



# School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** April 27, 2016  
**FROM:** Directors Patu and Geary  
President and Director of the School Board

## I. TITLE

Approval of the Board’s Self-Evaluation Instrument, Rubric and SMART Goals for 2015-16      **For Introduction:** May 4, 2016  
**For Action:** May 18, 2016

## II. WHY BOARD ACTION IS NECESSARY

Board approval is required to establish the Board self-evaluation instrument, set measurable SMART goals, and approve a measurement rubric for 2015-16.

## III. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be N/A. The revenue source for this motion is N/A.

Expenditure: N/A     One-time     Annual     Other Source

## IV. POLICY IMPLICATION

Per Policy No. 1820, the Board shall evaluate its own performance at the conclusion of each school year, in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives.

## V. RECOMMENDED MOTION

I move that the Board:

- 1) Approve the 2015-16 Board Self-Evaluation Instrument, as attached to the Board Action Report; and
- 2) Approve the rubric and SMART goals for 2015-16, as attached to the Board Action Report; and
- 3) Conduct its self-evaluation in November 2016.

## VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on April 7, 2016, as well as the work session on April 7, 2016. The Executive Committee reviewed the motion and moved the item forward for consideration by the full Board, pending the work session happening on the same day in the evening.

## VII. BACKGROUND INFORMATION

The Board has previously approved the 5-year Strategic Plan and the Board 2015-16 Governance Priorities. The district has made concerted, intentional actions to align its work around the

Strategic Plan and the Board 2015-16 Governance Priorities. The Board Self-Evaluation SMART Goals are intended to be in alignment with the Strategic Plan and the Governance Priorities.

The self-evaluation instrument establishes the Board's expectations of itself for the 2015-16 year. Policy Nos. 1005 and 1820 govern the Responsibilities & Authority of the Board and the Evaluation of the Board, respectively.

Previously, the Board consulted with the Washington State School Directors' Association (WSSDA) to revise the evaluation process by creating rigorous goals and measurement rubrics.

The Board's self-evaluation should address performance in the key functions of the Board – vision, structure, accountability and advocacy. The results of the self-evaluation should be used in setting goals for the subsequent year.

At the April 7<sup>th</sup> work session, Directors offered feedback around maintaining the instrument and rubric from 2014-15 and carrying three of the SMART goals from 2014-15 forward (with some revisions to the language and implementation plan). Directors Patu and Geary volunteered to revise the goals and plans.

It should be noted that the goals are limited in number and scope, due to a lack of overall time for the evaluation process, and to also provide new Directors an opportunity to experience the goal process in an abbreviated format, prior to establishing goals to serve for a full year.

#### **VIII. STATEMENT OF ISSUE**

Whether to adopt the 2015-16 Board Self-Evaluation Instrument, SMART goals, and accompanying rubric.

#### **IX. ALTERNATIVES**

Not applicable.

#### **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

Previously, the Washington State School Directors' Association (WSSDA) consulted with the Board on amending the evaluation process and instruments. This motion builds on that work.

#### **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

The Board Self Evaluation tools will be used for the Board to evaluate itself in November 2016.

#### **XII. ATTACHMENTS**

- 2015-16 Board Self-Evaluation Instrument
- 2015-16 Board Self-Evaluation SMART Goals
- 2015-16 Board Self-Evaluation Rubric

# Board Performance Rating for Standard I: Oversight and Governance



		Unsatisfactory	Basic	Proficient	Distinguished
<b>To what extent does the Board:</b> <i>Check one box for each indicator and circle the overall standard rating.</i>					
<b>I-A.</b>	Adopt and commit to the district’s core beliefs, mission, and vision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B.</b>	Govern through policies, developed and revised as needed, that are aligned with the strategic plan, federal and state law, and best practice for improving student achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-C.</b>	Provide for the evaluation of district operations, as determined by Policy No. 1010, including Oversight Work Sessions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D.</b>	Conduct its business in a transparent and accountable manner, in accordance with the Open Public Meetings Act?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-E.</b>	In collaboration with staff and the community, develop and monitor progress on a strategic plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-F.</b>	Routinely conduct business in an effective and efficient manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> <i>(Circle one.)</i>	The board provided effective and efficient oversight and governance of the school district.
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**Unsatisfactory**

**Basic**

**Proficient**

**Distinguished**

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):**

## Board Performance Rating for Standard II: Fiscal & Fiduciary Responsibility



		Unsatisfactory	Basic	Proficient	Distinguished
<p><b>To what extent does the Board:</b> <i>Check one box for each indicator and circle the overall standard rating.</i></p>					
<b>II-A.</b>	Adopt and monitor fiscally-responsible annual General Fund, Capital, and Debt Service budgets that are aligned with the district’s vision and strategic plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-B.</b>	Monitor the district’s response to internal and external audit or compliance findings, and appropriate funds as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard II</b> <i>(Circle one.)</i>	The board adopted and monitored a fiscally-responsible budget that aligned with the governance priorities of the district.
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**Unsatisfactory**

**Basic**

**Proficient**

**Distinguished**

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):**

## Board Performance Rating for Standard III: Board-Superintendent Relationship



	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>To what extent does the Board:</b> <i>Check one box for each indicator and circle the overall standard rating.</i></p> <p><b>III-A.</b> Delegate authority and responsibility to the superintendent to manage district operations and implement policy?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>III-B.</b> Base decisions about the superintendent’s contract on an objective evaluation of his or her performance and achievement of goals?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Overall Rating for Standard III</b> (Circle one.)</p>	<p>The board delegated the authority and responsibility necessary for the superintendent to manage the district and based the evaluation of his performance and decisions about his contract on objective measures.</p>
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**Unsatisfactory**

