

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Virtual Meeting

Board Meeting Agenda
September 8, 2020
5:15 PM

Please note that in light of current public health concerns related to COVID-19, this meeting will be a virtual meeting. Additional information regarding meeting access is available on www.hsd.k12.or.us. The estimated times listed below for specific agenda items are subject to change.

1. 5:15 PM - Work Session

- A. Call to Order
Presenter: Erika Lopez
Time: 5:15 PM
- B. Board Self-Evaluation
Presenter: Erika Lopez
Time: 5:15 PM, 30 minutes
- C. Board Goals Discussion
Presenter: Erika Lopez / Mike Scott
Time: 5:45 PM, 20 minutes
- D. Board Working Agreements
Presenter: Erika Lopez / Mike Scott
Time: 6:05 PM, 15 minutes
- E. Equity Update
Presenter: Saideh Haghighi / Francesca Sinapi
Time: 6:20 PM, 30 minutes
- F. Pathways Center Update
Presenter: Mike Scott
Time: 6:50 PM, 30 minutes
- G. Curriculum Adoption Update
Presenter: Travis Reiman
Time: 7:20 PM, 30 minutes
- H. Facilities Naming Process
Presenter: Mike Scott
Time: 7:50 PM, 15 minutes
- I. Fall 2020 Update
Presenter: Mike Scott
Time: 8:05 PM, 15 minutes
- J. SRO Update
Presenter: Mike Scott
Time: 8:20 PM, 45 minutes
- K. Discussion Time
Time: 9:05 PM, 10 minutes
-Student Reps
-Superintendent
-Board Members
- L. Recess Board Meeting
Time: 9:15 PM
- M. Next Meetings of the Board of Directors

- September 22, 2020 Board Work / Regular Session
- October 13, 2020 Board Work Session

The complete Board meeting packet may be downloaded from the District website at: <https://www.hsd.k12.or.us/board>.

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
BOARD EVALUATION REPORT

SITUATION

This evening, Board members will review a compiled report of their reflections regarding standards and indicators for the 2019-20 school year, and discuss how this information can be used as they plan for the year ahead.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the Board evaluation report.



Board Self-Evaluation 2020

(Version 2)

September 8, 2020

Consultant Report



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Executive Summary

**Hillsboro School District
2020 Board Self-Evaluation (vers.2)
September 8, 2020**

Consultant Executive Summary

Methodology

For the school year ending June, 2020, the Board of Directors of the Hillsboro School District (HSD) undertook a self-evaluation to assess the Board's performance. For this evaluation the Board used a standards-based model created by the Evaluation Committee and adopted by the Board in February, 2016. The source for Standards and Performance Indicators was Board Policies, Strategic Plan and researched effective school board practices. Evaluation worksheets were completed online and collected by the Consultant.

The Board invited participation by the Superintendent, Cabinet and others who interact with the Board frequently. A total of 16 respondents completed the online worksheet. The responses include all 7 Board members. Even though the sample size is small, the results reflect the ratings and opinions of 100% of the Board members. Nine administrative staff and others who have frequent interaction with the Board also completed the online worksheet providing feedback to compare with the Board members' self-assessment.

The results from the online worksheets are reported in a summary spreadsheet (Overall Worksheet Summary) showing the number of responses for each rating descriptor for each Performance Indicator in each Standard along with the average of the ratings. Further explanation of the responses is summarized in the Comments collected from respondents at the end of each set of Standard Performance Indicators. The purpose for reviewing the average ratings and Comments is to identify the respondent group's view about areas of high performance for the Board and identify areas which need improvement.

The online worksheet responses were also disaggregated into (1) Board and (2) Other (admin/supervision/confidential/union) groups to compare the responses in an effort to identify any significant disparities between the Board view and Other's view. These disaggregated results are presented in a separate set of spreadsheets (Comparison Worksheet Summary).

The information collection for 2020 also included an interview worksheet sent by e-mail to selected local leaders in the community consisting of people involved with local governments, both municipal and education, as well as leadership for various

organizations associated with HSD. These interview worksheets were also collected by the Consultant.

The results from the local leader interviews were compiled into a summary sheet of the interview questions with the Comments collected below each interview question. The identity of each local leader remains anonymous, but for ease of evaluating their comments, the results have been separated into “internal” (organizations associated with HSD) and “external” (organizations outside the HSD school community).

Therefore, included below in this Report are the following items reporting the information collection effort and providing a basis to support the observations and comments from the Consultant:

- Overall Online Worksheet Summary in spreadsheet format
- Comparison Online Worksheet Summary in spreadsheet format
- Standards with Performance Indicators (including Comments)
- Summarized responses from “external” local leaders
- Summarized responses from “internal” local leaders

Online Worksheet Rating Descriptors

The Board Self-Evaluation online worksheet used a **4-point rating scale** with the following descriptor definitions:

- 4 points - Exceeds
- 3 points - Proficient
- 2 points - Developing
- 1 points - Does Not Meet

- (4) “Exceeds” - Models excellence; serves as mentor; recognized for performance;
- (3) “Proficient” - Frequently demonstrates high level of skill; usually incorporates best practices
- (2) “Developing” - Beginning to incorporate best practices; sometimes demonstrates high level of skill
- (1) “Does Not Meet” - Rarely demonstrates understanding of needs or expectations

Guidelines for Analysis

For the Consultant’s analysis of the online worksheet responses and the Comments from online respondents, the following general guidelines were followed:

- Find the average rating score for each Performance Indicator and each Standard.
- Identify low rating average scores.
- Identify high rating average scores.
- Compare average of Performance Indicators ratings with the overall Standard

- average ratings which was separately scored by each respondent.
- After identifying low ratings, high ratings and rating differentials, search for trends.
 - Review online Comments from respondents to confirm findings from worksheet ratings summary and identify any new issues.
 - For ease of comparison with prior Board self-valuations, the ratings for the Board (only) in 2017 and the Board plus Cabinet in 2018 are shown alongside the 2020 ratings in the Overall Worksheet Summary spreadsheet.
 - For comparison of responses between the Board and Other groups, the average ratings of the two groups were “marked” for significant differences. A lower score (under 3.0) by either group was highlighted in “yellow.” Average rating differences of about 0.50 between the two groups were also highlighted in “blue.”
 - For the local leader interview analysis, the Consultant searched for common themes to summarize and also highlighted any special comments even though only reported by one individual.

Consultant Observations & Analysis

Below are some general Observations & Analysis from the Consultant about the information collected and presented in the Overall Worksheet Summary, Comparison Worksheet Summary, Comments and the local leader interview summaries. Please remember the Comments are individual points of view and may or may not enjoy a wide-spread following. Hence, the individual Comments may often feel disconnected from the overall ratings.

“Overall” Worksheet Worksheet Notables (both groups combined)

- Singling out a Standard to identify as the one “area needing greatest improvement” or “best performance” is difficult since **all of the Standards scored about the same around 3.50 or so, whether looking at the average performance indicators or the overall standard rating.**
- Basically, **improvement was shown in every Standard and Performance Indicator** when compared to 2018 and 2017 results.
- **When looking at the total group results especially, noteworthy** were the positive gains over previous self-evaluations in the following Performance Indicators:
 - 1.6 – Establishing and sustaining relationships with community leaders
 - 2.6 – Board members’ understanding that their authority is limited to board meetings
 - 3.3 – Board members spending time with community groups
 - 5.4 – Board making decisions for the good of entire school district

- 5.5 – Regularly assessing the District’s climate involving stakeholders
- 5.6 – Providing resources for a safe and secure working environment for staff and learning environment for students
- 5.7 – Enacting policies to define hiring practices that select employees who fit the culture and core values of the District
- 6.1 – Board has written policies in place
- 6.6 – Board allocates resources to maintain up to date technology
- 6.8 – Board invites feedback from the public
- **None of the Standards or Performance Indicators dropped** (other than a couple of hundredths because of different sample sizes).
- The **“new” question** (5.8) about demonstrating a commitment to increasing the diversity of District staff and **viewing school improvement through an equity lens received a 3.50** in the survey demonstrating that the Board’s efforts are recognized in this area.

