spoken and who has not and assure that all voices get heard if possible.
- Models deliberative attitudes and skills. By exhibiting strong listening skills and asking good questions, you can model the behaviors you are hoping the participants will develop.
- Does not take on an “expert” role with the subject matter. Your role is not to teach the participants about the issue - even if it is a subject you know very well. Facilitators in particular need to think like non-experts in the room, and if jargon is used, ask for clarification.
- Listens for values and underlining interests that motivate a participant’s comments. In deliberation, participants’ values and motives are just as important, if not more so, than their opinions. Sometimes people with different opinions share the same motive or value, and that similarity can form the basis for common ground. Facilitators should train themselves to listen for the underlying values.
- Encourages deeper reflection. Ask thoughtful and probing questions to surface costs and consequences. Make sure that the participants have considered the potential outcome of their preferences. Help draw out what people are willing to accept and are not willing to accept.
- Helps participants find common ground and identify and work through key tensions. Participants will not always agree and may sometimes be in direct conflict with each other. Helping them identify both common ground and key tensions will help move the conversation forward in important ways.

What are the roles of a Board President in facilitation?

Guide – You must know the steps of the process the groups will execute from the beginning to the end. You can also help by holding up a mirror to them and their work and letting them know how they are doing and how far they have gotten and that particular parts are difficult sledding.

Motivator – From the rousing opening statement to the closing words of cheer, you must ignite a fire within the group, establish momentum, and keep the pace. To remain impartial, however, be sure to praise good behavior (good questions, engagement, etc.) not specific ideas or opinions.

Questioner – You must listen carefully to the discussion and be able to quickly analyze and compare comments and to formulate questions that help manage the group discussion.

Bridge Builder – You must create and maintain a safe and open environment for sharing ideas. Where other people see differences, you must find and use similarities to establish a foundation for building bridges to consensus, while also helping groups better understand their differences.

Clairvoyant – Throughout the session, you must watch carefully for signs of potential strain, weariness, aggravation, and disempowerment, and respond in advance to avoid dysfunctional behavior. Facilitators use social and emotional intelligence to sense the feelings in the room.

Peacemaker – Although it is almost always better to avoid a direct confrontation between participants, should such an event occur, you must quickly step in, reestablish order, and direct the group toward a constructive resolution.

Task Focuser - You are ultimately responsible for keeping the session on track; this entails tactfully cutting short irrelevant discussions, preventing detours, and maintaining a consistent level of detail throughout the session.

Balanced Governance Superintendent Evaluation Handbook

Superintendent Evaluation Implementation Guide

Introduction

When you evaluate a Superintendent, you are evaluating leadership and the effect of leadership. You are considering both influence and results. ***Summative leadership indicators are increasingly relevant after the first two years of a Superintendent's tenure.*** Summative leadership indicators reveal the outcomes of implemented actions. Formative leadership indicators are always relevant. Formative leadership indicators suggest how the Superintendent's influence may affect the school outcomes in the future.

For example, the Superintendent's style of communication with the board, staff, and community members influences the culture and favorability of others toward the school. The effect of communication style is recognized over time in staff satisfaction, community support, and student outcomes. Similarly, the effects of curriculum adoption and staff assignments are recognized over time. ***It is important that the board provide clear and specific feedback with opportunity for growth on formative indicators in the first few years of a Superintendent's tenure.***

Superintendent tenure matters for student success. In most school systems, the longer the Superintendent stays, the better the school performs. Waters and Marzano (2006) found a relationship between Superintendent tenure and student outcomes beginning as early as the second year. Alsbury (2008) found that board stability directly influences Superintendent tenure and student learning. Superintendent evaluation provides an opportunity for the board to come together in agreement and provide clarity and guidance to the Superintendent regarding the work of the organization. Done well, you might think of Superintendent evaluation as the centerpiece of your work together as a board and your relationship with your Superintendent.

Purpose for Evaluation

Superintendent evaluation provides an opportunity for improving school governance. Throughout the evaluation process, the board and Superintendent can calibrate and clarify expectations for the school, the board, and the Superintendent's leadership. This can help unite the board and stabilize the work of the governance team. Effective evaluation creates a basis and framework for decisions on retaining the Superintendent, extending the contract, and adjusting the Superintendent's compensation. Superintendent evaluation provides a critical opportunity for improving student outcomes. Research by Lorentzen and McCaw (in Alsbury & Gore, 2015) suggests that evaluating a Superintendent on student learning goals may relate more with improving student learning than any other action of a board. Evaluation also provides an opportunity to improve leadership skills of Superintendents.

The Board's Responsibility

School boards display responsibility when they consider choices, understand consequences, and make decisions that produce good outcomes. How board members think about their responsibility influences how they evaluate a Superintendent. If board

members think of themselves as responsible for the physical well-being of students, they may have increased interest in evaluating the Superintendent based on the safety and security of students. If they think of themselves as responsible for the working conditions of staff, they might be more interested in input from staff members than in the concerns of parents, students, or the community. If board members consider themselves responsible for improving nutrition, and emphasized that in their election, they may be more interested in the school lunch program than improvement to learning and teaching.

