

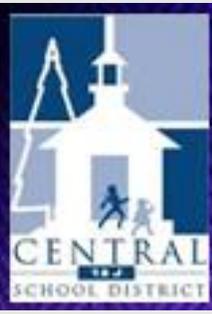
# Central School District Board of Directors

FY15-16 Annual Planning Retreat

November 16, 2015

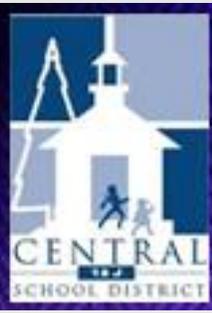
# Central School District

## School Board Planning Retreat – Nov 16, 2015



4:0 pm	Agenda Review	Steve/Buzz
4:15 pm	Role of the Board and How Boards Impact Student Achievement	Steve
	<ul style="list-style-type: none"><li>• Overview of Lighthouse - Key Areas of Board Performance</li><li>• Board Operating Principles</li><li>• Process of Reviewing and Updating District Policies</li></ul>	Kathy
6:00 pm	Break	
6:15 pm	FY15 District Accomplishments	Buzz
	Refresher on IBAS, progress to date	
7:15 pm	FY16 District Priorities	Buzz
8:15 pm	School Board Agenda Topics for Next 12 Months	
8:30 pm	Adjourn	

# If you were approached by someone how would you answer the following questions?



- How is our district performing?
- How does Central School district perform as compared to other districts in Oregon?
- What does the board do?
- What were the board/district priorities in 2014/2015?
- How did the district perform against those objectives?
- What is the district focused on in the next year?
- What is our goal for the district in 5 year?

# The Key Work of School Boards





## Can School Boards Impact Student Achievement?

Recent research shows that school boards have a significant impact on student achievement in their districts.

### What makes a school board effective?

1. Commit to a vision of high expectations for student achievement.
  2. Have strong shared beliefs and values about students' ability to learn and of the system and its ability to teach all children at high levels.
  3. Are accountability driven.
  4. Have a collaborative relationship with staff and the community.
  5. Are data-savvy.
  6. Align and sustain resources to meet district goals.
  7. Lead as a united team with the superintendent.
  8. Take part in team development and training.
- See more at: <http://www.nsba.org/about-us/frequently-asked-questions#sthash.NX6loB7m.dpuf>

# Boards' Role in Improving Student Achievement



- Focus relentlessly on the improvement of **student achievement for all students**
  - Board members reflect beliefs that high achievement for all students is an attainable goal
  - Board meeting agendas and discourse reflect this focus
- Work effectively with the superintendent as a **collaborative leadership team** to focus priorities around high achievement for all students in the district
  - The Board maintains a close relationship of trust with the superintendent and strives to facilitate his/her success
- Act as a **Professional Learning Community (PLC)** to develop abilities around the roles of the Board in leading, but not managing, the accomplishment of district improvement goals
- Make decisions based on **analysis** of relevant research and data
- Analyze and monitor disaggregated **student performance data** by grade and by school as presented by the District-level Distributed Leadership Team (DDLTL)
- **Develop a vision** based on core values and beliefs of the district and community and effectively **communicates** that vision to all stakeholders
- Communicate clearly the **goals and expectations for the district**, staff, and students with an emphasis on high achievement for all students in the district



- Base decisions about resources and budget on goals and vision for the district with high achievement and continuous improvement for all students as the priority
- Provide the resources necessary for the approved improvement efforts
  - The Board adopts a fiscally responsible budget based on the district’s vision and goals and regularly monitors the fiscal health of the district
- Demonstrate a belief that high quality instruction in every classroom is the foundation for high achievement for all students
  - Hold the district accountable for providing high quality, aligned professional development that includes imbedded coaching and other supports to assure implementation of approved strategies and programs
- Monitor the conditions and beliefs necessary for improving teaching and learning in the district and provides leadership to address issues around those conditions and beliefs
- Monitor and hold the district accountable for implementation of the District’s effort to increase student learning
  - As demonstrated by its work, the Board promotes a culture of continuous improvement throughout the district