“Comparison” Worksheet Summary Notables (disaggregated group results)

When disaggregating the results into (1) Board and (2) Other groups several of the Performance Indicators were viewed differently by the Board group and the Other group. Notable differences are highlighted in “blue” on the Comparison Worksheet Summary spreadsheet. **The purpose for providing the results in this view is to identify topics for discussion between the groups** about why differences in perception exist.

- Noteworthy, however, **in every instance the Board was a harsher critic about its own performance than the Other group.**
- Lower ratings from the Board were balanced by higher scores from the Other group yielding an average that fell within the general 3.50 ish range for the overall results.
- For Standard No. 5 – District Climate in the disaggregated comparison with the Board rating itself only 3.17 which was the lowest overall Standard rating. Interestingly, the Other group rates the Board significantly higher bringing the “both group” average rating closer to the 3.50 ish combined rating.

Areas for Improvement

When searching for **areas to improve before the next self-evaluation**, take a look at:

- 2.1 – Focusing on policy making, planning & evaluation (but even so, it still received a 3.13 overall but a 2.86 from the Board)

- 2.2 – Communicating to avoid surprises at board meetings
- 2.10 – Abiding by the Board/Superintendent Working agreement
- Paying more attention to the entire topic of District Climate as covered in Standard No. 5
- 6.7 & 6.8 – Assessing the Board’s performance involving stakeholders (but this might just be a communication issue since the Board has a regular schedule of self-evaluation).

Online Worksheet “Comment” Notables

Trends are difficult to identify from the comments of a small sample size. And clearly, someone else reviewing all the comments might come to different conclusions, nonetheless, the Consultant observed the following:

- This Board truly works to serve, lead and advocate for all of the HSD community placing a high value on speaking with a unified voice.
- The Board’s commitment to advocacy at local and state levels is recognized.
- Sometimes adherence to parliamentary procedure slips a little.
- The Board tends to stay in its lane for policy making, but occasionally oversteps its role into administration needing gentle reminders. The Board does a great job a majority of the time.
- The collaborative nature of this Board builds trust and relationships which allows them to engage in effective dialogue.
- This Board deserves special recognition for working to form community relationships and working continually to understand the needs of the community.
- The Board is student-centered in its visioning and they are solid in their core beliefs, however, need some work understanding the operation of the school system and what it’s like in the actual teaching/learning experience.
- The Board is passionate about equity and serving all students looking at every decision through an equity lens. The Board is engaged and supportive for improving equitable policies and practices.
- Even though the Board works well creating a positive District climate and viewing decisions through an equity lens, at least one Board member would like to encourage more innovative pilot programs to encourage staff to take chances understanding that the Board trusts their intentions.
- Apparently, substantial progress has been made in updating the Board Policies.

Local Leader Comments (External) Notables

- The Board is a diverse mix of individuals who actively participate in state, regional and local matters. They regularly attend community events or meet with local legislators and government officials to advocate for HSD.
- They seem to have strong relationship skills and work well with the Superintendent and each other.
- The Board has done ground-breaking work around equity.
- A strength of the Board is the emphasis on communicating with parents and transparency.
- The HSD Board works together to handle difficult issues and always seem well versed on current Board issues.
- More work is needed to find ways to engage students who do not fit the traditional role. Also, more expanded opportunities need to be available for students seeking more rigor or challenging coursework.
- The HSD Board is diverse. Showcase it.
- For advice, keep up the good work and stay the course.
- Like everyone else, the HSD Board needs to learn how to do more with less.

Note: The diversity of responses made finding common themes difficult. Please read the responses from this group. All of the responses in this category came from nearby district board members.

Local Leader Comments (Internal) Notables

- Although not everyone agrees, generally the internal local leaders believe the Board has done a good job diversifying itself and representing staff and **all** students well.
- The Board has done a good job listening to so many politically charged issues during the past couple of years. This Board feels all the issues passionately and really cares about the future of the District. They clearly want to be a voice for staff and students.
- The Board works collaboratively and seems very friendly with each other.
- They show up for important events and clearly send the message that they want to listen to the voices of everyone.
- They are pragmatic and willing to tackle tough issues.
- Even though Board members show up everywhere, sometimes they tend to talk more than listen.

- The Board needs a better system to measure the return on various financial investments to be sure resources are spent in areas where needed.
- The Board should continue training in leadership, communication, support and equity. They should also more thoroughly research and listen to the knowledge of people who do not agree with them.

Note: The diversity of responses made finding common themes difficult. Please read the responses from this group.

Conclusion

The Hillsboro School District Board of Directors undertook a self-assessment for 2020 and invited participation from the Superintendent, Cabinet administrators, supervisors, confidential and union leadership. Observations from outside local leaders were also collected. This report collects the information from the individual respondents about Board performance in an effort to identify how they can work together more effectively.

A couple of conclusions are inescapable.

- This Board is highly regarded by both internal and external observers.
- The Board members are harsher critics about their own performance than those staff and local leaders who work with them on a regular basis.
- Improvement was demonstrated in all areas of measurement when compared to previous evaluation cycles.
- When taking a closer look at some of the details and differences between the Board and Other groups several items arose for discussion, but in every instance the Other group believes the Board is doing a better job than the Board's own view.
- Overall, **GOOD JOB.**

The Consultant recommends the Board review the results of this Board Self-Evaluation 2020 and schedule a time to discuss issues identified in this Report during the upcoming Board work session on September 8, 2020. The goal should be to build on strengths, but also address any areas for needed improvement which surfaced during this Board Self-evaluation performance review.

OVERALL Worksheet Summary

OVERALL Worksheet Summary - 2020 Hillsboro SD Board Performance Review (vers.2)

Standard 1: BOARD LEADERSHIP & ADVOCACY	Ratings Range - 16 respondents (7 Board+9 Other)					OVERALL 2020 (16)	Overall 2018 (13)	BOARD 2017
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A	2020 Avg Rating	2018 Avg Rating	2017 Avg Rating
1.1 The Board makes decisions only at properly called meetings and conducts meetings in a business-like manner, following accepted parliamentary procedure.	9	7	0	0	0	3.56	3.08	3.29
1.2 Executive session discussions are strictly limited to the topic authorized by the announced statute and Board Members uphold the legal requirement for confidentiality on all matters arising in executive session and from confidential records.	11	4	0	0	1	3.73	3.38	3.57
1.3 The Board considers fact and data for its decision-making and will request a decision be postponed until further information can be obtained when the facts and issues are not fully understood.	11	5	0	0	0	3.69	3.38	2.71
1.4 Board Members come to meetings well prepared to dialogue and discuss issues in search of an answer that is the best solution for all the stakeholders in the District.	9	7	0	0	0	3.56	3.38	2.71
1.5 Board activities, analysis and decision-making are aligned to the District's vision, goals and strategic plan.	11	5	0	0	0	3.69	3.31	2.57
1.6 Board Members establish and sustain relationships with community leaders, local government officials and state legislators.	15	1	0	0	0	3.94	3.38	2.71
1.7 Board Members understand and are knowledgeable about improvement initiatives and their role in supporting those initiatives.	6	10	0	0	0	3.38	3.08	2.86
1.8 Board Members adhere to Oregon Public Meetings Laws when communicating with other Board Members via social media, websites and other electronic means.	7	9	0	0	0	3.44	3.15	3.29
1.9 The Board periodically studies, discusses and weighs the merits of pending legislation for the purpose of determining its official position on legislative matters affecting the District.	7	7	1	0	0	3.19	3.23	2.86
Performance Indicator Average						3.57	3.26	2.92
Overall Standard Average	10	6	0	0	0	3.63	3.08	2.71