Members feel responsible to a wide variety of stakeholders – from students and parents to business and special interest groups. Members and Superintendents often describe their primary objective as educating children to their full potential. Some Members may see themselves as responsible for student performance on tests intended to measure knowledge and application of mathematics and literary skills. At the same time, a community may hold Members responsible for educating children with the social and citizenship skills necessary for sustaining a democratic society. Members constantly seek to balance the public good and the individual good of students.

Balanced Governance Model

The Balanced Governance Model for Superintendent evaluation includes two significant concepts of **growth** and **consultancy**. By growth, we mean that the instrument and process are designed to promote improvement-focused conversations among the board and Superintendent about what the Superintendent can do to lead the system toward distinguished performance. In this sense, the Balanced Governance Model promotes a consultancy relationship between the board and Superintendent where the Superintendent and the board propose ideas and clarification for what improvement looks like for the Superintendent and organization.

Process of Evaluation

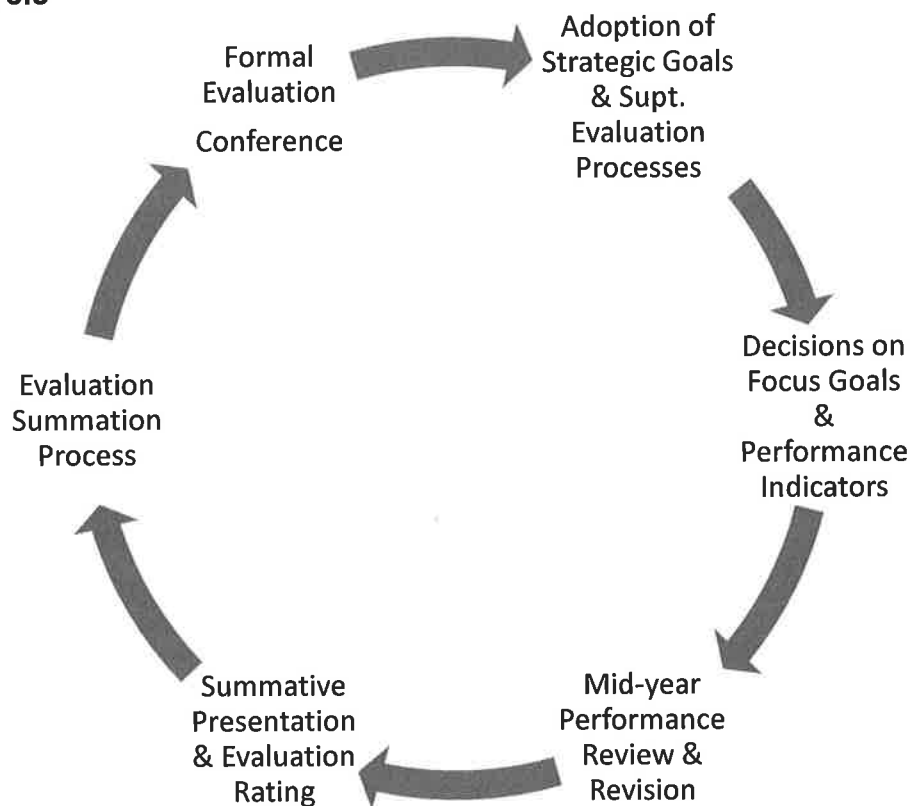
There is one evaluation of the Superintendent—not seven. It is imperative that the Members speak in one clear voice when evaluating the Superintendent. Whenever possible, the Board should work toward consensus on all matters pertaining to the evaluation, including the process, criteria, evidence, and final report. If consensus cannot be reached, the Board needs to vote on and establish all elements of the Superintendent evaluation including the cycle, timeline, focused strategic goals, performance indicators, and implementation procedures leading to a single consensus evaluation report. The evaluation process should not exclude minority or dissenting opinions, but only the consensus performance ratings and recommendations for improvement should be included in the formal evaluation report, giving a clear review and direction to the Superintendent and organization.

Criteria for Evaluation

Changes to the Vision, Mission, Strategic Goals and Objectives must be completed before the Board and Superintendent can begin the evaluation cycle. Each year, **by October**, the Board should begin the final process to provide the formal evaluation report to the Superintendent. The evaluation is based upon the adopted Strategic

Goals, Objectives, and Measurable Outcome, and data *collected during the previous school year*. These Goals and Objectives and data should be formally agreed upon by the Board and Superintendent *by February of that year* and represent performance measures that demonstrate progress on no more than **3 Strategic Goals** and **6-8 objectives** for the year.