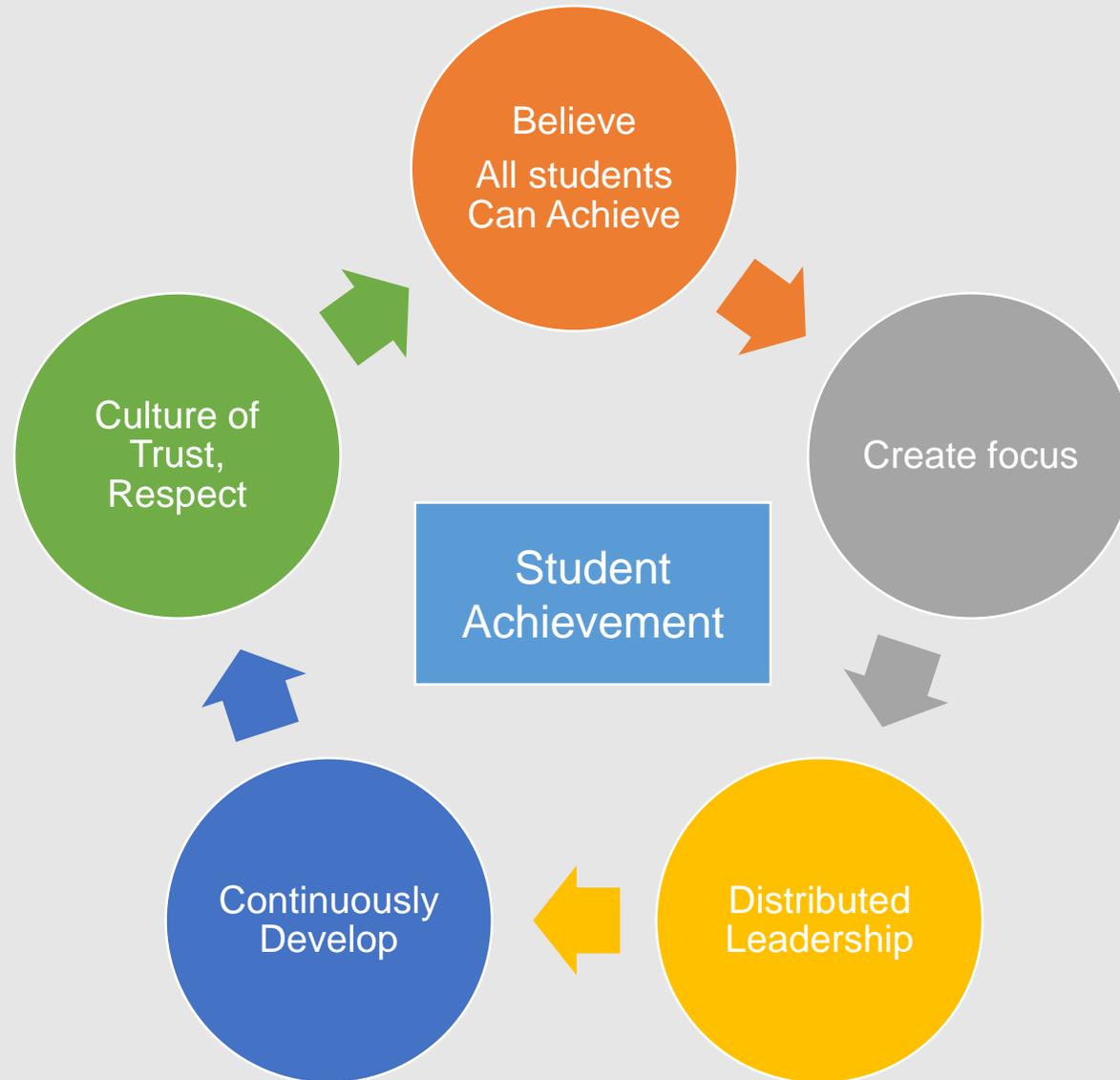
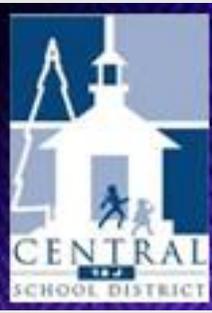
- Acts as a **problem solving team with the DDLT** when impediments to implementation of the improvement efforts cannot be resolved within the school district by staff and/or the DDLT
- Self-monitor to ensure that the Board remains focused on district priorities and continuous improvement using an instrument accepted by the Board to measure its own effectiveness
- Conduct **meetings that are efficient and effective** that focus primarily on student achievement and district priorities
- Treat fellow Board members, the superintendent, staff, and members of the public with **respect**
- Evaluate the superintendent based on progress toward attainment of predetermined goals and the effectiveness of his/her leadership in implementation of the district's improvement efforts
- Participate in deliberative **policy review and development** to reflect a commitment to and focus on policies that support high achievement for all students
  - Ensures that its reform priorities are codified in policy and provide for sustaining reform/change in support of student achievement initiatives
- **Promote/celebrate the accomplishments** of the district within the district and community at large and to elicit community discourse and support for the goals of the district



# The Role of the Board

1. Set Clear Expectations
2. Create Conditions so the work can succeed (support)
3. Hold the system accountable
4. Learn as a Board Team (become your own PLC)
5. Create the public will to succeed

# Central School Board's Commitment to Improve Student Achievement





# Policy Overview

## Policy Sections

[Home](#)

**A/B** [Board Governance](#)

**C** [Administration](#)

**D** [Fiscal Management](#)

**E** [Support Services](#)

**F** [Facilities](#)

**G** [Personnel](#)

**I** [Instruction](#)

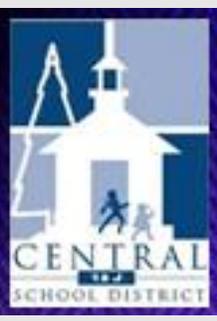
**J** [Students](#)

**K/L** [Community Relations](#)

[Help/FAQ](#)

## Central School District Policy Update Process

- OSBA provides periodic communications on policies including recommended changes
- Policy updates are reviewed by Policy Committee
- Board reviews updates – 1<sup>st</sup> reading
- Feedback is incorporated, updated policy presented in Consent Agenda at next board meeting.



## OSBA Policy Analysis Service

- An analysis is a review and assessment of a school district, education service district, public charter school or community college board's policy manual. On a Microsoft Excel spreadsheet, policies and administrative regulations (procedures) are listed along with of the following findings:
  - Policy/administrative regulation is adequate.
  - Recommend policy/administrative regulation be reviewed and/or revised
  - Policy/administrative regulation is missing and is required by state/federal statute or administrative rule
  - Policy/administrative regulation is missing and is highly recommended
  - Recommend deleting policy/administrative rule.
- The spreadsheet file you receive allows you to sort and filter the analysis matrix as you please. You can quickly filter the list to see how many required policies you are missing or how many policies and administrative regulations need to be reviewed