Standard 2: BOARD RELATIONSHIPS	Ratings Range - 12 respondents (3 Board+9 Other)					2020 Avg Rating	2018 Avg Rating	2017 Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A			
2.1 The Board focuses on policy making, planning, advocacy and evaluation, rather than day-to-day operations of the District.	3	12	1	0	0	3.13	2.92	2.86
2.2 Both Board Members and the Superintendent attempt to ask questions and communicate in a timely manner regarding agenda items prior to Board meetings so that no one will be surprised by unanticipated comments or questions.	8	7	1	0	0	3.44	3.31	2.71
2.3 Performance expectations have been clearly established for the Superintendent and are a part of the annual Superintendent evaluation.	12	3	0	0	1	3.80	3.62	3.14
2.4 The Board works and plans with the Superintendent in a spirit of mutual respect, trust, confidence and cooperation.	14	2	0	0	0	3.88	3.77	2.29
2.5 Information and written documents about District business are always requested through the Superintendent and/or Cabinet and only from other staff members with the knowledge of the Superintendent.	9	6	0	0	1	3.60	3.15	3.43
2.6 Board Members understand they have no authority except when sitting as a Board, or when authority is delegated for special duties by vote of the Board.	9	6	0	0	1	3.60	3.08	3.14
2.7 Board Members demonstrate the essential knowledge and skills necessary to be an effective Board Member and are prepared in advance to conduct the business of the Board at meetings.	9	7	0	0	0	3.56	3.15	2.57
2.8 Board Members regularly participate in Board development, training, and conferences to become effective board members and improve Board performance.	7	8	1	0	0	3.38	3.77	2.71
2.9 The Board Members abide by the terms of the Working Agreement established for Board interactions with each other and for relationships with the Superintendent.	7	8	1	0	0	3.38	3.15	1.86
2.10 The Board and Superintendent conduct orientation activities (social and professional) to familiarize new Board Members with the role of the Board and operations of the District.	8	8	0	0	0	3.50	3.33	2.00
Performance Indicator Average						3.53	3.33	2.67
Overall Standard Average	10	5	0	0	1	3.67	3.31	2.33

Standard 3: COMMUNICATIONS & COMM. ENGAGEMENT	Ratings Range - 12 respondents (3 Board+9 Other)					2020 Avg Rating	2018 Avg Rating	2017 Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A			
3.1 Individual Board Members direct media inquiries about Board business to the Chair, Superintendent or media designee for the District so that the position of the District is articulated with a single voice.	9	6	0	0	1	3.60	3.23	3.00
3.2 The District's vision, goals and strategic plan are widely published to the public and staff so that the entire community knows the direction of the District.	11	4	1	0	0	3.63	3.08	3.57
3.3 Board Members spend time with other community groups to help form alliances and carry out the mission of the District.	10	6	0	0	0	3.63	3.15	2.43
3.4 The Board keeps itself informed about the needs and wishes of the public, keeps the public informed about the District and encourages the public to share ideas and opinions at public meetings.	11	4	1	0	0	3.63	3.23	2.86
3.5 All formal communications or reports to the Board or any Board committee from staff members are submitted through the Superintendent or from others at the direction of the Superintendent.	11	5	0	0	0	3.69	3.23	3.71
3.6 All official Board communications, policies, and directives of staff interest and concern are communicated to staff members through the Superintendent.	12	4	0	0	0	3.75	3.23	3.71
3.7 When expressing personal opinions in public, Board Members clearly identify the opinions as their own.	9	7	0	0	0	3.56	3.15	2.57
3.8 Board Members treat fellow Board Members, staff, students, and the public with respect while posting on social media websites and do not post confidential information.	12	4	0	0	0	3.75	3.46	1.86
Performance Indicator Average						3.65	3.22	2.96
Overall Standard Average	10	6	0	0	0	3.63	3.08	2.50

Standard 4: VISION & PLANNING	Ratings Range - 12 respondents (3 Board+9 Other)					2020 Avg Rating	2018 Avg Rating	2017 Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A			
4.1 The Board has a clear vision for what it takes for the District to be successful and a clear understanding of the District's core beliefs incorporating those beliefs in its planning processes.	7	8	1	0	0	3.38	2.92	2.86
4.2 The Board has adopted a strategic plan to implement the district's mission and vision and annually adopts goals to carry out the strategic plan.	12	4	0	0	0	3.75	3.62	3.71
4.3 The Board plans and organizes with the objective that all students will graduate with college and career-readiness skills by reaching achievement benchmarks through their K-12 experience.	12	3	0	0	1	3.80	3.31	3.43
4.4 The Board schedules adequate opportunity for the purpose of planning, brainstorming, and thoughtful discussion before taking action on initiatives and programs.	8	6	1	0	1	3.47	3.08	3.00
4.5 The Board invites the participation of those stakeholders who will be impacted in the development of plans and goals for the District.	7	8	1	0	0	3.38	3.15	3.14
4.6 The Board has adopted a long-range facilities plan to prepare for future growth in the District and maintain or replace existing facilities as needed.	11	4	0	0	1	3.73	3.46	3.71
Performance Indicator Average						3.58	3.26	3.31
Overall Standard Average	8	7	1	0	0	3.44	3.15	3.14

Standard 5: DISTRICT CLIMATE	Ratings Range - 12 respondents (3 Board+9 Other)					2020 Avg Rating	2018 Avg Rating	2017 Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A			
5.1 Board Members are visible throughout the District and regularly attend District activities.	13	3	0	0	0	3.81	3.62	2.86
5.2 The Board encourages staff to find innovative and creative solutions to problems without assigning blame for well-designed initiatives which do not achieve the intended objectives.	10	5	1	0	0	3.56	3.17	2.71
5.3 The Board provides for itself, the Superintendent and all staff ample opportunity for professional growth.	7	8	0	0	1	3.47	3.31	3.00
5.4 The Board makes decisions based on what is good for the entire school district and not individual schools or program areas.	10	6	0	0	0	3.63	3.08	3.29
5.5 The Board regularly assesses the District climate through surveys, focus groups and other methods involving various stakeholders to stay informed about current issues involving operations of the District.	7	6	2	0	1	3.33	2.67	3.14
5.6 The Board provides the resources for a safe and secure working environment for staff and learning environment for students.	9	7	0	0	0	3.56	2.85	3.29
5.7 The Board enacts policies to define hiring practices that select employees who fit the culture and core values of the District.	10	6	0	0	0	3.63	2.92	3.00
5.8 (New) The Board demonstrates a commitment to increasing the diversity of the District's staff and to viewing school improvement for students and parents through an equity lens.	9	6	1	0	0	3.50	N/A	N/A
Performance Indicator Average						3.56	3.09	3.02
Overall Standard Average	7	7	1	0	0	3.40	3.00	2.71

Standard 6: ACCOUNTABILITY	Ratings Range - 12 respondents (3 Board+9 Other)					2020 Avg Rating	2018 Avg Rating	2017 Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A			
6.1 The Board has in place written policies that are clear, concise, up-to-date and in compliance with state and federal laws.	14	2	0	0	0	3.88	2.54	3.43
6.2 The Board adopts a budget which allocates resources aligned with the District's vision, goals and strategic plan.	9	7	0	0	0	3.56	3.23	3.57
6.3 In addition to the annual audit, the Board regularly receives financial reports about the implementation of the adopted budget.	12	4	0	0	0	3.75	3.54	3.71
6.4 The Board evaluates the Superintendent's performance annually.	12	4	0	0	0	3.75	3.62	3.86
6.5 The Board allocates resources for the District to maintain adequate physical facilities to meet district goals and statutory requirements when resources are available.	10	6	0	0	0	3.63	3.38	3.57
6.6 The Board allocates resources for the District to maintain up-to-date technology for use by the District in its operations; by the staff for the instructional programs and by the students for their learning environment when resources are available.	11	5	0	0	0	3.69	3.15	2.86
6.7 The Board assesses its own performance regularly.	7	6	2	0	1	3.33	3.08	2.71
6.8 The Board invites feedback from the public and staff about the effectiveness of Board performance to use for Board evaluation.	7	7	1	0	1	3.40	2.50	2.71
6.9 Visits to schools by Board Members are carried out only with the full knowledge of staff, including the Superintendent, principals and other supervisors.	11	5	0	0	0	3.69	3.00	3.57
Performance Indicator Average						3.63	3.18	3.43
Overall Standard Average	8	8	0	0	0	3.50	3.00	3.57