**Basic**

**Proficient**

**Distinguished**

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):**

# Board Performance Rating for Standard IV: Board Relations & Public Engagement



		Unsatisfactory	Basic	Proficient	Distinguished
<b>To what extent does the Board:</b> <i>Check one box for each indicator and circle the overall standard rating.</i>					
<b>IV-A.</b>	Communicate effectively and respectfully with all individuals, including fellow Directors, the Superintendent, other district staff members, students, and community members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B.</b>	Use reflective and collaborative processes that create a safe environment for divergent opinions, and result in well-informed problem-solving and decision-making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C.</b>	Model cultural, racial, and ethnic understanding and responsiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D.</b>	Maintain the confidentiality of private information, including that which is shared within executive session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E.</b>	Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> <i>(Circle one.)</i>	The board modeled respect and adhered to the legal and written protocols for interactions with each other and its stakeholders.
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**Unsatisfactory**

**Basic**

**Proficient**

**Distinguished**

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):**

## Board's Performance Rating for Standard V: SMART Goals

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Board SMART goals are included as a separate document. They will be used as part of the final evaluation.

The topics include:

- Budget monitoring
- Engagement with underrepresented groups and community members
- Continuous improvement of cultural responsiveness and understanding

## 2015-16 Seattle Public Schools Board Self-Evaluation SMART Goals

<b>SMART Goal #1</b>	<p>By November 2016, the Board will implement an annual budget monitoring system by:</p> <ol style="list-style-type: none"> <li>1) Adopting a budget that is aligned to the district’s strategic plan and contains all major milestones in the budgeting process that is available to the public via our website.</li> <li>2) Meeting all annual commitments to Puget Sound Educational Service District (PSESD) and the Office of the Superintendent for Public Instruction (OSPI) regarding budget development and adoption standards.</li> <li>3) Having all Board members review and understand the monthly and annual district financial statements.</li> <li>4) Establishing whole Board general fund and capital fund review meetings (3 times per year).</li> <li>5) Holding reviews on a quarterly basis that demonstrate evidence that the district has incorporated internal and external audit corrective action plans.</li> <li>6) Ensuring management is responding to findings from the District Internal Auditor and State Auditor’s Office (SAO) as well as establishing a proactive system to prevent future findings.</li> </ol>
<p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Assess the current level of Board understanding of the budget development process.</li> <li>2. Identify any professional development or training needed (e.g., 2x2s), to include a review of the PSESD and OSPI annual commitments.</li> <li>3. Implement professional development or training.</li> </ol>	
<b>Area of Focus on Instrument &amp; Rubric</b>	<p><b>Indicator II-A-2.</b> To what extent does the Board adopt and monitor fiscally responsible annual General Fund, Capital, and Debt Service budgets that are aligned with the district’s vision and strategic plan?</p> <p>2. Budget Monitoring</p>
<b>Ranking</b>	November 2015: Proficient



<b>SMART Goal #2</b>	<p>By November 2016, the Board will increase its engagement with underrepresented groups and community members, including families with language and other communication barriers, by:</p> <ol style="list-style-type: none"> <li>1. Gathering their input to inform district policy and decisions</li> <li>2. Sharing pertinent information with families in a timely manner (as needed)</li> <li>3. Creating venues for constructive dialogue regarding student/parent/family interests and concerns.</li> </ol>
<p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Identify the list of CBOs (community based organizations) and other community groups working with schools within each Director’s district (e.g., El Centro de la Raza &amp; Seattle Housing Authority).</li> <li>2. Develop and implement strategies to message out the opportunity to engage with Directors at their community meetings.</li> <li>3. Develop and implement strategies to engage with stakeholders to encourage them to attend Directors’ community meetings.</li> <li>4. Develop and implement strategies to ensure community meetings are as accessible as possible.</li> <li>5. At the September Board retreat, Directors will share strategies and lessons learned with each other.</li> </ol>	
<b>Area of Focus on Instrument &amp; Rubric</b>	<p><b>Indicator IV-A-2. To what extent does the Board communicate effectively and respectfully with all individuals, including fellow directors, the Superintendent, other district staff members, students, and community members?</b></p> <p><b>2. Public Engagement</b></p>
<b>Ranking</b>	November 2015: Basic+ (all of Basic elements and less than a majority of Proficient elements)

<b>SMART Goal #3</b>	By November 2016, increase School Board members' cultural responsiveness in their role of guiding the school district and their understanding of how to best employ the Race and Equity tool (Policy No. 0030).
<p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Arrange for training in the area of cultural responsiveness, taking into account the data and analysis provided by the district's Research &amp; Evaluation department, including the dimensions of the district's academic achievement/opportunity gaps, disaggregated student achievement data, as well as discipline, special programs (i.e. SpEd, Advanced Learning, etc.), enrollment, instructional staff demographics and other factors that influence student outcomes. <ol style="list-style-type: none"> <li>a. Review the district-level initiatives designated as gap-closing to discuss efficacy.</li> </ol> </li> <li>2. Determine the appropriate approach to ensure the use of the district's Race and Equity Tool (per Policy No. 0030) in critical Board decision-making processes, recognizing that the tool is a continually improving resource.</li> <li>3. Discuss the overlap between the Board and Superintendent SMART goals and how they can be mutually supportive.</li> </ol>	
<b>Area of Focus on Instrument &amp; Rubric</b>	<b>Indicator IV-C-1. To what extent does the Board model cultural, racial, and ethnic understanding and responsiveness?</b> <b>1. Continuous Improvement</b>
<b>Ranking</b>	November 2015: Proficient- (majority of Proficient elements)

