

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 N. Binkley Street
Soldotna, AK 99669

REGULAR SCHOOL BOARD MEETING: September 11, 2000 - 7:30 p.m. at the Borough Administration Building, Soldotna, AK.

SCHOOL BOARD MEMBERS: Ms. Deborah Germano, President
Mrs. Debra Mullins, Vice President
Mrs. Susan Larned, Clerk
Mrs. Sammy Crawford, Treasurer
Mrs. Mari-Anne Gross, Member
Dr. Nels Anderson, Member
Mr. Mike Chenault, Member

Work Sessions/Hearing

2:30 p.m. Magna Award
2:50 p.m. Superintendent of the Year Packet
3:10 p.m. School Board Member Protocol Article
3:30 p.m. Community-Based Scholarship Funds
4:00 p.m. Soldotna Middle School Addition/
Reconfiguration
4:30 p.m. [AR 1330, Community Use of Auditorium](#)
5:00 p.m. Level III Grievance
5:45 p.m. Seldovia Land Use

A-G-E-N-D-A

1. Opening Activities
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[August 21, 2000](#)
2. School Reports
 - a. Soldotna High School – Ms. Sylvia Reynolds
3. Public Presentations (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
4. Hearing of Delegations
5. Communications and Petitions
6. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A.
7. Awards and Presentations
8. Superintendent's Report

- 9. Reports
 - a. Board Reports

10. Action Items

- a. Consent Agenda
 - (1) Approval of [Revisions to AR 6153, School-Sponsored Trips](#)
 - (2) Approval of [New Teacher Assignments](#)
 - (3) Approval of [Leave of Absence Requests - Support](#)
 - (4) Approval of [Resignations](#)
 - (5) Approval of Early Graduation Request
 - (6) Approval of [Tentative Nontenure Teacher Assignments](#)

- b. Operations and Business Management
 - Approval of [Revisions to AR 1330, Community Use of Auditorium](#)

- c. Superintendent
 - Approval of [AASB Resolution 2.7, Funding for the High School Qualifying Examination](#)
 - d. Approval of [Proposed AASB Resolution, Support of Accountability for Home Schooled Students](#)

11. First Reading of Policy Revisions

- a. [BB 9400, Board Self-Evaluation](#)

12. Public Presentations

13. Board Comments

14. Executive Session

15. Adjourn

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January 24, 2000

To: Kenai Peninsula Borough School District Board of Education
Through: Dr. Donna Peterson, Superintendent
From: Patrick Hickey, Assistant Superintendent
Subject: **FY01 Community Use of Auditorium Price Increase**

As I am sure you understand, the Community Theater program has recently been operating at a deficit although that has not always been the case. In FY 98, the General Fund transfer was \$52,807 against \$126,684 in other revenue. In FY 99, Mr. Griffin was able to reduce the transfer to \$40,345 against \$132,355 in other revenue. This is significant in that the transfer was reduced and he was able to increase his revenue.

What was historically a profit generating program that supplied additional revenue for education has been overextended to the point school programs have expended not only that revenue, but other instructional dollars.

In my opinion, the reason a program generating \$132,355 spends all of that and requires another \$40,345 is simple. The level of service expected exceeds the ability of the crew to meet these needs in the space of a standard workweek. FY99 recorded \$17,315 in overtime expenditures alone.

This leads to two options, increase revenue or decrease expenditures by reducing services. The administration is not prepared to enter the subjective debate over the value of school productions. This leaves the only alternative of increasing revenue.

There are two sources of potential revenue I believe are appropriate and are addressed in AR 1330(f). The first is to increase the fees to Category II and Category III users of the auditorium. The second is to revise the Category I fee schedule. Currently, School Use involves no rental charges and specifies Custodial, technical, and utility charges as necessary. The reality is that the schools do not budget for, nor does Mr. Griffin have the authority to charge the schools for these charges. Additionally, recurring cuts to budgetary line items prevent the theaters from replacing or upgrading their equipment.

Although the recommended changes are in Administrative Regulation, the administration feels the political implications warrant bringing the matter to your attention for your concurrence in our strategy. I respectfully request the board approve the following amendments to AR1330:

Theater/Auditorium

The district welcomes use of the school theater/auditorium facilities for presentation of performances for community enjoyment with the understanding that school functions have first call upon facilities. Theater/auditorium use inquiries must be made to the theater manager.

A use of school facilities permit must be approved by the principal and the theater manager prior to use.

An annual schedule of theater events will be made in September for the following school year. A minimum of thirty (30) days is necessary to schedule an event and permits are issued on a first come, first served basis.

Any group using school facilities shall be liable for any injuries resulting from its negligence during such use. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. The Superintendent or designee may require that groups using school facilities include the district as an additional insured on their insurance policies. The Superintendent or designee may require a hold harmless agreement when warranted by the type of activity or the specific facility being used.