Evaluation Cycle



1. Adoption of Strategic Goals and Superintendent Evaluation Processes

The Board and Superintendent should formally review the Superintendent Evaluation Handbook. They should approve the Balanced Governance evaluation model, timeline, and the Evaluation Summation Process (see Step #5 below), including the rating categories, performance descriptions, and ratings scale.

2. Decisions on Focus Goals & Performance Indicators

The Board should approve the focused set of Strategic Goals and Performance Indicators to be used in the Superintendent evaluation for the upcoming year. The Superintendent will present the potential data to measure the Performance Indicators and indicate when they will be presented in one or more Board meeting progress reports and/or during the final review of progress [Step #4 below] on the evaluation.

3. Mid-year Performance Review & Revision

The Superintendent should provide a written summary of progress on measurable outcomes that demonstrate progress on focused goals and performance indicators

[from Step #2] for the first half of the school year. Following a professional growth approach, the Board can give the Superintendent recommendations for areas of growth from the selected Performance Indicators to focus on for the remainder of the year. Only Performance Indicators with available data should be discussed at this time. The Superintendent can use this time to point out unanticipated and uncontrollable influences hampering progress.

4. Summative Presentation & Evaluation Rating

The Superintendent should provide a written and/or oral presentation summarizing progress on agreed-upon strategic goals and Performance Indicators [Step #2] from the previous school year. The Board should then fill out the Superintendent Evaluation Tool and send the results to an identified third-party who will assist with the Evaluation Summation Process [Step #5].

5. Evaluation Summation Process

The Board's goal is to achieve consensus on which rating best applies to the Superintendent's performance in each selected Strategic Goals and Performance Indicators, as well as the written recommendations for growth. In no case should a minority opinion or divided opinion be included on the final Superintendent Evaluation Report. The Board must present a consensus or majority vote position on the Superintendent's evaluation in each selected strategic goal and performance indicator rating and on the written recommendations for growth. The following procedures should be used to produce a single consensus evaluation rather than a document with seven individual perceptions.

Step 1: Each Trustee receives a copy of the agreed upon Superintendent Evaluation Tool with instructions. Each Trustee is asked to rate each selected strategic goal and performance indicator and write recommendations for growth.

Step 2: Individual Trustee evaluations are sent to a third-party evaluation consultant. Ratings are averaged for each strategic goal and performance indicator. The performance will be reported in the following way:

Average Rating	Performance Designation
3.6 – 4.0	Distinguished
2.8 – 3.59	Proficient
1.91 – 2.79	Developing
1.0 – 1.9	Growth Needed

Step 3: Trustee *commendations* or *recommendations for growth* written on the Superintendent Evaluation Rating Tool will be placed anonymously on a rating document and sent to each individual Trustee for rating. Each written recommendation for growth will be rated based on how strongly the Trustee believes the written recommendation should be included in the final Superintendent Evaluation Report.

Step 4: Rating sheets are returned to the third-party evaluation consultant. The ratings will be made on the following scale:

Critical to include recommendation	= 4
Prefer to include recommendation	= 3
Unnecessary to include recommendation	= 2
Prefer not to include recommendation	= 1

Recommendations for growth comments that receive an average rating of “Prefer to include recommendation” (3.0) or higher will be included in the final draft of the Superintendent Evaluation report. The Superintendent Evaluation Report will then be returned to all Members and the Superintendent.

6. Summative Evaluation & Conference

The Board President shall ensure that the Board has a thorough discussion of the Superintendent Evaluation report draft in an open public Board meeting. Members should come to consensus if possible, or vote on any revisions, additions, or deletions of the final Superintendent Evaluation draft. Members should set a goal of no more than **6-8 substantive recommendations for growth** to be included in the final Superintendent Evaluation report. After that discussion, Members should vote for approval on the final Superintendent Evaluation Report. The Board President shall be responsible for preparing the final revised written evaluation document and delivering it to the Members and Superintendent. Once formally approved at the upcoming Board meeting, the Board President and Superintendent shall sign the document, and the Superintendent shall have the opportunity to provide written response to the Board’s evaluation.

Rating Categories

The rating categories used in the Superintendent Evaluation tool and Summative Report should be from the evaluation ratings used for both teachers and school administrator evaluations. The ratings are **Distinguished, Proficient, Developing, and Growth Needed**. A typical Superintendent’s performance would be *developing* in some areas, *proficient* in most areas, and *Distinguished* in few areas. The rating should be based upon the culmination of measurable outcomes data presented by the Superintendent in Step #4. Just as one exemplary data point does not call for a ranking of Distinguished, one poor data point should not result in a Growth Needed rating. Since this instrument is designed to promote growth in the Superintendent and move the organization forward in achieving its’ focused Strategic Goals, the Distinguished category should be a high bar. A successful Superintendent should expect to be rated in the Proficient category across most areas with limited areas rated as either Distinguished or Growth Needed.