# Seattle Public Schools Board Self-Evaluation Rubric

## Introduction

This rubric was initially developed by the Board, Superintendent, district staff, and the Washington State School Directors' Association in an effort to align the Seattle School Board of Directors' 2013-2014 annual evaluation with the district's 2013-2018 strategic plan. The work of developing, adopting, and implementing this evaluative tool, timeline, and process was meant to define and guide continuous improvement in the Board's work toward achieving the mission, vision, core beliefs, and goals of the strategic plan by 2018. That work will change annually and consequently the evaluation tools, timeline, and processes will need to be reviewed and revised for subsequent years. For the 2015-16 self-evaluation process, the rubric and instrument will remain unchanged from the prior year. The descriptions of "Basic," "Proficient," and "Distinguished" in particular are not static descriptions, but should mature and progressively drive the Board toward realization of the strategic plan.

This rubric is a supplemental tool to accompany the adopted template for evaluation.

## Structure of the Board Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice. There are four Standards for the Board: *Oversight and Governance; Fiscal and Fiduciary Responsibility; Board-Superintendent Relationship; and Board Relations.*
- **Indicators:** Indicators describe specific knowledge, skills, and performance for each Standard. There are six Indicators in Standard I of the Board rubric.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of practice and provide an opportunity for evaluators to offer detailed feedback to help drive a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: *Unsatisfactory, Basic, Proficient, or Distinguished.*

## Use of the Board Rubric

Using this rubric should engage Board members in discussing and agreeing upon Indicators and Elements that shall be high priorities for the evaluation cycle, identified through the 2015-16 SMART goals, which guide the Board's work and anchor it to the district's strategic plan. The expectation is that by the end of the cycle, the Board members have gathered and shared a reasonable amount of evidence to support a rating for each Standard. The Board may opt to use the evaluation instrument as the summative self-evaluation, or to use that instrument to guide a summative self-evaluation narrative.

## Board Rubric Overview

<b>Standard I: Oversight and Governance</b>	<b>Standard II: Fiscal &amp; Fiduciary Responsibility</b>	<b>Standard III: Board-Superintendent Relationship</b>	<b>Standard IV: Board Relations &amp; Public Engagement</b>
<b>A. Mission, Vision, and Core Beliefs</b> 1. Adoption, Commitment, and Alignment	<b>A. Fiscal Responsibility and Alignment with Strategic Plan</b> 1. Budget Adoption 2. Budget Monitoring	<b>A. Delegation of Authority and Responsibility to Superintendent</b> 1. Supportive Delegation of Executive Authority and Responsibility 2. Procedures and Communication	<b>A. Communication</b> 1. Interpersonal, Written, and Verbal Communication 2. Public Engagement
<b>B. Governance</b> 1. Policy Alignment	<b>B. Internal and External Audits</b> 1. Audits and Compliance	<b>B. Evaluation of Superintendent</b> 1. Objectivity, Tools, and Processes	<b>B. Safe Environment for Divergent Opinions</b> 1. Internal and External Engagement Practices
<b>C. Evaluation of District Operations</b> 1. District Annual Operations Data Dashboard 2. Oversight Work Sessions 3. Committees 4. Code of Conduct, Ethics, and Whistleblower Policies			<b>C. Cultural, Racial, and Ethnic Understanding and Responsiveness</b> 1. Continuous Improvement
<b>D. Transparency and Accountability</b> 1. Open Public Meetings Act			<b>D. Confidentiality of Private Information</b> 1. Adherence to Policy
<b>E. Development and Progress-Monitoring of Strategic Plan</b> 1. Collaborative Development, Progress-Monitoring, and Course Correction			<b>E. Orientation of New Members</b> 1. Shared Responsibility for Training
<b>F. Efficacy and Efficiency</b> 1. Tools, Protocols, and Processes			

Operating DEFINITIONS	Unsatisfactory	Basic	Proficient	Distinguished
	Does not align with laws and policy.	Aligns with laws and policy.	<b>Sets a high bar.</b>	Role models; inspires others to seek to understand and replicate practices.