No person may use theater equipment without authorization and only trained personnel may operate theater equipment. Special lighting or sound equipment requests should be identified on the application when submitted. Unforeseen needs may be accommodated with theater manager approval.

It is forbidden to change, cut, knock out, remove, or in any way alter or modify the basic building structure including the stage floor, proscenium, apron, ramp, doors and walls without theater manager permission. This includes curtains and valance, teasers, stage microphone pickup, doorbell, piping for mounting stage lights, fire extinguishers, work lights, curtain rods, pulley and rope, intercom system, breezeway stair railing. No special wiring may be added or existing wiring removed, relocated, or modified for any special effects. This applies to any and all wiring on stage, in the light booth, or other location within the building complex.

Use of school facilities permits will be limited to the theater/auditorium dressing room on the dates and times requested. All user groups are subject to the rules as outlined by the Basic Provisions Agreement.

Theater rules prohibit:

- 1. food, drinks, gum, smoking, feet on the furniture;*
- 2. tampering with switches, equipment, or property;*
- 3. issue of keys to non-school personnel;*
- 4. loan of school property critical to the operation of the theater/auditorium;*
- 5. animals in the theater, unless they are essential to a performance and approved by the theater manager.*

Three theater use categories determine fee charges.

Category I ;School Use. Priority is given to school district programs including Kenai Peninsula College courses. In order to qualify for this use category, Kenai Peninsula College must charge tuition and give credits to all participants in the course.

FEES: \$300 per performance, \$100 per rehearsal, plus custodial and technical charges as required or necessary. A rehearsal period is four hours in length, an additional charge will be assessed to all groups that exceed the allotted rehearsal period. No rental charges. Custodial, technical and utility charges as required or necessary.

Category II ;Non-profit organizations. Includes groups or organizations operated to benefit school-age youth (e.g. Teen Center, Boy Scouts, Campfire) or non-profit organizations whose net proceeds are used for cultural, charitable, educational, non-partisan political activities and have received a letter of exemption from the IRS: any city, borough, state, federal activities; adult organizations not conducting Category III commercial ventures. All commercial concerts, whether they are sponsored by a non-profit organization or not, do not qualify under this category. Non-profit groups are subject to the rules and regulations as outlined in the Basic Provisions Agreement.

FEES: : \$500 per performance, \$100 per rehearsal \$265 per performance, \$50 per rehearsal, plus custodial and technical charges as required or necessary. A rehearsal period is four hours in length, an additional charge will be assessed to all groups that exceed the allotted rehearsal period.

Category II users shall pay a damage deposit of \$250 not later than two (2) weeks prior to opening night. This deposit will be refunded when it is determined that no damage occurred in all areas used by the applicant. In the event of damage, applicant liability is not limited. If the user cancels after contracts are signed the user shall forfeit the deposit fee.

*Category III Commercial Use; (1) any activity that profits an individual or organization, agent or promoter eligible for fees or reimbursement, or (2) any activity where the gate receipts or donations are to be used for partisan political activities including political education. All commercial concerts fall into this category. FEES: **\$1500** \$1000 per performance in theater/auditoriums with 600 or more seats; **\$750** \$500 per performance in theater/auditoriums with less than 600 seats; and custodial and additional technical personnel charges as may be required or necessary. Rehearsal fee will be \$100. A rehearsal period is four hours in length. An additional charge of \$25/hour will be assessed to groups that exceed the allotted rehearsal period. A custodial charge of \$22/hour will be charged to all groups.*

Deposits in Advance

Category III use of school facilities requests must be submitted four (4) weeks in advance and accompanied by a non-refundable \$250 deposit per performance that shall be considered a portion of the total use fee. Category III users shall pay a damage deposit of \$250 not later than two (2) weeks prior to opening night. This deposit will be refunded when it is determined that no damage occurred in all areas used by the applicant. In the event of damage, applicant liability is not limited. If the user cancels after contracts are signed the user shall forfeit the deposit fee.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 N. Binkley Street
Soldotna, AK 99669

August 21, 2000

SCHOOL BOARD MEMBERS:

Ms. Deborah Germano, President
Mrs. Debra Mullins, Vice President
Mrs. Susan Larned, Clerk
Mrs. Sammy Crawford, Treasurer
Mrs. Mari-Anne Gross, Member
Dr. Nels Anderson, Member
Mr. Mike Chenault, Member

STAFF PRESENT:

Dr. Donna Peterson, Superintendent of Schools
Mr. Patrick Hickey, Assistant Superintendent, Operations and Business Management
Dr. Ed McLain, Assistant Superintendent, Instruction

OTHERS PRESENT:

Mrs. Karen Mahurin	Mr. Tim Peterson
Mr. Gordon Griffin	Mr. Chris Moss
Mr. John Pothast	Mrs. Shana Loshbaugh
Mrs. Elaine Larson	

Others present not identified.