Use of Data Evidence

Progress on agreed-upon Goals and Performance Indicators should be judged using **only** data provided by the Superintendent in Step #4. Additional data should not be used in the evaluation unless agreed upon through a formal vote by the full Board. Evidence may include formal and informal reports or communication from the Superintendent and staff. Evidence may include quantitative and qualitative data such

as student achievement, attendance, staff satisfaction surveys, staff retention, budget reports, community satisfaction surveys, and other artifacts of performance or sources of information agreed upon through a formal vote by the full Board.

Evaluation Rating Tool

The Evaluation Rating Tool *must be revised each year* and should be comprised of a selection of the current year's Strategic Goals and Performance Indicators. These goals and indicators are selected and approved by the Board of Members during Step #2 in the Evaluation process and completed by February. The selections to be incorporated as the content areas listed on the Evaluation Rating Tool should include no more than **3 Strategic Goals** and **6-8 objectives** for the year. Because the evaluation should focus only on the selected goals and indicators, the Evaluation Rating Tool must be modified each evaluation year to reflect those areas.

In addition to the opportunity to rate the Superintendent in each selected performance indicator, the Evaluation Rating Tool should include a space for the Members to write both *commendations* and *recommendations for growth*. The evaluation tool should not include subjective or unmeasurable areas and those should not be included in the Superintendent's Evaluation Report.

Producing a Single Evaluation

While there is no perfect process, the procedures outlined in this Superintendent Evaluation Handbook attempts to produce a final evaluation report that is a true reflection of the consensus of the Board. Superintendent evaluations should not include statements that the majority of the Board cannot support. The Superintendent evaluation process included in this Handbook produces a more complete and accurate description of the Superintendent's performance, as assessed by the full Board. Comments on the evaluation document are to be limited to *recommendations for growth* statements that are unified and clear and avoid individualize Trustee criticisms or editorial remarks (positive or negative) that are typically not helpful to the Superintendent's professional growth and are sometimes contradictory from Trustee to Trustee.

Sample SUPERINTENDENT EVALUATION INDICATORS

The following are the **Pillar** and **BEAM Performance Indicators** within the School Strategic Plan that will be the areas evaluated in the Superintendent Evaluation. While other goals may be achieved during the school year, **only these indicators will be included** for the Superintendent Evaluation.

PILLAR A- Consistent Standards-Aligned Curriculum & Instruction

Evaluation Focus Indicators:

1. 100% of students learn with high-quality, developmentally appropriate and standards-aligned curriculum.
3. Expanded time and supports for educators to leverage a common School growth measure for grades K-8 to demonstrate how much progress every student makes over the course of a school year and explore measures for grade 9-12 growth.

PILLAR B- Strong Partnerships Among Families, Community & School

Evaluation Focus Indicator:

1. Expanded opportunities for parents, guardians, and family members to be involved with their child's school.

PILLAR C- Commitment to Elevating Educators

Indicators:

1. 100% of teachers, leaders and staff receive timely focused support aligned to their individual growth areas to meet the specific needs of our diverse students.
3. Staff receive ongoing support and resources to strengthen hiring, recruitment, and retention.

PILLAR D- Culture of Excellence & Accountability

Indicators:

1. School and School teams have access to effective and relevant tools and technology to support teaching, learning and leadership.
2. School and School leaders use data and evidence to inform their strategic decision-making and communicate student progress to parents and families as an ongoing support.

BEAM - Safety and Connection

Indicator:

1. All students and staff have intentional instruction and supports for their social, emotional, and physical well-being.

Superintendent Evaluation Tool

General Instructions:

1. Review and **rate** each of the **8** Strategic Goal Pillars or BEAM indicator sections by **circling or highlighting** either Ineffective, Developing, Effective, or Highly Effective.
2. For each of the **8** evaluation sections, you have the option to **write** “Commendations” on the Superintendent Evaluation tool. This is a statement that describes something Highly Effective the Superintendent achieved during the school year. The commendations should be *connected to an achievement in the Strategic Goals and Indicators*.
3. For each of the **8** evaluation sections **write** “Recommendations for Growth” on the Superintendent Evaluation tool. These should be phrased as **growth action** statements. Recommendations for Growth should not include commentary, evidence, justifications, or editorializing. These should be **recommendations on what the Superintendent can do** to improve their performance in the Strategic Goals and Indicators included on the evaluation tool.
4. The year of performance being evaluated in this document is the second school year under the Superintendent’s leadership. As such, the recommendation is to evaluate the Superintendent on the portion of the adopted Strategic Goals listed as the **Four Pillars** and **BEAM**, which focus on developing a culture in the School that supports student learning and provides social, emotional, and physical well-being for students and staff, respectively. This complies with the Balanced Governance Model and the adopted Superintendent Evaluation Handbook which recommends a focus on **Formative process development during the first years of a Superintendent’s tenure**.