COMPARISON

Worksheet

Summary

COMPARISON Worksheet Summary - 2020 HSD Board Performance Review (vers.2)

Standard 1: BOARD LEADERSHIP & ADVOCACY	Ratings Range - 7 respondents (Board)					BOARD Avg Rating	Ratings Range - 9 respondents (Other)					OTHER Avg Rating
	Exceeds	Proficient	Developing	Not Meet	N/A		Exceeds	Proficient	Developing	Not Meet	N/A	
1.1 The Board makes decisions only at properly called meetings and conducts meetings in a business-like manner, following accepted parliamentary procedure.	2	5	0	0	0	3.29	7	2	0	0	0	3.78
1.2 Executive session discussions are strictly limited to the topic authorized by the announced statute and Board Members uphold the legal requirement for confidentiality on all matters arising in executive session and from confidential records.	4	3	0	0	0	3.57	7	1	0	0	1	3.88
1.3 The Board considers fact and data for its decision-making and will request a decision be postponed until further information can be obtained when the facts and issues are not fully understood.	5	2	0	0	0	3.71	6	3	0	0	0	3.67
1.4 Board Members come to meetings well prepared to dialogue and discuss issues in search of an answer that is the best solution for all the stakeholders in the District.	2	5	0	0	0	3.29	7	2	0	0	0	3.78
1.5 Board activities, analysis and decision-making are aligned to the District's vision, goals and strategic plan.	4	3	0	0	0	3.57	7	2	0	0	0	3.78
1.6 Board Members establish and sustain relationships with community leaders, local government officials and state legislators.	7	0	0	0	0	4.00	8	1	0	0	0	3.89
1.7 Board Members understand and are knowledgeable about improvement initiatives and their role in supporting those initiatives.	2	5	0	0	0	3.29	4	5	0	0	0	3.44
1.8 Board Members adhere to Oregon Public Meetings Laws when communicating with other Board Members via social media, websites and other electronic means.	2	5	0	0	0	3.29	5	4	0	0	0	3.56
1.9 The Board periodically studies, discusses and weighs the merits of pending legislation for the purpose of determining its official position on legislative matters affecting the District.	2	4	1	0	0	3.14	5	3	0	0	1	3.63
Performance Indicator Average						3.46						3.71
Overall Standard Average	3	4	0	0	0	3.43	7	2	0	0	0	3.78

Standard 2: BOARD RELATIONSHIPS	Ratings Range - 7 respondents (Board)					BOARD Avg Rating	Ratings Range - 9 respondents (Other)					OTHER Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A		Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A	
2.1 The Board focuses on policy making, planning, advocacy and evaluation, rather than day-to-day operations of the District.	0	6	1	0	0	2.86	3	6	0	0	0	3.33
2.2 Both Board Members and the Superintendent attempt to ask questions and communicate in a timely manner regarding agenda items prior to Board meetings so that no one will be surprised by unanticipated comments or questions.	2	4	1	0	0	3.14	6	3	0	0	0	3.67
2.3 Performance expectations have been clearly established for the Superintendent and are a part of the annual Superintendent evaluation.	5	2	0	0	0	3.71	7	1	0	0	1	3.88
2.4 The Board works and plans with the Superintendent in a spirit of mutual respect, trust, confidence and cooperation.	5	2	0	0	0	3.71	9	0	0	0	0	4.00
2.5 Information and written documents about District business are always requested through the Superintendent and/or Cabinet and only from other staff members with the knowledge of the Superintendent.	4	3	0	0	0	3.57	5	3	0	0	1	3.63
2.6 Board Members understand they have no authority except when sitting as a Board, or when authority is delegated for special duties by vote of the Board.	4	3	0	0	0	3.57	5	3	0	0	1	3.63
2.7 Board Members demonstrate the essential knowledge and skills necessary to be an effective Board Member and are prepared in advance to conduct the business of the Board at meetings.	3	4	0	0	0	3.43	6	3	0	0	0	3.67
2.8 Board Members regularly participate in Board development, training, and conferences to become effective board members and improve Board performance.	3	3	1	0	0	3.29	4	5	0	0	0	3.44
2.9 The Board Members abide by the terms of the Working Agreement established for Board interactions with each other and for relationships with the Superintendent.	2	4	1	0	0	3.14	5	4	0	0	0	3.56
2.10 The Board and Superintendent conduct orientation activities (social and professional) to familiarize new Board Members with the role of the Board and operations of the District.	3	4	0	0	0	3.43	5	4	0	0	0	3.56
Performance Indicator Average						3.39						3.63
Overall Standard Average	4	2	1	0	0	3.43	6	3	0	0	0	3.67

Standard 3: COMMUNICATIONS & COMM. ENGAGEMENT	Ratings Range - 7 respondents (Board)					BOARD Avg Rating	Ratings Range - 9 respondents (Other)					OTHER Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A		Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A	
3.1 Individual Board Members direct media inquiries about Board business to the Chair, Superintendent or media designee for the District so that the position of the District is articulated with a single voice.	4	3	0	0	0	3.57	5	3	0	0	1	3.63
3.2 The District's vision, goals and strategic plan are widely published to the public and staff so that the entire community knows the direction of the District.	4	2	1	0	0	3.43	7	2	0	0	0	3.78
3.3 Board Members spend time with other community groups to help form alliances and carry out the mission of the District.	4	3	0	0	0	3.57	6	3	0	0	0	3.67
3.4 The Board keeps itself informed about the needs and wishes of the public, keeps the public informed about the District and encourages the public to share ideas and opinions at public meetings.	5	1	1	0	0	3.57	6	3	0	0	0	3.67
3.5 All formal communications or reports to the Board or any Board committee from staff members are submitted through the Superintendent or from others at the direction of the Superintendent.	5	2	0	0	0	3.71	6	3	0	0	0	3.67
3.6 All official Board communications, policies, and directives of staff interest and concern are communicated to staff members through the Superintendent.	4	3	0	0	0	3.57	8	1	0	0	0	3.89
3.7 When expressing personal opinions in public, Board Members clearly identify the opinions as their own.	3	4	0	0	0	3.43	6	3	0	0	0	3.67
3.8 Board Members treat fellow Board Members, staff, students, and the public with respect while posting on social media websites and do not post confidential information.	5	2	0	0	0	3.71	7	2	0	0	0	3.78
Performance Indicator Average						3.57						3.72
Overall Standard Average	4	3	0	0	0	3.57	6	3	0	0	0	3.67

Standard 4: VISION & PLANNING	Ratings Range - 7 respondents (Board)					BOARD Avg Rating	Ratings Range - 9 respondents (Other)					OTHER Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A		Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A	
4.1 The Board has a clear vision for what it takes for the District to be successful and a clear understanding of the District's core beliefs incorporating those beliefs in its planning processes.	3	4	0	0	0	3.43	4	4	1	0	0	3.33
4.2 The Board has adopted a strategic plan to implement the district's mission and vision and annually adopts goals to carry out the strategic plan.	6	1	0	0	0	3.86	6	3	0	0	0	3.67
4.3 The Board plans and organizes with the objective that all students will graduate with college and career-readiness skills by reaching achievement benchmarks through their K-12 experience.	6	1	0	0	0	3.86	6	2	0	0	1	3.75
4.4 The Board schedules adequate opportunity for the purpose of planning, brainstorming, and thoughtful discussion before taking action on initiatives and programs.	3	3	1	0	0	3.29	5	3	0	0	1	3.63
4.5 The Board invites the participation of those stakeholders who will be impacted in the development of plans and goals for the District.	3	3	1	0	0	3.29	4	5	0	0	0	3.44
4.6 The Board has adopted a long-range facilities plan to prepare for future growth in the District and maintain or replace existing facilities as needed.	4	3	0	0	0	3.57	7	1	0	0	1	3.88
Performance Indicator Average						3.55						3.62
Overall Standard Average	4	3	0	0	0	3.57	4	4	1	0	0	3.33