CALL TO ORDER:

Ms. Germano called the meeting to order at 7:31 p.m.

PLEDGE OF ALLEGIANCE:

Ms. Germano invited those present to participate in the Pledge of Allegiance.

ROLL CALL:

Ms. Deborah Germano	Present
Mrs. Debra Mullins	Present
Mrs. Susan Larned	Present
Mrs. Sammy Crawford	Present
Mrs. Mari-Anne Gross	Present
Dr. Nels Anderson	Absent/Excused
Mr. Mike Chenault	Present

APPROVAL OF AGENDA:

The agenda was approved with the addition of 10 a. (6), Resignation.

APPROVAL OF MINUTES:

The School Board Minutes of August 7, 2000, were approved as printed.

COMMUNICATIONS AND PETITIONS:

Dr. Peterson reported that she received a communication from the Borough Administration regarding a negotiated sale application for land located next to Homer High School.

AWARDS AND PRESENTATIONS:

The Board presented a certificate of recognition to Mark Larson for being awarded a Fullbright Scholarship to Japan.

Mr. Larson reported that his trip to Japan was a wonderful opportunity to represent the District and learn about another culture. He stated that the Japanese are preparing to embark on major reforms in education that will include a five-day school week, more technology in schools, emphasis in problem solving, and the teaching of morality education. He noted that one of the high points of his experience was staying with a host family and meeting PTA representatives. He offered to speak with anyone who is interested in hearing more details of his trip to Japan.

AWARDS AND PRESENTATIONS
(Continued):

Mrs. Crawford asked Mr. Larson what project he worked on while he was in Japan. He responded that in his marine science class the students will study the comparison between Alaska and Japan of the Pacific Ocean currents, temperature and directions, and tides.

SUPERINTENDENT'S REPORT:

Dr. Peterson reported that Mr. Syverson was not in attendance at the Board meeting due to a death in his family. She reported that Mr. Hickey recently met with the police chief and principals in the Homer area to discuss school safety. She reported that on August 9 she traveled to Juneau to meet with various people within the Department of Education and Early Development. Dr. Peterson reminded the Board that the next School Board meeting is September 11. She noted that the Kenai Peninsula Borough School District is the only Alaskan district to be featured on the Education and Libraries Network Coalition (EDLinc) web site. She explained that EDLinc is a group promoting affordable Internet access for the nation's schools and libraries. She added that EDLinc highlighted the District for its creative use of e-rate to promote the Technology Plan. She noted that the District is also featured on the front page of the October issue of the national publication, *Board and Administrator*.

FINANCIAL REPORT:

Mr. Hickey presented the financial report of the District for the period ending July 31, 2000. He noted that a location account code has been added to the Chart of Accounts to accommodate the addition of the Spring Creek Youth Offender Program in Seward.

CONSENT AGENDA:

Items presented on the Consent Agenda were Six-Year Enrollment Projections and Plan and School Construction Needs, Teacher Assignments, Nontenure Teacher for Tenure, Budget Transfer Requests, Tentative Nontenure Teacher and Resignation.

Six-Year Enrollment Projections and Plan and School Construction Needs:

Mr. Hickey recommended the Board approve the Six-Year Enrollment Projections and Plan and School Construction Needs.

New Teacher Assignments:

By memorandum, Mr. Syverson recommended the Board approve teacher assignments for the 2000-2001 school year for Ron Turner, vocational education, Susan B. English Elementary/High; and Barbara McNinch, occupational therapist, Districtwide special services.

Tentative Nontenure Teacher for Tenure:

By memorandum, Mr. Syverson recommended the Board approve April Kaufman, a tentative nontenured teacher, for tenure.

Budget Transfer Requests:

Mr. Hickey recommended the Board approve Budget Transfer Number 6 to transfer \$21,931 to the correct object code for repairs and maintenance in the pupil transportation fund and Budget Transfer Number 8 to transfer \$288,126 to various schools for the language arts curriculum adoption for FY01.

Tentative Nontenure Teacher:

By memorandum, Mr. Syverson recommended the Board approve a tentative nontenured teacher assignment for Patrick Binder, social studies/QUEST and (temporary) reading instructor, Seward Middle/High.

RESIGNATION: By memorandum, Mr. Syverson recommended the Board accept the resignation of William Wise, special education/emotionally handicapped, Districtwide special services.

RESIGNATION (Continued): Mrs. Mullins moved the Board approve Consent Agenda Items Number 1 through 6.
ACTION Mrs. Larned seconded.

Motion carried unanimously.

Substitute and Temporary Pay Schedule: By memorandum, Mr. Syverson recommended the Board approve the pay schedule for substitutes and temporary employees for the 2000-2001 school year. Dr. Peterson noted that the ceiling was increased from \$10 per hour to \$12 per hour for temporary help to accommodate returning summer technology workers.