Sample Page: Superintendent Evaluation Tool

Strategic Goal	Ineffective	Developing	Effective	Highly Effective
<p>Pillar A: Consistent Standards- Aligned Curriculum & Instruction</p> <p>Indicator #1. 100% of students learn with high-quality, developmentally appropriate, and standards-aligned curriculum.</p>	<p>The Superintendent has not developed adequate programs or procedures to ensure this objective has been met.</p>	<p>The Superintendent developed programs or procedures to ensure progress has been made on this objective, but the objective was not met.</p>	<p>The Superintendent developed effective programs or procedures to ensure this objective has largely been met.</p>	<p>The Superintendent developed exceptional programs or procedures to ensure this objective has been met.</p>
<p>Commendations</p>				
<p>Recommendations for growth</p>				

SUPERINTENDENT EVALUATION: EVIDENCE BY INDICATOR FOR PILLARS

The following list includes common types of evidence associated with each Pillar and *Pillar indicator* within the Strategic Plan. The evidence listed are the approved potential metrics for the Superintendent Evaluation. The approval of this list is meant as a guide of potential data to be used and should not be considered a comprehensive list, nor should it be presumed that all evidence listed under an indicator will be collected or achieved.

PILLAR A: Consistent Standards-Aligned Curriculum & Instruction	PILLAR B: Strong Partnerships Among Families, Community & School	PILLAR C: Commitment to Elevating Educators	PILLAR D: Culture of Excellence & Accountability
<p><i>Sample indicators are in bold and sample evidence is listed below each indicator.</i></p> <p>Indicator 1: 100% of students learn with high-quality, developmentally appropriate and standards-aligned curriculum.</p> <ul style="list-style-type: none"> ✓ Access to high-quality core instructional materials in every classroom ✓ Coordinated and timely adoption of curriculum materials ✓ Curriculum audit of the School ✓ Curriculum maps ✓ Example unit plans ✓ Aggregated classroom walkthrough/observation data 	<p><i>Sample indicators are in bold and sample evidence is listed below each indicator.</i></p> <p>Indicator 1: Parents, families and community members feel welcomed in our schools as key partners in education.</p> <ul style="list-style-type: none"> ✓ Family and community engagement/participation rates and trends ✓ Participation rates and trends of Soup with the Supe and Coffee Chats ✓ Examples of outreach to community stakeholders and organizations ✓ Example communications to representative cultural groups 	<p><i>Sample indicators are in bold and sample evidence is listed below each indicator.</i></p> <p>Indicator 1: 100% of teachers, leaders and staff receive timely focused support aligned to their individual growth areas to meet the specific needs of our diverse students.</p> <ul style="list-style-type: none"> ✓ Targeted professional learning for principals/administrators ✓ Targeted professional learning for educators and support staff ✓ Comprehensive School plan for differentiated school supports ✓ Report on professional development/continuous learning for Superintendent 	<p><i>Sample indicators are in bold and sample evidence is listed below each indicator.</i></p> <p>Indicator 1: School and School teams have access to effective and relevant tools and technology to support teaching, learning and leadership.</p> <ul style="list-style-type: none"> ✓ Comprehensive launch of iReady for grades K-8 ✓ Completed rollout of Centegix panic button system ✓ On-time completion of key capital investments and projects <p>Indicator 2: School and School leaders use data and evidence to inform their strategic decision-making.</p> <ul style="list-style-type: none"> ✓ School and school performance plans ✓ Examples of collaboration with parents/families, staff and students to inform school

PILLAR A:

Consistent Standards-Aligned Curriculum & Instruction

- Indicator 2: All teachers have access to professional learning and collaboration time.**
- ✓ Agendas from PLC gatherings
 - ✓ Professional learning plans for school leaders
 - ✓ Compilation of feedback from teachers and school leaders
 - ✓ Comprehensive three-year professional development plan

Indicator 3: Expanded time and supports for educators to leverage a common School growth measure for grades K-8 to demonstrate how much progress every student makes over the course of a school year.

- ✓ Comprehensive and multi-year professional development plan
- ✓ Examples of collaborative time and professional learning focused on analyzing student data to inform instructional shifts and practices
- ✓ Analysis of instructional time to address needs of content areas and student groups

PILLAR C:

Commitment to Elevating Educators

Indicator 2: All school leaders engage in ongoing instructional leadership development and coaching experiences.

- ✓ Feedback from school leaders and professional learning plans from the Office of Teaching, Learning and Leadership
- ✓ Examples of agendas for cross-office and functional teams to address school needs

Indicator 3: Staff receive ongoing support and resources to strengthen hiring, recruitment, and retention.

- ✓ Teacher recruitment and retention rates
- ✓ Examples of targeted recruitment for high-needs areas
- ✓ Professional growth plans and coaching plans for new and novice educators (i.e., teachers and administrators)
- ✓ School communications with staff

PILLAR D:

Culture of Excellence & Accountability

- ✓ improvement strategies
- ✓ Examples of status updates and other reports for the Board of Trustees
- ✓ Analysis of school and classroom observation data
- ✓ Analysis of student and staff feedback data
- ✓ Implementation updates for relevant policies/practices
- ✓ Compilation of student/staff feedback on learning environments
- ✓ Related professional learning descriptions and/or feedback analysis

Indicator 3: Parents and families receive ongoing support and resources to help them monitor their child's academic, social emotional and developmental milestones and needs.