**Standard I: Oversight and Governance.** *The Board provided effective and efficient oversight and governance of the school district.*

Indicator I-A. To what extent does the Board <b>adopt and commit to the district’s mission, vision, and core beliefs?</b>				
The Board...				
I-A. Elements	Unsatisfactory	Basic	Proficient	Distinguished
I-A-1.  Adoption, Commitment, and Alignment	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Adopts or periodically re-commits to mission, vision, and core beliefs.</p> <p>Collaborates with staff, students, families, and community members in the initial development.</p> <p>Engages fellow members, administrators, staff, students, families, and community members in aligning district decision making with adopted core beliefs, mission, and vision. Aligns Board decision making accordingly.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Adheres to the core beliefs while making significant progress toward fulfilling the mission and vision.</b></p> <p><b>Routinely communicates mission, vision, and core beliefs in the conduct of Board work.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Models shared leadership among Directors, engaging with administrators, staff, students, families, and community members in continuous ongoing aligned decision making.</p> <p>Successfully engages every member of the school district community in vertical and horizontal alignment and integration of the mission, vision, and core beliefs.</p>

**Indicator I-B.** To what extent does the Board **govern through policies, developed and revised as needed, that are aligned with the strategic plan, federal and state law, and best practice for improving student achievement?**

**The Board...**

I-B. Elements	Unsatisfactory	Basic	Proficient	Distinguished
<p>I-B-1.</p> <p>Policy Alignment</p>	<p>Fails to fulfill the responsibilities identified as Basic.</p>	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Understands and aligns policies with the strategic plan, state law, and federal law.</p> <p>Enacts policies that may reflect best practices for improving student achievement in policies.</p> <p>Policies are generally current and some evidence of supporting Superintendent procedures exists.</p> <p>Gaps in timely policy revisions, content, and procedures, consisting of needed work to bring policies up-to-date with law and practice, are known and documented and a plan exists to close known gaps.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Monitors the administration and district staff use of the five-year strategic plan to guide annual goal development and decision-making.</b></p> <p><b>Directors continually strive to expand their knowledge of best practices and expect administration to demonstrate how proposed Board Actions and policy changes demonstrate best practice for improving student achievement.</b></p> <p><b>Understands and is actively engaged in the plan to close the gaps in timely policy revisions, content, and procedures. Board members understand which policies are routine vs. reform policies, and time is focused on the reform policies.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Consistently understands and aligns policies with the strategic plan and in compliance with state and federal law.</p> <p>Uses the strategic plan, application of best practice and research as the norm in proposing Board Actions and policy revisions for improving student achievement.</p> <p>Embeds the plan for revising or updating policies into the work plan and agendas of the committees, and focuses time on reform policies.</p>

**Indicator I-C.** To what extent does the Board **provide for the evaluation of district operations, as determined by Policy No. 1010, including Oversight Work Sessions?**  
**The Board...**

I-C. Elements	Unsatisfactory	Basic	Proficient	Distinguished
I-C-1.  District Annual Operations Data Dashboard	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Uses a District Annual Operations Data Dashboard for monitoring Oversight Areas and/or defines Oversight Areas in policy. Directors understand why these areas were selected and what their responsibilities are.</p> <p>Ensures metrics are clearly connected with student well-being and academic success.</p> <p>Annually reviews Superintendent’s proposed changes to the dashboard, and approves appropriate changes accordingly.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Actively provides feedback and requests improvements; holds the administration responsible for responding to these requests.</b></p> <p><b>Demonstrates a cycle of continuous improvement of the quality of reviews.</b></p> <p><b>Holds administration responsible to ensure that metrics and key performance indicators (KPIs) are benchmarked with peer districts both regionally and nationally.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Demonstrates progress through measures and metrics that reflect steady improvement year after year.</p>

I-C. Elements	Unsatisfactory	Basic	Proficient	Distinguished
<p>I-C-2.</p> <p>Oversight Work Sessions</p>	<p>Fails to fulfill the responsibilities identified as Basic.</p>	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Conducts the Oversight Work Sessions required by Board policy.</p> <p>Views and reflects upon district staff presentations in advance.</p> <p>Ensures training is provided so that Directors and Assistant Superintendents have a shared understanding of both the purpose of the Oversight Sessions, and respective roles in maintaining overall system integrity.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Develops and delivers thoughtful questions in a timely manner, as prescribed by policy.</b></p> <p><b>Participates and engages during Work Sessions. Recognizes accomplishments. Contributes ideas for strengthening infrastructure that support Board oversight responsibilities, and progress toward performance indicators.</b></p> <p><b>Uses information and understanding gained from Work Sessions to inform Board work throughout the year.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Continuously develops and cultivates a high degree of comprehensive, in-depth understanding regarding district operations, financial affairs, and teaching and learning. Leverages that understanding and work sessions to steadily improve student achievement and well-being.</p> <p>Adopts and implements a structure for seeking and incorporating outside expertise.</p>



I-C. Elements	Unsatisfactory	Basic	Proficient	Distinguished
<p>I-C-3. Committees</p>	<p>Fails to fulfill the responsibilities identified as Basic.</p>	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Has a clear committee structure and works in alignment with policy.</p> <p>Ensures committee members understand legal and policy responsibilities. Committee chairs ensure that committees expeditiously review issues and proposals within their domain and advance them to the full Board for consideration, including a recommendation to the full Board when possible.</p> <p>Recognizes committee linkages and makes recommendations to other committees accordingly (Policy No. 1240).</p> <p>Ensures that committee chairs are holding administration accountable for fulfilling their responsibilities as outlined in the 'Committees' policy. Ensures that committee members hold each other accountable to review committee agenda items suggested by district staff in a timely manner.</p> <p>Ensures that committees consider and develop the work in each committee's domain in communication with responsible and knowledgeable district staff members.</p> <p>Reviews materials, recommendations, and reasoning put forth by committees; poses thoughtful questions for clarification; and makes informed decisions.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Ensures committee chairs have an annual work calendar that aligns with the strategic plan and annual goals, and are striving to ensure achievement of those goals.</b></p> <p><b>Ensures annual training for new Board directors and and/or refresher training for continuing directors, so that all understand the scope and responsibilities of the committees.</b></p> <p><b>Directors understand the work of the Executive Committee and support the President in modifying or refining practices in accordance with the preferences of the Board.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Regularly reviews and adjusts roles of the President/Executive committee in relationship to the full Board, in consideration of the President's leadership style.</p> <p>Committees prepare and review annual work calendars in advance of the annual training. All directors and lead staff participate in the training. Committee chairs communicate their leadership priorities to all directors in a transparent manner. Directors engage in organized reciprocal dialogue regarding those priorities.</p> <p>Committees routinely identify potential issues, and raise awareness of these issues with the Board.</p>