ACTION Mrs. Crawford moved the Board approve the substitute and temporary pay schedule.
Mrs. Mullins seconded.

Motion carried unanimously.

BP 5131.6, Alcohol and Other Drugs: Dr. McLain recommended the Board approve changes to BP 5131.6, Alcohol and Other Drugs, that remove reference to the "rapid eye exam" as a test or screen used by school officials.

ACTION Mrs. Larned moved the Board approve changes to BP 5131.6, Alcohol and Other Drugs. Mrs. Crawford seconded.

Mrs. Mullins asked whether training would be provided for elementary schools as well as middle/high schools. Dr. McLain noted that training was provided to all administrators and that breathalyzers will be used in all District schools.

Motion carried unanimously.

BP 6146.2, High School Equivalency Test: Dr. McLain recommended the Board approve changes to 6146.2, High School Equivalency Test, that clarify that individuals may obtain an Alaska High School General Equivalency Diploma by successfully completing and passing the GED test.

ACTION Mr. Chenault moved the Board approve changes to 6146.2, High School Equivalency Test. Mrs. Crawford seconded.

Motion carried unanimously.

BP 6162.71, Internet Use: Dr. McLain recommended the Board approve changes to BP 6162.71, Internet Use, that allow the District to publish student work on the internet unless parents request that student work not be published and to provide students access to the internet unless the parent requests that internet access be denied to their child.

ACTION Mrs. Gross moved the Board approve changes to BP 6162.71, Internet Use.
Mrs. Larned seconded.

Mrs. Mullins asked how the nonpermission form affects web casts of graduations ceremonies. Dr. McLain responded that this policy change will allow an easier method to publishing student activities, photographs and work on the District web site. He explained that the nonpermission forms will be provided for parents to complete and return if they object to their child's use of the internet or work being published on the District web site.

Motion carried unanimously.

Section 3000 Business and
Noninstructional Operations:

Mr. Hickey recommended the Board approve various policy and administrative regulation changes throughout Section 3000, Business and Noninstructional Operations. He noted that Board policy and administrative regulation 3521 were revised at Board request during the August 7 worksession.

ACTION

Mrs. Mullins moved the Board approve revisions to Section 3000, Business and Noninstructional Operations as presented. Mrs. Crawford seconded.

Mrs. Mullins asked Mr. Hickey to forward the Policy Manual changes to the Association of Alaska School Boards (AASB).

Motion carried unanimously.

AASB Resolutions:

ACTION

Mrs. Gross moved the Board approve the 2000 AASB Belief Statements and Core Resolutions as presented. Mrs. Mullins seconded.

ACTION

Mrs. Mullins moved the Board approve an amendment to remove Resolution 2.7, Funding for the High School Qualifying Examination for consideration at the next School Board meeting. Mrs. Larned seconded.

Amendment to the motion carried unanimously.

Amended motion carried unanimously.

PUBLIC PRESENTATIONS:

Ms. Loshbaugh announced that on August 22, Jim Crawford will be a guest at the Soldotna Chamber of Commerce, and he will speak on the tax cap initiative.

BOARD COMMENTS:

Mrs. Gross thanked Mrs. Germano for representing her at the Districtwide Teachers' Inservice on August 16 and added that it was a good inservice.

Mr. Chenault congratulated Mr. Larson on his scholarship award. He reminded those present to vote on Tuesday, August 22.

Mrs. Mullins commented that several Board members had the opportunity to meet with several teachers to discuss their concerns. She noted that the open forum was pleasant and that it was a good inservice. She reminded those present to vote.

Mrs. Larned congratulated Mr. Larson for his scholarship award. She stated that she hoped he would have a chance to share information about his trip. She reported that she attended the inservice and enjoyed hearing the speakers. She reported that she also attended the open forum with District teachers and Board members and stated that it was a positive and valuable meeting. She invited those present to see the latest student art display in the Borough Assembly chambers.

Mrs. Crawford thanked the Board members for their representation during the open forum during the Districtwide inservice. She congratulated Mr. Larson for his scholarship award. She extended best wishes to everyone for a great school year and noted that school begins Wednesday, August 23.

Ms. Germano stated that she likes the new the magnetic calendar and added that she will be interested to hear feedback regarding the new format. She thanked Dr. Whitely, Mr. Leal, Dr. McLain and Mr. Hickey for their worksession presentations to the board earlier in the day. She extended congratulations to Mr. Larson for his scholarship award.

EXECUTIVE SESSION:

At 8:03 p.m., Mrs. Mullins moved the Board go into executive session to discuss matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the Borough. Specifically, the executive session was to discuss pending litigation against the District. Mrs. Crawford seconded.

Motion carried unanimously.