- ✓ School and School communications to families
- ✓ Parent/Teacher conferences
- ✓ Usage rates of Care Solace services

Foundational Goal: Safety and Connection

Sample indicators are in bold and sample evidence is listed below each indicator.

Indicator 1: All students have intentional instruction and supports for their social, emotional, and physical well-being.

- ✓ School-wide implementation of support students and match them to providers for specific needs
- ✓ Examples of student voice being intentionally included in the annual school performance planning process
- ✓ Appropriate targeted ratios for school counselors, social workers, and school psychologists in schools
- ✓ Engagement in and feedback from Annual Student Voice convening
- ✓ Examples of student recognition across the School
- ✓ Analysis of student support systems, structures, or programs
- ✓ Analysis of safety and crisis plan elements and/or incidence reports

Indicator 2: All staff have access to supports for their social, emotional, and physical well-being.

- ✓ School-wide implementation of professional learning opportunities dedicated to the well-being of staff
- ✓ Examples and agendas of staff wellness events throughout the School
- ✓ Examples of consistent recognition of staff

Areas of Focus
Current Response to Recovery Strategic Plan

Review and rate each of the potential Performance Objectives below using the following scale:
 4 = Must include; 3= May include; 2=Neutral; 1=Don't Need to include. Remember that we want to
 select no more than 8 Indicators to focus on for the year.

Pillar A: Consistent Standards- Aligned Curriculum & Instruction	Must Include	May Include	Neutral	Don't Need to Include
Indicator 1: 100% of students learn with high-quality, developmentally appropriate and standards-aligned curriculum.	4	3	2	1
Indicator 2: All teachers have access to professional learning and collaboration time.	4	3	2	1
Indicator 3: Expanded time and supports for educators to leverage a common School growth measure for grades K-8 to demonstrate how much progress every student makes over the course of a school year.	4	3	2	1
Pillar B: Strong Partnerships Among Families, Community & School				
Indicator 1: Parents, families and community members feel welcomed in our schools as key partners in education.	4	3	2	1
Indicator 2: Increased number of business and community partners working with WCS D.	4	3	2	1
Indicator 3: Expanded opportunities for parents, guardians, and family members to be involved with their child's school.	4	3	2	1
Pillar C: Commitment to Elevating Educators				
Indicator 1: 100% of teachers, leaders and staff receive timely focused support aligned to their individual growth areas to meet the specific needs of our diverse students.	4	3	2	1
Indicator 2: All school leaders engage in ongoing instructional leadership development and coaching experiences.	4	3	2	1
Indicator 3: Staff receive ongoing support and resources to strengthen hiring, recruitment, and retention.	4	3	2	1
Pillar D: Culture of Excellence & Accountability				
Indicator 1: School and School teams have access to effective and relevant tools and technology to support teaching, learning and leadership.	4	3	2	1
Indicator 2: School and School leaders use data and evidence to inform their strategic decision-making.	4	3	2	1

Indicator 3: Parents and families receive ongoing support and resources to help them monitor their child's academic, social emotional and developmental milestones and needs.	4	3	2	1
BEAM: Safety & Connection				
Indicator 1: All students have intentional instruction and supports for their social, emotional, and physical well-being.	4	3	2	1
Indicator 2: All staff have access to supports for their social, emotional, and physical well-being.	4	3	2	1

Clarifying and Probing Questions

CLARIFYING QUESTIONS are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that participants can ask good probing questions and provide useful feedback later in the protocol. Clarifying questions are for the participants and should not go beyond the boundaries of the presenter's dilemma. They have brief, factual answers, and don't provide any new "food for thought" for the presenter. The litmus test for a clarifying question is: Does the presenter have to think before she/he answers? If so, it's almost certainly a probing question.

Some examples of clarifying questions:

- How much time does the project take?
- How were the students grouped?
- What resources did the students have available for this project?

PROBING QUESTIONS are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn't have that effect, it is either a clarifying question or a recommendation with an upward inflection at the end. If you find yourself asking "*Don't you think you should ...?*" or "*What would happen if ...?*" you've gone beyond a probing question to giving advice. The presenter often doesn't have a ready answer to a genuine probing question.