I-C. Elements	Unsatisfactory	Basic	Proficient	Distinguished
I-C-4.  Code of Conduct, Ethics, and Whistleblower Policies	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Ensures that the Board has a code of conduct, as well as district ethics and whistleblower policies and programs. Irregularly reviews them to ensure they are operating appropriately and effectively.</p> <p>Directs the Superintendent to set the appropriate 'tone from the top' with district staff members to reinforce the Board's expectations.</p> <p>Holds the Superintendent accountable to address lapses to these policies and codes.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Annually reviews code of conduct, as well as ethics and whistleblower policies and programs. Adjusts policies accordingly.</b></p> <p><b>Ensures the Superintendent sets the appropriate 'tone from the top' with at least annual communication to district staff members reinforcing the Board's expectations. Holds the Superintendent accountable to address lapses to these policies and codes.</b></p> <p><b>Directors frequently and publicly seek opportunities to reinforce the messages related to Ethics in order to build public confidence.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Continuously examines and improves its practices in light of these policies.</p> <p>Continuously addresses the changing environment by adjusting these policies to meet the unique needs of the Board and the current situation and needs of the district.</p> <p>Annually recommits to the Code of Conduct for Board.</p> <p>Consistently models principles of these policies.</p>

<b>Indicator I-D. To what extent does the Board conduct its business in a transparent and accountable manner, in accordance with the Open Public Meeting Act?</b> <b>The Board...</b>				
I-D. Elements	Unsatisfactory	Basic	Proficient	Distinguished
I-D-1.  Open Public Meetings Act	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Understands and complies with the Open Public Meetings Act.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Continuously demonstrates its awareness of, and compliance with all aspects of the Open Public Meetings Act.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Continuously demonstrates its awareness of, and compliance with both the letter and spirit of the Open Public Meetings Act. Conducts its business in a transparent manner that is above reproach.</p> <p>Proactively, and whenever appropriate, communicates to facilitate public/community awareness and understanding of OPMA, in order to increase accurate public understanding and expectations.</p>

Indicator I-E. To what extent does the Board in collaboration with staff and the community, develop and monitor progress on a strategic plan?				
The Board...				
I-E. Elements	Unsatisfactory	Basic	Proficient	Distinguished
I-E-1.  Collaborative Development, Progress-Monitoring, and Course Correction	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Adopts or utilizes a current adopted district strategic plan developed in collaboration with staff and the community.</p> <p>Has a mechanism to ensure accountability of the Superintendent to the strategic plan annual goals and measures.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Intentionally acts as a conduit, facilitating public awareness of and feedback on the development or execution of the strategic plan. Development of a strategic plan involves extensive community engagement.</b></p> <p><b>During execution of strategic plan, regularly holds “check ins” with the community and staff to monitor whether strategies and initiatives are making progress toward strategic plan goals. Incorporates feedback to make course corrections when necessary.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Promotes continuous refinement of the strategic plan, incorporating feedback from staff and the public to make course corrections when necessary, resulting in improved progress toward strategic plan goals.</p> <p>Reviews and refines accountability mechanism for monitoring progress toward strategic plan annual goals and measures.</p>

Indicator I-F. To what extent does the Board <b>routinely conduct business in an effective and efficient manner?</b>				
<b>The Board...</b>				
<b>I-F. Elements</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
I-F-1.  Tools, Protocols, and Processes	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Uses tools, protocols, and practices in place to streamline time and resource allocation, and maintain focus on the district's strategic plan and the Board's annual calendar.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Regularly reviews and revises Board processes in order to create the most efficient working relationship among the specific individuals on the Board at a given time.</b></p> <p><b>Continually monitors the district's strategic plan and board annual calendar with regard to communications, governance, policymaking, and fiscal and fiduciary responsibilities.</b></p> <p><b>Routinely refines use of tools, protocols, and practices to support continuous improvement in Board's ability to conduct business in an effective and efficient manner.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Successfully balances tenets of community involvement, communication, and reflection, with responsibilities of governance and policymaking.</p>

**Standard II: Fiscal and Fiduciary Responsibility.** *The Board adopted and monitored a fiscally-responsible budget that aligned with the governance priorities of the district.*

<b>Indicator II-A.</b> To what extent does the Board <b>adopt and monitor fiscally-responsible annual General Fund, Capital, and Debt Service budgets that are aligned with the district’s vision and strategic plan?</b>				
<b>The Board...</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
II-A-1.  Budget Adoption	Fails to fulfill the responsibilities identified as Basic.	Fulfills its responsibilities to the minimum degree required by law or policy, including:  Adopts a budget that aligns with the district’s vision and strategic plan, and allocates expenditures and available resources accordingly.  Meets the threshold required by law and in alignment with applicable Board policies. This includes balancing and approving the budget, and filing it with OSPI using F-195 by August 1st.  Considers recommendations from the Superintendent to amend the budget in accordance with changing priorities or financial conditions.	<b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b>  <b>Decisions are guided by use of ratios and trend data. Data is benchmarked with peer districts both regionally and nationally.</b>  <b>Annually establishes or revises a set of budget guiding principles to inform the recommendations developed by district staff. Holds district staff accountable for adhering to those guiding principles.</b>	Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:  Audit and Finance Committee reviews and approves a 5-year budget projection that includes a robust set of documentation of financial opportunities and risks. Monitors opportunities and risks against the 5-year budget projection.