ADJOURN EXECUTIVE SESSION:

At 8:30 p.m., Mrs. Crawford moved the executive session be adjourned. Mrs. Mullins seconded.

ADJOURN: At 8:31 p.m., Mrs. Gross moved the School Board Meeting be adjourned. Mrs. Larned seconded.

Motion carried unanimously.

Respectfully submitted,

Ms. Deborah Germano, President

Mrs. Susan Larned, Clerk

The Minutes of August 21, 2000,
have not been approved as of
August 30, 2000.

September 11, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Teacher Assignments/2000-01 Item – 10a (2)

It is recommended that the following teacher assignments be approved for the 2000-01 school year:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Nikiski, AK	Barbara Njaa	B.S.	Lewis-Clark State College	Soc. Sci. Comp.	English; Social Studies	4 AK	Temporary, full time Reading Specialist at Nikiski Middle/Sr.
Homer, AK	Mary Ellen Purcell	B.Ed.	University of Alaska, Anchorage	Elem Ed	Elem Ed	====	Half time QUEST in the Homer Area
Soldotna, AK	Cynthia Romberg	B.A.	Brigham Young University	German; PE	German; PE	5 KPBSD	Half time QUEST at Redoubt Elementary
Fairbanks, AK	Jean Slankard	B.S. Ed.	Northeastern State University	Special Ed/MR	Special Ed/MR	2 AK 5 States	Full time Special Ed/Resource at Spring Creek School

September 11, 2000

TO: Board of Education
FROM: Todd Syverson, Assistant Superintendent, Human Resources
SUBJECT: Approval of Requests for an Unpaid Leave of Absence /Support -Item - 10a(3)

It is recommended the following requests for an unpaid leave of absence be approved effective the 2000-01 school year:

Juliana Martishev	Bilingual Instructor	K-Selo
Effimia Litvin	Bilingual Instructor	K-Selo

September 11, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Resignations - Item 10a (4)

It is recommended the following resignations be approved effective the conclusion of the 2000-01 school year:

Donald Boehmer	Director	Special Services
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Ed McLain, Ed.D.	Assistant Superintendent	Instruction
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September 11, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Tentative Non-tenure Teacher Assignments/2000-01 - Item 10a (6)

It is recommended that employment for the following non-tenure teachers be approved for the 2000-01 school year. The following lists a tentative assignment for the non-tenured teachers:

<u>Location</u>	<u>Employee</u>	<u>Assignment</u>	<u>Certification</u>
Alternative Education	Mark Fraad	District Wide Career Pathways Specialist	PE; Health
Kenai Middle School	Kristy Schmelzenbach	Gear Up Reading Specialist (temporary)	Elem. Ed.
Homer High/Homer Middle	Virigina Bucher	Reading Specialist (temporary)	Elem. Ed.



Year 2000

Belief Statements & Core Resolutions



2.7 FUNDING FOR THE HIGH SCHOOL QUALIFYING EXAMINATION

The Association of Alaska School Boards strongly supports directly incorporating into the foundation formula increased financial support to all local districts for the implementation of the High School Qualifying Examination [Chapter 58 SLA 97 (AS 14.03.075)]

Rationale. In 1997, the Alaska Legislature mandated secondary pupil competency testing that student must pass prior to receiving a high school diploma from any school district in Alaska. No funding appropriation was made to cover increased costs to school districts for the implementation of the secondary pupil competency test or the related costs in the preparation of all students to pass the examination. State funding should be allocated to cover the costs of remediation of students who fail the examination, curriculum development, assessment development and administration, increased legal fees, and the purchasing of material and supplies to implement the new standards. *Adopted 1998*

RECOMMENDATION: Continue

COMMENT: Lawmakers provided one-time funds for Learning Opportunity Grants to the tune of \$5.78 million. Distributed same as Quality Schools Grants. These funds are for remediation, not for implementing the exam.

STRIKETHROUGH INDICATES LANGUAGE BEING DELETED.
UNDERSCORE INDICATES LANGUAGE BEING ADDED.

Kenai Peninsula Borough School District

Proposed Resolution



New Resolution: Support of Accountability for Home Schooled Students

Rationale: Students receiving an education at home are not required to register or be accountable throughout their education. Whether by not enrolling or by leaving the school systems of the state, no "safety nets" for students are in place to assure that all students are receiving the benefit and right of an education.

The State Department of Education should have the authority and funding to track students throughout the state who are not enrolled in public or private educational institutions. Parents of such students should be required to register their students with the state and provide information regarding instruction of and progress of their children.

Memorandum

DATE: August 28, 2000
TO: Members, Board of Education
FROM: Donna Peterson, Ed.D.
Superintendent of Schools
RE: BB 9400, Board Self-Evaluation

As we continue the “housekeeping” task of updating the Policy Manual to more closely reflect the AASB model, I recommend approval of the attached Board Bylaw. The exhibit is based on AASB board standards.