Standard 5: DISTRICT CLIMATE	Ratings Range - 7 respondents (Board)					BOARD Avg Rating	Ratings Range - 9 respondents (Other)					OTHER Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A		Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A	
5.1 Board Members are visible throughout the District and regularly attend District activities.	6	1	0	0	0	3.86	7	2	0	0	0	3.78
5.2 The Board encourages staff to find innovative and creative solutions to problems without assigning blame for well-designed initiatives which do not achieve the intended objectives.	3	3	1	0	0	3.29	7	2	0	0	0	3.78
5.3 The Board provides for itself, the Superintendent and all staff ample opportunity for professional growth.	2	5	0	0	0	3.29	5	3	0	0	1	3.63
5.4 The Board makes decisions based on what is good for the entire school district and not individual schools or program areas.	4	3	0	0	0	3.57	6	3	0	0	0	3.67
5.5 The Board regularly assesses the District climate through surveys, focus groups and other methods involving various stakeholders to stay informed about current issues involving operations of the District.	2	2	2	0	1	3.00	5	4	0	0	0	3.56
5.6 The Board provides the resources for a safe and secure working environment for staff and learning environment for students.	2	5	0	0	0	3.29	7	2	0	0	0	3.78
5.7 The Board enacts policies to define hiring practices that select employees who fit the culture and core values of the District.	3	4	0	0	0	3.43	7	2	0	0	0	3.78
5.8 (New) The Board demonstrates a commitment to increasing the diversity of the District's staff and to viewing school improvement for students and parents through an equity lens.	2	4	1	0	0	3.14	7	2	0	0	0	3.78
Performance Indicator Average						3.36						3.72
Overall Standard Average	2	3	1	0	0	3.17	5	4	0	0	0	3.56

Standard 6: ACCOUNTABILITY	Ratings Range - 7 respondents (Board)					BOARD Avg Rating	Ratings Range - 9 respondents (Other)					OTHER Avg Rating
	Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A		Exceeds (4)	Proficient (3)	Developing (2)	Not Meet (1)	N/A	
6.1 The Board has in place written policies that are clear, concise, up-to-date and in compliance with state and federal laws.	6	1	0	0	0	3.86	8	1	0	0	0	3.89
6.2 The Board adopts a budget which allocates resources aligned with the District's vision, goals and strategic plan.	5	2	0	0	0	3.71	4	5	0	0	0	3.44
6.3 In addition to the annual audit, the Board regularly receives financial reports about the implementation of the adopted budget.	5	2	0	0	0	3.71	7	2	0	0	0	3.78
6.4 The Board evaluates the Superintendent's performance annually.	5	2	0	0	0	3.71	7	2	0	0	0	3.78
6.5 The Board allocates resources for the District to maintain adequate physical facilities to meet district goals and statutory requirements when resources are available.	4	3	0	0	0	3.57	6	3	0	0	0	3.67
6.6 The Board allocates resources for the District to maintain up-to-date technology for use by the District in its operations; by the staff for the instructional programs and by the students for their learning environment when resources are available.	4	3	0	0	0	3.57	7	2	0	0	0	3.78
6.7 The Board assesses its own performance regularly.	2	3	2	0	0	3.00	5	3	0	0	1	3.63
6.8 The Board invites feedback from the public and staff about the effectiveness of Board performance to use for Board evaluation.	2	4	1	0	0	3.14	5	3	0	0	1	3.63
6.9 Visits to schools by Board Members are carried out only with the full knowledge of staff, including the Superintendent, principals and other supervisors.	4	3	0	0	0	3.57	7	2	0	0	0	3.78
Performance Indicator Average						3.54						3.71
Overall Standard Average	3	4	0	0	0	3.43	5	4	0	0	0	3.56

Standards with Indicators (Comments)

**Hillsboro School District
Board Self-Evaluation 2020 (vers. 2)
Standards & Performance Indicators**

COMMENTS (from online worksheet)

Standard No. 1: BOARD LEADERSHIP & ADVOCACY

The Board effectively exercises its leadership, authority and responsibility at public meetings in accordance with the Oregon Public Meetings Law. The Board establishes focus, direction and expectations that inspire success across the organization by aligning authority and responsibility so that decisions can be made at a level close to implementation.

Performance Indicators

- 1.1 The Board makes decisions only at properly called meetings and conducts meetings in a business-like manner, following accepted parliamentary procedure.
- 1.2 Executive session discussions are strictly limited to the topic authorized by the announced statute and Board Members uphold the legal requirement for confidentiality on all matters arising in executive session and from confidential records.
- 1.3 The Board considers fact and data for its decision-making and will request a decision be postponed until further information can be obtained when the facts and issues are not fully understood.
- 1.4 Board Members come to meetings well prepared to dialogue and discuss issues in search of an answer that is the best solution for all the stakeholders in the District.
- 1.5 Board activities, analysis and decision-making are aligned to the District's vision, goals and strategic plan.
- 1.6 Board Members establish and sustain relationships with community leaders, local government officials and state legislators.
- 1.7 Board Members understand and are knowledgeable about improvement initiatives and their role in supporting those initiatives.
- 1.8 Board Members adhere to Oregon Public Meetings Laws when communicating with other Board Members via social media, websites and other electronic means.
- 1.9 The Board periodically studies, discusses and weighs the merits of pending legislation for the purpose of determining its official position on legislative matters affecting the District.

COMMENTS

- The Board is politically active and astute. They deliberately interact with leaders who can/will advocate for educational issues.
- Overall the Board does this relatively well. We sometimes slip with parliamentary procedure, and occasionally need reminders about the strict parameters of executive sessions and out-of-meeting communications.
- Because I am not personally involved in all the Board working, I see the results of what

they do via Board meetings and other communication individually. I know they are proficient, but do not have enough involvement to know if they are exceeding in most every area.

- Board members have sought opportunities to advocate on behalf of the Hillsboro School District at the county and state level and taken on leadership roles in various capacities.
- All Board members take their role very seriously and dedicate significant time and energy to becoming informed and making thoughtful decisions.
- I feel like our Board truly works to serve, lead and advocate for all of our community members. They are active and present not only in our schools but at the state level as well.
- The board places a high value on a unified voice on advocacy matters. Members value personal and representative opinions and give adequate space for rigorous discussion on topics. The board provides feedback on draft communication materials and shares final materials with stakeholders at every level.
- The board is friendly and seems to have substantive discussion that reflects a good understanding of the issues in HSD.
- Very active at many levels which is appreciated.
- I'm generally reluctant to rate myself (and my colleagues) as "Exceeding." I do think we make it a point to stay connected to the other elected officials in our district, and I'm proud of that work. I like to think that we take our role as leaders in the community very seriously.
- This is a very engaged board... engaged in the community on community issues, engaged at the State with State issues, and engaged with the education community... including other boards, OSBA, and through individual enrichment such as journals and publications. Lastly, we are very engaged with our schools: regular tours, engagement with PACs and PTAs, Proud to Be HSD, Latino Festival, NP Ice Cream Social, HSF activities, joint Board meetings with other cities, attending State of the City addresses not to mention Bond activities. This is a very engaged board in terms of advocacy and leadership.
- Overall, the Board demonstrates leadership and responsibility to our district by staying informed and knowledgeable about state and local initiatives. The Board advocates on behalf of the best interest for our district and maintains relationships community partners and local and state officials.
- And area for improvement is to develop parameters and a process of when and where our board does weighs in on issues and or designates Mike to do so. I really appreciate our board willingness to donate additional time and represent us in various spaces to do advocacy. Some examples include our boards participation in OSBA's; Board, Legislative Policy Committee, Color Caucus and as facilitators and speakers at their conferences. The Governor's Healthy Schools Reopening council. Attending local events, speaking on panels and volunteering for work groups at the state level.

Standard No. 2: BOARD RELATIONSHIPS

The Board and the individual Board Members work together with the Superintendent as a leadership team in a spirit of trust, collaboration and mutual respect performing their duties in a manner that reflects service to the community on behalf of all stakeholders and conducting District business in a fair, ethical, and responsible manner.