II-A. Elements	Unsatisfactory	Basic	Proficient	Distinguished
II-A-2.  Budget Monitoring	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Reviews monthly financial statements provided, and plans for adjustments accordingly.</p> <p>Reviews semi-annual capital programs reports and plans for adjustments accordingly.</p> <p>Reviews budgetary components of other annual program oversight &amp; performance reports and plans for adjustments accordingly.</p> <p>Ensures Superintendent is holding district staff accountable for providing robust analysis to the Board that explains the variances between the actual and budgeted revenues and expenditures.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Ensures Superintendent is holding district staff accountable to have and follow internal financial performance accountability procedures.</b></p> <p><b>Ensures Superintendent is holding department heads accountable to be knowledgeable of their department's financial performance, and to be taking mitigating actions when appropriate.</b></p> <p><b>Ensures Superintendent is holding department heads accountable to integrate results of internal and external audits into their future performance.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Ensures Superintendent is holding district staff accountable to demonstrate the link between the ongoing budget performance and the desired results of the strategic plan, while maintaining a sustainable support infrastructure of the essential educational, operational, and financial functions of the school district.</p>

<b>Indicator II-B. To what extent does the Board monitor the district’s response to internal and external audit or compliance findings, and appropriate funds as necessary?</b> <b>The Board...</b>				
II-B. Elements	Unsatisfactory	Basic	Proficient	Distinguished
II-B-1.  Audits and Compliance	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Monitors the district’s response to internal and external audit or compliance findings, and appropriates funds as necessary.</p> <p>Ensures Superintendent sets the appropriate tone for, and ensures district staff is cooperative with all internal and external auditors.</p> <p>Chair of Audit and Finance Committee takes responsibility for evaluation of the internal auditor.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Proactively identifies areas for the internal auditor to review.</b></p> <p><b>Handles Board role around audit and compliance findings in a manner that enhances public confidence in the district.</b></p> <p><b>Actively holds management accountable for closure of findings according to their corrective action plan.</b></p> <p><b>Audits result in decreasing number of internal and external audit findings.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Audits result in no internal or external “findings”. Areas of concern are limited to “management letters” and “exit items.”</p> <p>Establishes a risk management system that includes a formal structure to check in with department heads and mitigate compliance, reporting, strategic, and operational risks.</p>



**Standard III: Board-Superintendent Relationship.** *The Board delegated the authority and responsibility necessary for the Superintendent to manage the district and based the evaluation of his performance and decisions about his contract on objective measures.*

Indicator III-A. To what extent does the Board <b>delegate authority and responsibility to the Superintendent to manage district operations and implement policy?</b>				
The Board...				
III-A. Elements	Unsatisfactory	Basic	Proficient	Distinguished
III-A-1.  Supportive Delegation of Executive Authority and Responsibility	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Ensures understanding of series 1000 policies as they relate to delineation of responsibility between the Board and the Superintendent.</p> <p>Examines, regularly communicates, and checks for understanding to ensure accurate perception of the differences between governance and management roles. When necessary, seeks and accepts applicable professional development.</p> <p>Delegates the executive authority and shared accountability commensurate with those areas of responsibility.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Guards the Superintendent’s singular authority to direct and supervise district employees’ work.</b></p> <p><b>Ensures the annual operating rhythm of the Board includes a scheduled review of the applicable series 1000 policies for revision and recommitment.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Actively seeks to build public capacity and understanding of the role of the Board vs. the Superintendent.</p>

III-A. Elements	Unsatisfactory	Basic	Proficient	Distinguished
III-A-2.  Procedures and Communication	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Understands and works in alignment with the Board/Superintendent Communications Protocol.</p> <p>Uses work session processes to provide guidance and participate in dialogue with district staff in shaping recommendations.</p> <p>Follows amendment procedures with regard to district staff recommendations.</p> <p>Adopts and revises policies for district improvement (including personnel issues in accordance with Policy No.1620) after consulting with the Superintendent.</p> <p>Is responsive with financial and policy support for the management of the district to align with the district's strategic plan.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Consistently seeks constructive ways to reconcile diversity of opinion in order to provide clear direction to the Superintendent.</b></p> <p><b>Effectively uses governance tools and direct communication to establish collaborative resolution with regard to differences of opinions with the Superintendent.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p><b>Models how to successfully reconcile diversity of opinions in order to provide clear direction to the Superintendent.</b></p> <p><b>Models and fosters productive and collaborative communication between the Board, Superintendent, and Cabinet members.</b></p>

**Indicator III-B.** To what extent does the Board **base its decisions about the Superintendent’s contract on an objective evaluation of his or her performance and achievement of goals?**