Bylaws of the Board

BB 9400

BOARD SELF-EVALUATION

Effective, and efficient and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards meeting board standards and its stated goals and objectives, the Board will annually schedule a time and place at which all its members may participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the year’s evaluation.

The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success in meeting board standards, goals and objectives as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.

(cf. 9230 – Orientation)

(cf. 9240 – Board Development)

**AASB POLICY REFERENCE MANUAL
ADOPTED: _____**

E 9400(a)

BOARD SELF ASSESSMENT

Based on AASB Board Standards

VISION – The Board creates a shared vision to enhance student achievement.

<i>4- Outstanding</i>	<i>3-Effective</i>	<i>2-Needs Improvement</i>	<i>1-Ineffective</i>
1.1 The Board creates a dynamic shared vision for education that reflects student needs and community priorities.			
(a)	The Board encourages community/staff involvement in setting a vision or mission statement, to insure a broad sense of ownership	The Board has developed a vision or mission statement, but has not included outside involvement in the process	The Board has not established a vision or mission statement for the district
1.2 The Board keeps the district and community focused on educating students			
(a)	The Board frequently refers to the district's vision/mission statement when communicating with the staff and community	The Board rarely refers to the district's vision/mission statement when communicating publicly	The Board never refers to the district's vision/mission statement publicly

(b)	The Board typically asks the question “Is It Good for Kids?” during discussions and before voting on issues	The Board holds intelligent debate during discussions but doesn’t often discuss what actual effects of their decisions might be on kids	The Board’s deliberations tend to focus more on adult issues and concerns and kids are rarely mentioned in concrete terms
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E 9400(b)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
1.3 The Board demonstrates its strong commitment to vision by using the shared vision to guide decision making			
(a)	The Board regularly refers to the vision/mission statement as a guide when planning, making decisions or evaluating district operations and budget	The vision/mission of the district is occasionally referred to in planning, decision-making and evaluating operations	Planning, decisions and evaluation of operations by the Board is reactionary, with no reference to the vision or mission

BOARD SELF ASSESSMENT

Based on AASB Board Standards

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

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.			
(a)	Policies and procedures have been established that provide for effective, efficient participation by stakeholders.	Stakeholder participation is solicited as management decisions are made, but policies and procedures have not been established to clearly describe how that participation will occur.	The Board and/or administration usually make major management decisions in the absence of stakeholder participation.

E 9400(c)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
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(b)	The Board has established policy that defines their role and <u>appropriate</u> participation in decision-making about students, curriculum, finances, staffing and facilities.	The Board participates in decisions in some of the various areas, but without clear policy or definition of their appropriate role.	The Board does not participate in the decision-making process, but only reacts to recommendations... or participates inappropriately.
2.2 Board ensures that long and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection.			
(a)	The Board establishes policies that require planning on a regular basis and planning actually occurs annually.	Board policies may be in place, but regular planning does not occur.	No board policy on planning exists and no system is in place for regular planning.
(b)	The Board annually engages in setting district goals and objectives through an established planning process that includes staff and community input.	The Board engages in planning occasionally, but without much involvement from staff or community.	The Board has no regular schedule for planning and never invites participation by staff or community.
(c)	Evaluation and revision of district action plans supporting the goals are based on measurable information related to student achievement and standards.	District action plans are revised, but student achievement data is not a routine part of the process.	District action plans are not revised on a regular basis.
2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.			

E 9400(d)

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
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(a)	The Board accommodates appropriate participation to offer advice on the establishment, review and revision of district standards.	Instructional standards have been established for the district, but Board has not included participation from the broader community, including business and industry.	No district-specific standards have been established; district defers to minimum state standards.
(b)	The Board makes instructional resource (budget, staffing) decisions based on instructional needs.	The Board does not routinely make reference to instruction standards or needs when making budget decisions.	The Board approves a budget based on what was spent the prior year.
2.4 Board acts to ensure vision and structure comply with legal requirements.			
(a)	Board conducts annual policy review and revision to insure that district policies are aligned with changes to federal and state statutes and regulations and district standards.	Board updates individual policies when presented with a problem or issue that indicates it is necessary but has no procedure for comprehensive review of policy.	Regular policy review is not a board priority and rarely occurs.
(b)	The Board expects reasonable use of legal opinions prior to making decisions with legal implications.	The practice of requesting legal opinions may be excessive or sporadic, resulting in unnecessary legal fees or legal exposure.	The Board routinely makes decisions without considering the need for legal counsel.
2.5 Board encourages and supports innovative approaches to teaching, learning and the continuous renewal of education.			
(a)	The Board invests in staff development clearly tied to district vision of skills students will need in the future.	Board budgets a set amount for staff development, without requirements or assurance that it is tied to district vision, goals or objectives.	Board finds it difficult to make staff development a priority because of budget constraints or other considerations.