A good probing question:

- Allows for multiple responses
- Avoids yes/no responses
- Empowers the person being asked the question to solve the problem or manage the dilemma (rather than deferring to someone with greater or different expertise)
- Stimulates reflective thinking by moving thinking from reaction to reflection
- Encourages perspective taking
- Challenges assumptions
- Channels inquiry
- Promises insight
- Touches a deeper meaning
- Creates a paradigm shift
- Evokes more questions
- Is concise
 - Prompts slow response

Since effective probing questions can be difficult to frame, we offer the following suggestions:

- Check to see if you have a "right" answer in mind. If so, delete the judgment from the question, or don't ask it.
- Refer to the presenter's original focus point. Check your probing questions for relevance.
- Check to see if you are asserting your own agenda. If so, return to the Board's shared agenda.
- Sometimes a simple "why...?" asked as an advocate for the presenter's success can be very effective, as can several why questions asked in a row.
- Try using verbs: What do you fear? Want? Get? Assume? Expect?
- Think about the concentric circles of comfort, risk, and danger. Use these as a barometer. Don't avoid risk, but don't push the presenter into the "danger zone."

Avoiding Recommendations

Design probing questions so they are not actually a recommendation clothed in a question. Learn to distinguish between effective probing questions and suggestions, advice giving, and recommendations.

Example: Consider these questions from an Oversight Consultancy, during which a Board member presented a dilemma about increasing students' commitment to cultural awareness:

- Could you have the students use this rubric to assess their cultural awareness? (recommendation re-stated as a question)
- What would happen if students assessed the quality of their cultural awareness themselves? (recommendation re-stated as a question)
- Why should students be invested in changing their cultural awareness? (probing question)
- What would have to change for students to work toward cultural awareness on their own? (more effective probing question)

Avoiding covert and self-advocacy

Ensure that probing questions are not actually a cover for a leading question or covert advocacy. Balanced Oversight probing and clarification is intended to better understand the issues and advocate for the board's shared values, not engage in leading school programs to address an individual interest that is covert and not clearly discussed or included in the Board's shared values, mission, and strategic goals. Probing questions can also fall into the category of covert advocacy for individual parents or students who have not taken their issue through the proper resolution channels or who represent an *individual interest* that may or may not be shared by the broader community. While it is appropriate for Board members to find a venue to address issues raised by individual parents or interest groups, discussion of educational programs is not the time for this discussion. It is the appropriate time to relay general concerns from a broader constituency.

Example: Consider these questions from Balanced Oversight, during which a Board member presented a dilemma about increasing students' commitment to cultural awareness:

- My son found that using this rubric helped him better assess his cultural awareness? (recommendation based on self-advocacy stated as a question)
- A friend of mine told me that cultural awareness program at her school was ineffective. What would happen if students at all our schools assessed the quality of their cultural awareness themselves? (recommendation based on an individual interest stated as a question; could be covert advocacy)
- A growing question from our community is whether students should be invested in changing their cultural awareness? (probing question including broad interest)
- A question I am hearing more often is what would have to change for students to work toward cultural awareness on their own? (more effective probing question including broad interest)
- Our mission compels us to ask what would have to change for students to work toward cultural awareness on their own? (more effective probing question including overt and shared advocacy)

Possible probing question stems

- Why do you think this is the case?
- What would have to change in order for...?
- What do you feel is right?
- What's another way you might...?
- How is...different from...?
- What sort of an impact do you think...?
- When have you done/experienced something like this before? What does this remind you of?
- How did you decide/determine/conclude...?
- What is your hunch about...?
- What was your intention when...?
- What do you assume to be true about...?
- What is the connection between...and...?
- What if the opposite were true? Then what?
- How might your assumptions about...have influenced how you are thinking about...?
- What surprises you about...? Why are you surprised?
- What is the best thing that could happen?
- What are you most afraid will happen?
- What do you need to ask to better understand?
- How do you feel when...? What might this tell you about...?
- What is the one thing you won't compromise?
- What criteria do you use...?
- Do you think the problem is X, Y, or something else?
- What evidence exists....?
 - If you were X, how would you see this situation?



Eugene School District 4J
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ITEM FOR INFORMATION

Date of Meeting

May 08, 2024

Board of Directors Spring Retreat

Title

Finalize 4J Board of Directors Working Agreements

Presenter

Vince Adams, Oregon School Boards Association (OSBA) Board Development Specialist



Eugene School District 4J Board Working Agreements/Norms

To help the Board function as effectively as possible in service of their community, the Board has established working agreements/norms that provide a set of guidelines, shared understandings, and expectations of how they will work with each other, district staff and the community. In agreeing to these norms, they also agree to hold each other accountable to follow them.

The Eugene School District 4J (4J) staff and board operate within the guidelines of Oregon state law and adopted 4J district policy and use Roberts Rules of Order for managing their meetings. Links to these materials can be found at the end of this document. Nothing contained in these working agreements/norms supersedes those authorities.

BOARD ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

1. Board members will operate within our governance model focusing on policymaking, strategic planning, fiduciary oversight, and; adoption of core instructional materials, district performance, and the superintendent.
2. Board members will uphold the legal, compliance and confidentiality requirements on all matters arising from board meetings and executive sessions.
3. The Board recognizes the role of the chair to speak for and about the board to the press and public groups, convene board meetings, execute documents as appropriate, and develop the agenda with the vice chair, superintendent, and a rotating board member as assigned.
4. The board and superintendent will participate annually in establishing goals and objectives for themselves and the district.
5. Board members will act as ambassadors to the schools, the community and the district.
6. Board members will assume everyone's best intentions.