**The Board...**

<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>III-B-1.</p> <p>Objectivity, Tools, and Processes</p>	<p>Fails to fulfill the responsibilities identified as Basic.</p>	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Early in the cycle, reviews and approves evaluative criteria and metrics, incorporating Superintendent and Cabinet input and voice. Ensures evaluation tools and processes are communicated to the Superintendent.</p> <p>Ensures evaluation tools and processes are designed to support expectations for performance and goals that are in alignment with the district’s strategic plan.</p> <p>Ensures that an annual schedule of reviews exists to provide feedback and guidance regarding expectations and performance toward goal achievement. Calendar should include no fewer than three periodic confidential reviews, and conclude with an additional annual review. Meetings are planned and scheduled in advance.</p> <p>Offers candid feedback and holds all participants accountable for providing examples to support their perspectives.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Periodically benchmarks evaluation approach with peer districts; revisions are made to ensure evaluation instruments are continuing to mature.</b></p> <p><b>Operates with a spirit of collaboration and continuous improvement by using the evaluation processes and tools as an opportunity to advance the district’s goals in the strategic plan.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Builds public confidence in the use of evaluation to monitor and drive progress toward the goals of the strategic plan.</p> <p>Inspires and supports the Superintendent to manage operations and implement policy that achieves the annual goals of the strategic plan.</p>

**Standard IV: Board Relations & Public Engagement.** *The Board modeled respect and adhered to the legal and written protocols for interactions with each other and its stakeholders.*

<b>Indicator IV-A. To what extent does the Board communicate effectively and respectfully with all individuals, including fellow Directors, the Superintendent, other district staff members, students, and community members?</b> <b>The Board...</b>				
IV-A. Elements	Unsatisfactory	Basic	Proficient	Distinguished
IV-A-1.  Interpersonal, Written, and Verbal Communication	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Engages respectfully with constituents, staff, and colleagues.</p> <p>As appropriate and reasonable, responds in a timely manner to interpersonal, written, and verbal communication from constituents, Board, and Staff. Follows the Board Communication protocol.</p> <p>As appropriate and reasonable, effectively acknowledges communications from others and responds with pertinent information, referrals and answers to questions and requests.</p> <p>Conveys respect to all concerned in the process of weighing the interests and wishes of all stakeholders while making decisions that are equitable and that align with the strategic plan.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Follows through reliably in articulate interpersonal, written, and verbal communication. Tracks communications and ascertains that conversation and issue threads are brought to satisfactory completion.</b></p> <p><b>Takes responsibility for proactively establishing positive communication, not only with those who contact the Board, but also with individuals and groups who may not put themselves forward.</b></p> <p><b>Explains the rationale of high-interest or impactful decisions in a transparent and easily understood manner.</b></p> <p><b>Practices listening for understanding of content and intent, rather than seeking out weaknesses in arguments.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Models exemplary attention to clear, understandable, complete, and effective communication.</p> <p>Continually makes the practice of excellent communication skills and techniques a high priority.</p> <p>Practices appreciative inquiry by asking questions and making efforts to better understand the intent of the speaker.</p>

IV-A. Elements	Unsatisfactory	Basic	Proficient	Distinguished
IV-A-2.  Public Engagement	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Complies with Policy No. 1400 regarding public notice of Regular and Special Board meetings.</p> <p>Fulfills all legal obligations to ensure public input as outlined in RCW (e.g. public hearings on annual budget, etc.)</p> <p>Works to increase public awareness and positive perception of the district</p> <p>Makes use of media outlets, formal and informal gatherings, district website, and public meetings to share Board announcements.</p> <p>Ensures regular two-way communication and responsiveness between Board and community. Offers means and opportunities for community members and groups to communicate with the Board.</p> <p>Offers opportunities for non-English speaking community members and groups to communicate with the Board on high interest and impactful issues.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Reliably and routinely gathers input from a representative cross-section of stakeholders, communicates thoughtfully, clearly, and efficiently as needed.</b></p> <p><b>Leverages use of talking points provided by staff in responding to members of the public.</b></p> <p><b>Understands the difference between individual directors sharing their thoughts prior to decision-making versus supporting a decision that represents the majority position of the Board after a vote has been taken.</b></p> <p><b>Disseminates accurate information that is easily accessible, deepening and extending public understanding of the district and its mission.</b></p> <p><b>Strategically and reliably modifies use of media outlets and other communication venues to suit the purpose of the message.</b></p> <p><b>Ensures the district employs consistent, reliable, and multiple means of communication and notification with community members, including non-English speakers.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Continuously improves its effectiveness in educating the community about the district's successes, challenges, contextual issues, and plan for change.</p> <p>Models the engaging and constructive use of a variety of media outlets, formal and informal gatherings, district website, and public meetings to share Board announcements.</p> <p>Collaborates with the Superintendent and staff to develop and implement a powerful strategy to build civic capacity (community support for the board and district's mission, vision, core beliefs, theory of action, commitments, and policies).</p> <p>Establishes a standard practice to seek public input in a manner that is statistically valid from a demographic that is representative of the demographics of Seattle Public Schools.</p>

**Indicator IV-B.** To what extent does the Board **use reflective and collaborative processes that create a safe environment for divergent opinions, and result in well-informed problem-solving and decision-making?**