E 9400(e)

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
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(b)	The Board has established policy that insures continual curriculum review through a regular review cycle and appropriate participation by stakeholders.	Curriculum review is not addressed in policy and only occurs when the administration initiates it.	Regular curriculum review is not a board/district priority and has not been addressed in recent years.
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BOARD SELF ASSESSMENT

Based on AASB Board Standards

ACCOUNTABILITY – The Board measures district performance toward accomplishing the vision and reports the results to the public.

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.			
(a)	Board ensures assessments are locally appropriate, accurate, relevant, and use a feasible process.	Assessments are reviewed, but there is little discussion related to the district	Assessments are provided but are not relevant to the district
(b)	Board receives a variety of reports on student progress linked directly to the vision for student achievement.	Assessments are simply used to identify needs.	Assessment are not used to identify needs nor or they linked to the district vision.
3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.			
(a)	Board has established policies and procedures for routine evaluation of superintendent that are rigorously followed.	The board policy for evaluating the superintendent exists, but is seldom followed	There is no policy or practice of superintendent evaluation

E 9400(f)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
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(b)	Written performance expectations for the superintendent and the board are developed and communicated to the community.	Expectations are sometimes developed but seldom communicated.	Expectations are not identified for either the board or the superintendent.
(c)	Board solicits public opinion regarding its performance toward achieving performance expectations.	An effort is made to solicit public opinion on board performance.	No effort is made to solicit public opinion on board performance.
(d)	Board routinely carries out self-evaluations and set goals for improvement.	Board seldom completes or makes use of board self- evaluations	There is no systematic approach to board self-evaluation.
3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.			
(a)	Board seeks input on evaluation of plans' progress and effectiveness.	Board seldom seeks input.	No input is requested.
(b)	Board ensures a variety of indicators are used for evaluations.	Indicators are not used	Plans are not evaluated.
(c)	Board establishes review process that allows and supports reasoned decision making based on sound information.	Information is not used for decision making	No review process is developed or implemented.
3.4 Board uses an understandable format to periodically report district performance to the public.			

E 9400(g)

	<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
(a)	Board insists all reports are written and presented in a way that is understandable and useful to the public.	Reports often lack structure and are seldom presented in written form.	Reports are seldom presented to the board or the public.	

(b)	Board hosts informal opportunities for public to discuss all district performance issues.	Public has little opportunity to formally address the board regarding student achievement.	Public has no opportunity to discuss student achievement.
(c)	Board routinely provides the public with information regarding district finances and budget.	Board provides financial information only when requested.	Public is not provided with information about district finances and budget.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

ADVOCACY – The Board champions the vision.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.1 The Board leads in celebrating the achievements of students and accomplishments of others that contribute to education.			
(a)	Board has established policy to ensure individuals and groups are meaningfully recognized for accomplishments.	Recognition occurs occasionally in the district but is not identified as board policy.	The board has no policy on recognition and recognition activities rarely occur.
(b)	Board recognizes students and others as part of their regularly scheduled meeting activities.	Recognition of students and others occurs at the school level but not at the board level.	Recognition of students and others is not a routine occurrence for the board.

E 9400(h)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.2 The Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.			
(a)	The Board has adopted policies that encourage parent involvement with their children and the school in a variety of meaningful ways.	Board encourages parent involvement but it is not reflected in board policy statements.	Parent involvement is not a major consideration in business handled by the board.

(b)	The Board promotes "asset" framework with school staff, community and students.	Board has an awareness of the asset framework, but has not taken an active role in promoting it in the schools or community.	Board either is unaware of the asset framework or does not consider it a school concern.
4.3 The Board establishes partnerships with individuals, groups and organizations to promote educational opportunities for all students.			
(a)	Board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.	Board relies solely on staff at the school level to establish partnerships that bring community individuals and other groups into contact with the schools.	Board is not aware of any partnerships occurring in the district or its schools.
(b)	Board identifies community resources that help provide basic academic and enrichment activities that will extend learning opportunities for students.	Community resources are utilized but the Board is not involved in causing that to happen.	Board is not aware of community resources being used in the schools.

E 9400(i)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
4.4 The Board promotes school board service as a meaningful way to make long term contributions to the local community and society.			
(a)	Board routinely provides information to students, staff and community about the school board's role and its regular activities.	Board occasionally provides information to the public about board actions at board meetings.	Board does not communicate information about its role, activities or decisions to the public in any planned way.
(b)	Board invites community members to participate in committees and task forces that assist in board decision making.	Board is open to public opinion but does not solicit input in any organized fashion.	Board conducts its business without considering effective ways to gain public opinion or participation.