Performance Indicators

- 2.1 The Board focuses on policy making, planning, advocacy and evaluation, rather than day-to-day operations of the District.
- 2.2 Both Board Members and the Superintendent attempt to ask questions and communicate in a timely manner regarding agenda items prior to Board meetings so that no one will be surprised by unanticipated comments or questions.
- 2.3 Performance expectations have been clearly established for the Superintendent and are a part of the annual Superintendent evaluation.
- 2.4 The Board works and plans with the Superintendent in a spirit of mutual respect, trust, confidence and cooperation.
- 2.5 Information and written documents about District business are always requested through the Superintendent and/or Cabinet and only from other staff members with the knowledge of the Superintendent.
- 2.6 Board Members understand they have no authority except when sitting as a Board, or when authority is delegated for special duties by vote of the Board.
- 2.7 Board Members demonstrate the essential knowledge and skills necessary to be an effective Board Member and are prepared in advance to conduct the business of the Board at meetings.
- 2.8 Board Members regularly participate in Board development, training, and conferences to become effective board members and improve Board performance.
- 2.9 The Board Members abide by the terms of the Working Agreement established for Board interactions with each other and for relationships with the Superintendent.
- 2.10 The Board and Superintendent conduct orientation activities (social and professional) to familiarize new Board Members with the role of the Board and operations of the District.

COMMENTS

- Board members understand their role and take it seriously. Their influence is exercised in an appropriate and professional manner.
- Again, the Board does this pretty well. There are times when we as Board Members overstep a bit and need reminders. As well, there have been instances when the working agreement hasn't been fully followed. These are small transgressions, but did bring my rating for some categories down to proficient.
- The scheduling I do for 1:1 with Superintendent, and the communication via Board Updates I work on give me a decent perspective of the working relationship with the superintendent.
- I think it's always a bit difficult to discern the line between a Board member's role and district business. They do a great job with this a majority of the time.
- The collaborative nature of this board and their ability to build trust and relationships and

- engage in effective dialogue is very evident in all of the interactions that I have observed.
- Members are available to meet with the Superintendent as needed and rely on the Board Updates for board communications. Directors interact regularly with Cabinet and the Superintendent for clarification on specific issues. Members are involved with other organizations as key communicators on behalf of the District.
 - The board seems to be motivated and interested in learning. It's great!
 - I believe our working relationship with the superintendent is a good one. While we all try to abide by the Working Agreement, I know that I have accidentally strayed from it on occasion. I hope to be better in that regard going forward.
 - Our policy-making structure needs improvement. We need to have a better forecast of the policies coming up... months in advance. And we need to allow Directors to sign up for certain policies that interest them, then assign others that are not picked. In this way we are not all attempting to review dozens of policies from a cold start in a matter of days. We should view the policy-making process much like a legislative process, with committees and then referring them to the larger Board when they are ready. The timeline that OBSA forced, and the issues they gave poor guidance on, caused conflict within our Board and that was unfortunate.
 - The Board and Superintendent Scott have clear expectations and defined roles. There is a level of mutual respect and trust that is the undertone for any discussion and decision that is made.
 - I think this is probably the area where we need to improve the most out of all others. Our current trans-formative journey into being an anti-racist institution will require a lot of personal growth and development as individuals first and then as a collective. We need to ensure we are advocating for PD that helps our whole board moving forward to be the best district for all students but especially those that have historically been undeserved by our educational system. This work is challenging and uncharted, it is important to remain respectful and kind especially when delivering criticism. We can go further together.

Standard No. 3: COMMUNICATIONS & COMMUNITY ENGAGEMENT

The Board communicates a common vision for the district keeping staff and the public informed about on-going district business and gives the public appropriate opportunities to become acquainted with the programs and operation of the District.

Performance Indicators

- 3.1 Individual Board Members direct media inquiries about Board business to the Chair, Superintendent or media designee for the District so that the position of the District is articulated with a single voice.
- 3.2 The District's vision, goals and strategic plan are widely published to the public and staff so that the entire community knows the direction of the District.
- 3.3 Board Members spend time with other community groups to help form alliances and carry out the mission of the District.
- 3.4 The Board keeps itself informed about the needs and wishes of the public, keeps the public informed about the District and encourages the public to share ideas and opinions at public meetings.
- 3.5 All formal communications or reports to the Board or any Board committee from staff members are submitted through the Superintendent or from others at the direction of the Superintendent.
- 3.6 All official Board communications, policies, and directives of staff interest and concern are communicated to staff members through the Superintendent.
- 3.7 When expressing personal opinions in public, Board Members clearly identify the opinions as their own.
- 3.8 Board Members treat fellow Board Members, staff, students, and the public with respect while posting on social media websites and do not post confidential information.

COMMENTS

- The Board are exceptional communicators who continually work to understand the needs of the community. We are working to make certain that all community voices are heard as we continue our equity work.
- This is a strength for us. There have been instances of Board Members sharing their thoughts and not clearly indicating it is their individual opinion. The Board used to be very stringent about this and it has relaxed a bit with the more trusting, positive relationships we have. I do think it is important to toe the line on this, however. Otherwise, we work hard to remain engaged with the community and communicate clearly.
- The Board is purposeful in seeking community opportunities to be among their constituents. I am aware of this because of the planning/scheduling I am involved in. I can think of only one time where a response to a community member via the Board didn't seem to be properly vetted with the entire Board. When it was brought to their attention, it was handled well. They are exceedingly respectful and appreciative of each other's sharing of perspectives in the public setting.
- I think this Board deserves special recognition for how hard they work to form relationships and stay involved with other community leaders.

- One of the MOST engaged boards that we have ever had with our community as a whole - where ever member is visible in our community.
- The board engages specifically with individuals in the community and encourages all voices to be heard during board meetings.
- From my vantage point, the board communicates well with the district staff and amongst themselves, and engages often with the community in a positive way.
- I feel like we're doing ok in this category. Now that I hear the question, I wonder if I always differentiate personal opinion from official position. I may try to pay more attention to that in the future.
- A strength of this Board. The effort put into the LGBTQ+ community discussion was representative of this Board's commitment to communications and engagement.
- The Board actively seeks out community input and makes it a priority to listen and engage students and parents.
- This is a standard we have always prided ourselves in how active we are in attending events, meet with people and do community listening sessions. I think that in our new COVID-19 reality we need to re-imagine how we continue to be present in our district albeit not physically. We also need to meet consistently with our historically marginalized communities to help inform our vision, goals and strategic plan.

Standard No. 4: VISION & PLANNING

The Board engages staff and stakeholders in the development of a shared vision of the District’s mission, goals and legal responsibilities that direct policy-making, planning, resource allocation and activities.

Performance Indicators

- 4.1 The Board has a clear vision for what it takes for the District to be successful and a clear understanding of the District's core beliefs incorporating those beliefs in its planning processes.
- 4.2 The Board has adopted a strategic plan to implement the district’s mission and vision and annually adopts goals to carry out the strategic plan.
- 4.3 The Board plans and organizes with the objective that all students will graduate with college and career-readiness skills by reaching achievement benchmarks through their K-12 experience.
- 4.4 The Board schedules adequate opportunity for the purpose of planning, brainstorming, and thoughtful discussion before taking action on initiatives and programs.
- 4.5 The Board invites the participation of those stakeholders who will be impacted in the development of plans and goals for the District.
- 4.6 The Board has adopted a long-range facilities plan to prepare for future growth in the District and maintain or replace existing facilities as needed.

COMMENTS

- We have done well with being student-centered in our visioning.
- There are areas of learning that I see they could use more teaching, like the teaching and learning part of the system. I think they are solid with core beliefs, but not sure they totally understand what that is like in the actual school/teaching experience.
- Hearing from all voices is something this Board always strives for.
- The board has a high level of commitment to the sustainability and long-term planning of the District.
- The board works well with the communications department and cabinet in order to communicate regarding vision/mission and to understand HSD long and short term goals.
- The board is very passionate about equity and serving all students. They have been very busy with a lot of political and peripheral things, but I would like them to learn more about quality teaching and learning.
- We do very well here too. But we are superbly supported by visionary administrators too, so it's relatively easy for us to get high marks here. Vision and Planning teams like the Long Range Planning Committee, the various Bond committees, and the administrators who run them... we have been set up for success here, and we (Directors) do our part to sustain a forward-looking District. There are many other examples of Administrators running vision and planning committees in HR, Finance, Curriculum, Safety/Security, and many more areas.
- The Board is intentional about making sure that every decision we make is in alignment with our overall vision and mission for the district. If and when we need additional

information, the Board makes it a point to ask for additional time, participation, research, prior to making a decision.