7. Board members will exercise humility.
8. Board members will communicate with one another in a timely and constructive manner should an issue or problem develop between them.
9. Board members will listen to understand each other.
10. Board members will seek to build personal connections with each other while adhering to applicable open meeting laws and policies.
11. The board chair will remind us of our governance and working agreements when needed.

HOW WE OPERATE & MAKE DECISIONS

1. Board members will select the leadership for their term at the first regular meeting of the board's calendar which typically is in August.
2. Incoming board members will receive orientation by:.....
3. Once a decision is made by the board, members will support the implementation of the decision.
4. Three board members must agree before an item is placed on a meeting agenda.
5. Meetings will start on time and every effort will be made to end meetings before 10pm.
6. Members will notify the school administration and superintendent before visiting a school in the role of school board member.
7. Agenda items will be placed on the calendar by...
8. *Board members will respect the Superintendents responsibility to manage the school district and to direct employees in district and school matters. Therefore, when questions or concerns are brought to a board member relative to district staff or operations, those concerns will be referred to the superintendent (or other staff leadership as necessary) for follow up.*
9. *Board members will give careful consideration, listening to all perspectives, to all issues brought to the board by community members, groups and district leadership.*

HOW WE COMMUNICATE

1. Board communications to the 4J Executive Team should cc the superintendent. All other board communications intended for staff should be sent only to the superintendent who will be accountable to the board for follow-up.
2. Members will refrain from using personal electronic devices during meetings with the exception of emergencies or limited operational needs.
3. The chair responds to group emails sent to the board.
4. The board will refrain from dialogues with the public via social media on official school matters.
5. Board members will be mindful that their actions and communications with the public reflect upon the board and district as a whole.
6. We will focus on the policy question and not make disagreement personal.
7. We will ask staff for their professional opinions but will not ask staff to “take sides”.
8. Board members will communicate directly with the Superintendent and or the Board chair prior to meetings of the board to address questions or concerns about agenda items.

GOVERNING LAW AND POLICY DOCUMENTS

1. Robert’s Rules of Order, <https://osba.org/roberts-rules-simplified-2/>
2. Board Policy Sections A and B found at, <https://policy.osba.org/eugene/>
3. List of Board Committees
4. Role of Student Representatives (Board Policy BCBA)
5. ORS 192.610-690, (Oregon Public Meetings Law) can be found at, https://www.oregonlegislature.gov/bills_laws/ors/ors192.html



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ITEM FOR INFORMATION

Date of Meeting

May 08, 2024

Board of Directors Spring Retreat

Title

Focused Training on Public Meeting Laws

Presenter

Vince Adams, Oregon School Boards Association (OSBA) Board Development Specialist

Eugene School District 4J

Code: BD/BDA
Adopted: 6/16/75; 1980
Revised/Readopted: 9/17/97; 12/11/02; 8/02/17
Orig. Code: BD; 1720.4; 1860; 1720.1;
1720.2; 1720.3; 1720.5

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening of a quorum of the Board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. All meetings will be conducted in compliance with state and federal statutes. All Board meetings, including Board retreats and work sessions, will be held within district boundaries. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.¹ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation², age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. Communications with all qualified individuals with disabilities shall be as effective as communications with others.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

¹ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.

² As defined in ORS 174.100.

1. Regular, Special and Emergency Meetings

No later than the new regular meetings following July 1, The Board will hold an organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Generally, a regular meeting will be held each month. The regular meeting schedule may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by Public Records and Meetings Law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work session to provide its members with opportunities for planning and thoughtful discussion. Ordinarily work sessions are not designed to receive public input, but the Board may choose to place it on the agenda. No action will be taken at a work session. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law (see Board policy BDC - Executive Sessions).

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 174.104](#)

[ORS Chapter 192](#)
[ORS Chapter 193](#)

[ORS 332.040 to -332.061](#)
[ORS 433.835 to -433.875](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

OR. ATTY. GEN. Public Records and Meetings Manual (2014).

Cross Reference(s):

ACA - Americans with Disabilities Act

BDC - Executive Sessions



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR INFORMATION

Date of Meeting

May 08, 2024

Board of Directors Spring Retreat

Title

Public Comment Guidance

Presenter

Vince Adams, Oregon School Boards Association (OSBA) Board Development Specialist

Eugene School District 4J

Code: BDDH
Adopted: 10/03/18
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

Request for an Item on the Agenda

A member of the public may request an item for the superintendent's consideration for the agenda of a regular Board meeting.

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.

¹ Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.



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ITEM FOR INFORMATION

Date of Meeting

May 08, 2024

Board of Directors Spring Retreat

Title

Discussion Based Exploration of Topics from Interim Superintendent

Presenter

Colt Gill, Interim Superintendent