<p>4.5 The Board is proactive in identifying and addressing issues that affect the education of students.</p>			
<p>(a)</p>	<p>Board studies and discusses educational trends and issues that may impact student achievement.</p>	<p>Board deals with them as they occur, but doesn't provide time or opportunity for looking at the larger educational environment.</p>	<p>Board tends to be reactive, and deals mainly with crisis or items that have to be handled immediately.</p>
<p>(b)</p>	<p>Board takes an active leadership role in representing student educational interests and needs to local and state government.</p>	<p>Board occasionally participates in legislative lobbying, but doesn't have a defined strategy for effective representation.</p>	<p>Board deals with local issues as needed, but doesn't take an active role in representing student needs to local or state policy makers.</p>

E 9400(j)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
<p>(c)</p>	<p>Board makes effective use of the media and other public information opportunities to represent student interests.</p>	<p>Board occasionally uses media and other opportunities but has no comprehensive public communications plan.</p>	<p>Board makes no focused effort to communicate with the public.</p>

Board Self Assessment

Based on AASB Board Standards

CONDUCT AND ETHICS – The Board and its individual members conduct district business in a fair, respectful and responsible manner.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
<p>5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.</p>			
<p>(a)</p>	<p>Board members understand the significance of their role as models for students and representatives of the community and act accordingly.</p>	<p>The board's conduct is sometimes embarrassing to the district.</p>	<p>The board often fails to act in a civil manner to each other or the public.</p>

(b)	Board members support decisions of majority after honoring each member's individual right to express opposing views and state their convictions, and to disagree without being disagreeable.	Individual board members sometimes work against the majority decision of the board.	Board members do not have an opportunity to express their opposing views, or if given that opportunity, work against the majority decision.
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E 9400(k)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(c)	Board makes decisions as a group, only at properly called meetings and recognizes that individual members have no authority to take individual action.	Individual members overstep their authority and make requests that should best be made by the board as a whole.	The board does not understand or accept the authority of the whole.
(d)	Board and superintendent understand and respect each other's area of responsibility and work together in a spirit of mutual trust and confidence.	Some members do not understand, or do not accept their governance role, which leads to a breakdown of trust.	The board does not fulfill its governance role.
(e)	Board seeks and receives timely recommendations from the superintendent.	Recommendations are sometimes expected without sufficient time for their development.	Recommendations are often not asked for or expected or sufficient time is not allowed or their development.
(f)	Board communicates directly with the superintendent without bringing surprises to the board meeting.	Board members sometimes wait until the meeting to communicate.	There is no systematic approach to communication between board members and the superintendent.
(g)	Board understands and adheres to the Open Meetings Act, and observes the confidentiality of executive sessions.	Individual members sometimes fail to act within the constraints of the Open Meetings Act or fail to hold the confidentiality of executive sessions.	The Board consistently flaunts the Open Meetings Act or fails to hold the confidentiality of executive sessions.
(h)	The meeting agenda proactively address the boards attention on the districts vision and goals.	The agenda occasionally reflects issues linked with the districts vision and goals.	The agenda is reactive and does not support the districts vision or goals.

(i)	Regular meeting attendance is the norm for all board members.	Quorum is usually met but often without the full board in attendance.	Meeting attendance is not a priority; often hard to get a quorum present.
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E 9400(l)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(j)	The board comes to the meeting prepared to contribute to the discussion in a meaningful manner.	Individual members sometimes come to the meeting unprepared to conduct the business of the board.	The first sound heard at the meeting is the ripping open of board packets.
(k)	There is opportunity for appropriate public participation at board meetings.	Public participation is not defined by the board and is regulated based on the issues being discussed.	Public participation at board meetings is either not structured by the board or is not permitted to occur.
(l)	The board directs complaints concerning the schools through appropriate channels and does not attempt to address the problem.	Individual members sometimes attempt to address complaints themselves.	The board usurps the administrative chain of command on a regular basis.
5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.			
(a)	Board participates in annual board development activities to develop their governance skills.	Some board members participate in development activities.	The board seldom participates in development activities.
(b)	Individual board members report the results of those activities to other board members and community during board meetings.	The board occasionally hears reports from members who attend development activities.	The board does not schedule time to make reports about development activities.
(c)	Board members attend and fully participate in all board development functions paid for by district funds.	Members attend the sessions but seldom participate actively.	The board seldom attends sessions for which they have been registered.

E 9400(m)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(d)	Board takes responsibility for orientation of all new members.	The board does not participate in the orientation of new members.	There is no orientation program for new members.
5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.			
(a)	The budget for all board expenditures is easily identifiable and open to public scrutiny.	Expenditures are not grouped within one area of the budget.	There is no specific category for board activities in the budget.
(b)	All board expenditures are compared against "IS IT GOOD FOR KIDS" criteria.	The board does not link its activities to student achievement.	No rationale is given for board expenditures.