- 4.5 We are making great strides in ensuring we are not just hearing from the loudest voices in our district but those who have not held the space and/or felt empowered to advocate before. I look forward to our ability to hear all voices from our district and continuing to not just rely on invitation but active engagement. Thanks to our bond passage we are able to address many of our facilities needs and with those come a lot of maintenance costs and future expenses we need to budget for and have a plan. I look forward to learning more on the latter.

Standard No. 5: DISTRICT CLIMATE

The Board creates a climate of high expectations throughout the District resulting in a safe learning and working environment which implements the District’s mission while embracing diversity.

Performance Indicators

- 5.1 Board Members are visible throughout the District and regularly attend District activities.
- 5.2 The Board encourages staff to find innovative and creative solutions to problems without assigning blame for well-designed initiatives which do not achieve the intended objectives.
- 5.3 The Board provides for itself, the Superintendent and all staff ample opportunity for professional growth.
- 5.4 The Board makes decisions based on what is good for the entire school district and not individual schools or program areas.
- 5.5 The Board regularly assesses the District climate through surveys, focus groups and other methods involving various stakeholders to stay informed about current issues involving operations of the District.
- 5.6 The Board provides the resources for a safe and secure working environment for staff and learning environment for students.
- 5.7 The Board enacts policies to define hiring practices that select employees who fit the culture and core values of the District.
- 5.8 **(New)** The Board demonstrates a commitment to increasing the diversity of the District's staff and to viewing school improvement for students and parents through an equity lens.

COMMENTS

- The school works to positively impact the climate of the district. One area of improvement is to be careful with words that may erode the confidence of the community.
- 5.5-as a Board we don't assess climate Should we? Or should we change the wording of this one?
- This Board is doing an excellent job of looking at every decision they make through an equity lens.
- It is possible they are exceeding in this area; some of my answers are based on what I think I see - my interpretation of what I see - from my minimal involvement.
- 5.5 - I need more information on what surveys we do and focus groups we host and on what schedule. What does “regularly” mean in this context?
- This Board's has a strong commitment to equity, as evidenced by its passage of an equity policy, proclamation of PRIDE month, etc.
- The Student Investment Act feedback sessions and application preparation showcased the boards interest level in keeping students and equity in the forefront. Many extra hours of meeting time were dedicated to this process and earnestly seeking the voices of diverse stakeholders.
- The board seem to be very engaged in and supportive of, the equity work that HSD does.
- I like the work we do as a board in this category. The only blemish on my assessment would be that I think we can do more to encourage innovative pilot programs. I don't

think we're doing poorly - I just want to find a way to encourage our staff to take chances and understand that we trust their intentions if we don't achieve the intended result.

- This Board is very focused on diversity, equity and inclusion and our actions reflect that focus. One small but important example is our first-ever Pride Proclamation... which was a very Proud to Be HSD moment for me for sure!
- The Board strives to create a culture of inclusiveness by encouraging participation and seeking input from various stakeholders in our community. The Board has been intentional about viewing policies and district operations through a racial equity lens.
- Part of being innovative and a leader among districts is trying new things we have not tried before. As leaders of our district we need to become comfortable being uncomfortable and accepting a level of risk that comes with innovation. There will be times where we get things wrong but the most important thing is not to point fingers but to ensure we fail forward and learn from our mistakes. We need to create a district culture that encourages our employees to be innovative and flexible without the fear of reprimand. Our current environment has pushed us in this space due to the pandemic but we can continue to re-imagine education as we also tackle the equity challenges that go hand in glove.

Standard No. 6: ACCOUNTABILITY

The Board sets high expectations for transparency, financial stewardship and student achievement by aligning policies to maximize resource allocation, staffing, curriculum, professional development and other activities to meet the District's legal and financial obligations.

Performance Indicators

- 6.1 The Board has in place written policies that are clear, concise, up-to-date and in compliance with state and federal laws.
- 6.2 The Board adopts a budget which allocates resources aligned with the District's vision, goals and strategic plan.
- 6.3 In addition to the annual audit, the Board regularly receives financial reports about the implementation of the adopted budget.
- 6.4 The Board evaluates the Superintendent's performance annually.
- 6.5 The Board allocates resources for the District to maintain adequate physical facilities to meet district goals and statutory requirements when resources are available.
- 6.6 The Board allocates resources for the District to maintain up-to-date technology for use by the District in its operations; by the staff for the instructional programs and by the students for their learning environment when resources are available.
- 6.7 The Board assesses its own performance regularly.
- 6.8 The Board invites feedback from the public and staff about the effectiveness of Board performance to use for Board evaluation.
- 6.9 Visits to schools by Board Members are carried out only with the full knowledge of staff, including the Superintendent, principals and other supervisors.

COMMENTS

- The Board effectively manages the limited resources that are available to the District.
- 6.1-woo hoo, finally! In terms of our own evaluation, we have allowed this to be placed on the back burner by rescheduling. And we have been reluctant to ask for outside feedback because we don't want to cause fatigue. It is understandable, but seeking to understand and improve our own performance as a Board is critical to being successful.
- To the best of my knowledge, they do a good job of allocation. I don't know what, exactly, their input into the matter is. I see the results, which are good, so my "proficient" is based on the bit I know and the results I see. I am involved in scheduling Board visits to schools, and events the superintendent includes them in at schools.
- The board has a very engaged style and regularly talk with staff and engage in various committees in the district. They do not always agree but handle disagreements very professionally and respectfully.
- I hope that any visits I make to a school comply with 6.9. I believe our relationship with the superintendent is such that he would feel comfortable letting me know if I've made mistakes.
- I am very pleased with this Board's, and this Administration's focus on the district's infrastructure. Our bond projects and our Bond Committees are looking after our facility and technology infrastructure. Our Budget and Audit committees look after our financial infrastructure. And our Board is properly engaged in all these committees and efforts.

High mark here too.

- The Board works with the cabinet to ensure that there is financial stewardship and accountability that are in alignment with district goals. When difficult decisions need to be made, the Board seeks input from the community and various stakeholders to make the best, informed decisions regarding budget allocation.
- The addition of the board chair evaluation speaks to our boards desire for accountability and opportunity to improve. We can also work to create some additional tools to ensure full board participation in timely manner for some board activities. I was really proud of our vote to provide chrome books and hot spots to students/families in need.
- The Board effectively manages the limited resources that are available to the District.

Local Leaders Comments

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

Name: LOCAL LEADERS SUMMARY – EXTERNAL (3) Date: August 10, 2020

Phone:

E-mail:

Consultant: Greg McKenzie
gregmckenzie@att.net
503-752-2438

The Hillsboro School District Board of Directors is conducting a self-evaluation regarding its performance, strengths and areas for improvement. For their analysis, they are inviting feedback from key leaders in the community and District. Please answer the following questions about the School Board (as a whole unit – not individual Board members) for the Hillsboro School District. Be specific with your responses and examples/illustrations to support your comments are encouraged. **To complete this Word form - download, save, complete, save again and return to the Consultant as an e-mail attachment.** Do not return it to the School District.