**The Board...**

IV-B. Elements	Unsatisfactory	Basic	Proficient	Distinguished
IV-B-1.  Internal and External Engagement Practices	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Recognizes the value of divergent opinions in the process of crafting well-informed problem-solving and decision-making.</p> <p>Provides balanced time for exploring and weighing multiple opinions.</p> <p>Maintains focus on issues/decisions, rather than on individuals.</p> <p>Refrains from publicly disparaging the Superintendent, staff, and fellow directors. Takes measures to offer constructive criticism on work products and/or decision quality, and not on individuals' work performance, positions, or opinions.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Establishes and implements processes and/or protocols to foster the expression of divergent opinions; sets and follows guidelines for statements and rebuttals that support efficient use of time and room for debate.</b></p> <p><b>To ensure voices are not silenced, actively pursues a growing consciousness of ability-based, gender-based, race/ethnicity-based, class-based, and other power relationships.</b></p> <p><b>Establishes and implements decision making processes and/or protocols to avoid "groupthink" (the tendency to conform in group decision making without rigorous examination of alternative viewpoints.)</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Establishes and implements processes and/or protocols to monitor manifestations of power relationships.</p> <p>Is recognized as a model due to demonstrated success in consistently melding divergent input into innovative and effective solutions and decisions.</p>

Indicator IV-C. To what extent does the Board model cultural, racial, and ethnic understanding and responsiveness?				
The Board...				
IV-C. Elements	Unsatisfactory	Basic	Proficient	Distinguished
IV-C-1.  Continuous Improvement	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Pursues development of understanding of district's cultural, racial, and ethnic diversity.</p> <p>Operates from an understanding that the district has a diverse set of needs, skills, perspectives, and opportunities that can contribute in important ways to district goal setting, policymaking, and implementation.</p> <p>Pursues development of understanding of those diverse needs and offerings.</p> <p>Communications and policies reflect the work of addressing the diversity of needs and contributions to best support the district's strategic plan.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>The Board consistently demonstrates respect for the range of cultural identities in the district, and makes an ongoing effort to extend its relationships with all stakeholders, particularly with groups which previously have been minimally engaged.</b></p> <p><b>Ensure voices are sought out and weighed equitably in spite of power relationships by actively pursuing a growing consciousness of ability-based, gender-based, race/ethnicity-based, class-based, and other power relationships.</b></p> <p><b>Plans and implements ongoing professional development on cultural responsiveness.</b></p> <p><b>Establishes and implements processes and/or protocols to consider issues of cultural responsiveness in policy design, implementation, and feedback loops.</b></p> <p><b>Establishes climate and policies that support and reflect a commitment to and cultivation of cultural responsiveness at the district and school levels.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Models successful and innovative strategies for developing broad and deep shared understanding, meeting the needs of a diverse district, and employing the range of diverse contributions available to the district.</p> <p>Consistently models the development of new or refined policies addressing the diverse needs, and incorporating the diverse contributions, that best support the district's strategic plan.</p> <p>Fosters widespread community trust in the district's efforts and achievements in cultural responsiveness.</p>

Indicator IV-D. To what extent does the Board maintain the confidentiality of private information, including that which is shared within executive session? The Board...				
IV-D. Elements	Unsatisfactory	Basic	Proficient	Distinguished
IV-D-1.  Adherence to Policy	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Understands and maintains confidentiality of executive session discussions.</p> <p>Respects the Superintendent's role in managing personnel issues and works in alignment with employment law and all collective bargaining agreements, including confidentiality requirements.</p> <p>Gives feedback on confidential personnel issues to the Superintendent only in private consultation. Refrains from public criticism regarding personnel decisions.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Fosters candor and strong communication by building trust in confidentiality when this is necessary and appropriate.</b></p> <p><b>Individual directors and the Board as a whole are forthcoming with others regarding situations where confidentiality may not be ethical.</b></p> <p><b>Understands principles of transparency and confidentiality and can differentiate which principles apply based on the situation.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Models balancing the principles of transparency and confidentiality; successfully fosters internal and external trust in achieving this balance.</p>



Indicator IV-E. To what extent does the Board <b>together with the Superintendent, share responsibility for the orientation of new Board members and forming a new inclusive team?</b>				
The Board...				
IV-E. Elements	Unsatisfactory	Basic	Proficient	Distinguished
IV-E-1.  Shared Responsibility for Training	Fails to fulfill the responsibilities identified as Basic.	<p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Shares the responsibility with the administration of providing new members with the materials outlined in Policy No. 1112 to develop an understanding of the current and recent work of the Board.</p> <p>Shares the responsibility of helping new members develop an understanding of the Board's role in the district, as outlined in Policy 1005.</p> <p>Ensures that these materials are reviewed with new members.</p> <p>Orients new members to the norms and processes; routinely re-affirms the norms and processes as the board members change.</p> <p>Directors reach out to new members to develop an inclusive team culture.</p>	<p><b>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</b></p> <p><b>Has an organized, efficient process in place for providing orientation to new directors.</b></p> <p><b>Veteran directors make a point of regularly communicating with new members, creating opportunities for dialogue, exchange of information and relationship building.</b></p> <p><b>New members are provided with both guidance for maintaining Board stability, and encouragement for advancing Board improvement.</b></p>	<p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Refines and improves its orientation process regularly.</p> <p>Views and leverages the change of the Board's makeup as an opportunity for growth.</p> <p>Models and fosters public trust in the maintenance of Board stability, and advancement of Board improvement through the changeover process.</p>