Submit your responses only to the Consultant by 5:00 pm, June 14, 2020. Your responses will be combined with other respondents to identify common themes and trends. **Individual respondents will not be identified** in the Consultant’s summary report. We have requested contact information for use only in case we need to follow up on your responses for clarity. **THANK YOU for your participation.**

1. What is your position or relationship with the HSD School Board?

Position/Relationship : VARIOUS - EXTERNAL

2. **From your observations, how effectively does the HSD School Board represent the Hillsboro School District, its students, its parents and the Hillsboro community?**

ANSWER:

- HSD board actively participates in the Hillsboro community and has a close relationship with state legislators, Wash. Co., parks dept. and City of Hillsboro. I have observed their members at county and city events and they work effectively to establish relationship with members of the community. Have also worked with board members in representing Wash. Co in lobbying legislature to get important legislation passed. The board brought a student representative with them. That shows by action that they value student voice. I know board members also regularly attend community town halls to listen to parents and community members.
- The HSD board is a diverse mix of individuals who strive to represent the diverse population of the district. Their emphasis is to be inclusive and insure equitable access to programs and activities. The addition of student representatives is one recent example of the board working to best represent students in decisions.
- The school board is active in their community in terms of engagement and advocacy on behalf of their students. They are diverse individuals and represent the voices of their students well.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

3. **What does the HSD School Board do especially well? What are its strengths?**

ANSWER:

- Community and statewide involvement. Have strong relationship skills. Seem to have a cohesive and respectful relationship with Superintendent Scott and with one another. Board members have a strong sense of activism, especially for underserved students.
- The board has done ground-breaking work around equity in recent years. The work is seen in administration decisions and the emphasis of helping all students achieve their potential.
A main strength is the diversity of experiences of the members as well as a willingness to engage in conversations that are difficult.
Another strength is the emphasis on communicating with parents and being transparent.
- When I am attending Washington County or Statewide events, HSD is always present. They work together to handle difficult issues such as curriculum adoptions. Whenever I speak to board members, they are well verse in current board issues and are highly engaged to advocate for their students and district.

4. **What area does the HSD School Board need to improve?**

ANSWER:

- Have not observed anything first hand to provide perspective on what the board needs to improve.
- More work needs to be done on finding ways to engage students that do not fit the traditional role. There are great programs in place, but we are still not reaching all students in way they can respond.
On the flip-side there needs to be expanded opportunities for students looking for rigorous paths of study.
There also needs to be more focus on the Talent and Gifted students that find it hard to engage in coursework. Finding creative ways to reach those students.
Although communication to the parent and student groups and regarding the bond are strengths, community members with no direct ties to the school district do not always understand the work that the board is undertaking and the financial picture of the district.
- No recommendations regarding improvements

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

5. **What behaviors, skills or involvement would you recommend to the HSD School Board members to become more effective leaders in the community?**

ANSWER:

- The HSD board is diverse. Showcase your diversity and enable all board members to be as active as their other responsibilities allow. I believe the HSD board is one of the most active boards in the metro area.
- Find ways to engage community members in your work. Possibly highlight partners during board meetings. Possibly consider holding a board meeting (or work session) per quarter in a school in geographically diverse locations. Bring the work to the communities that make up HSD.
- My perspective is the regional and state perspective and they do that well.

6. **If you could offer the Hillsboro School Board any piece of advice, what would it be?**

ANSWER:

- Keep up the good work. I respect your activism, dedication to excellence and diversity. Also admire doing work on board growth which is evident by working with a consultant and asking others to evaluate your performance. Kudos to you all of you.
- Stay the course and continue to focus on student needs. The board seems to work well as a group and that is something to continue to work to maintain.
- No advice offered

7. **From your perspective, what should be the HSD School Board priorities for next 3 years?**

ANSWER:

- Unless we have big change in how the state of Oregon funds public education, the board's number one priority is going to be how to do more for our students with less. The next three years will be dealing with the opportunity/achievement gap that has been exasperated by COVID-19.
Recruit a strong candidate to follow Superintendent Scott.
- Financial stability
Equitable opportunities for students
Support for the mental health of students
- Listening to their community regarding local priorities in their schools and continued advocacy for the promised funding from the state.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

Name: LOCAL LEADERS SUMMARY – INTERNAL (6) Date: August 10, 2020

Phone:

E-mail:

Consultant: Greg McKenzie
gregmckenzie@att.net
503-752-2438

The Hillsboro School District Board of Directors is conducting a self-evaluation regarding its performance, strengths and areas for improvement. For their analysis, they are inviting feedback from key leaders in the community and District. Please answer the following questions about the School Board (as a whole unit – not individual Board members) for the Hillsboro School District. Be specific with your responses and examples/illustrations to support your comments are encouraged. **To complete this Word form - download, save, complete, save again and return to the Consultant as an e-mail attachment.** Do not return it to the School District.

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1. What is your position or relationship with the HSD School Board?

Position/Relationship : VARIOUS - INTERNAL

2. **From your observations, how effectively does the HSD School Board represent the Hillsboro School District, its students, its parents and the Hillsboro community?**

ANSWER:

- I believe the Board has worked hard to do outreach to the community thus having more diversity on the board and including students. I have seen Board members out in the community, attending events, supporting the staff and working with the students.
- They do a good job representing the teachers and students of the school district. I feel like they are very thoughtful in trying to represent the community and overall district as well.
- From what I can tell, the Board attempts to be diverse and appear to have everyone’s interests at heart, but only represents a portion of the district families. There is a large population of families that do not subscribe to the schools’ celebration of homosexuality and transgender movements, nor do they believe it’s the school’s place to promote such lifestyles in the first place. Based on voting history and campaign endorsements, I would venture to say all board members have the same stance on moral issues, which does not align with much of the community. This makes a big difference when you’re talking about things like allowing Planned Parenthood to teach in schools, normalizing abortion and teen sex, ignoring more conservative requirements in the state standards but sticking to your guns on the progressive ones, and promoting gender confusion at young ages.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

- I believe that the board is a good representation of the community it serves. The members are diligent, open to discussion and debate, and genuinely have the school community's needs front of mind.
- I appreciate the diversity of the School Board as well as the inclusion of students. I am uncertain as to whether all areas of HSD are represented on the board (ie Glencoe, Century, Liberty, and Hilhi) or all of the areas that they speak to, but they have always appeared to carefully make decisions based on what is most beneficial to the students and in consideration to parents.
- It is good to see some diversity on the board. However, the most predominant voices tend to come from white males. The board would also benefit from more direct contact and conversations with the teachers in the district.

3. **What does the HSD School Board do especially well? What are its strengths?**

ANSWER:

- Outreach and sympathy seem to be the biggest. They really don't want to have teachers feel they are not supportive and same with parents and students. They listen to information given, ask questions and follow up. There have been SO many politically charged issues in the past two years. The Health clinic, science and sex ed curriculum, brick and mortar closing due to COVID19, racism, dramatic and unpredicted budget cuts, inclusion and more. You can tell that THIS Board feels all of the issues passionately and really care about the future of the district and success for the students. LOVED having Board meeting in a school – even a work session meeting. I was VERY proud that several Board members have attended and supported the BLM rallies in Hillsboro. I am also tremendously impressed with the legislative work the Board does. They testify, attend town halls, and really make an impact with elected officials in charge of school funding.
- There is often collaborative discussion and everyone is very friendly with each other. From my interactions with the group, it is clear that they want to be a voice for the students in the District and care for the well-being of those students and the entire HSD faculty. The group is very passionate about the role they serve, and this can be seen by anyone who interacts with them. I joined the Budget Committee assuming the discussions around revenue and expenses would be more focused on dollars and cents, but I genuinely feel like they care more about the best interest of the students and teachers more than any of the numbers.
- Many of the school board members are personable. They engage with the schools and teachers well, it seems. Many of them show up and are present at important events and don't shy away from difficult situations. They are good at trying to consider less advantaged populations.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

They are strong at sending a message that they want to listen to the voices of everyone. The problem is that it seems that they only truly listen to the teachers, staff, and community members that align with their beliefs and agendas. This is more evident than ever with implementation of divisive programs in HSD in recent years.

- They are pragmatic and willing to tackle the tough issues, even more so during the pandemic and the increasing budget challenges. They have shown to be steadfast and reliable through the enormous issues they have faced.
- Quick to respond to community/district situations in which the community wants/needs to hear from the district and board. Transparent about their goals and priorities. Being involved in the district and Hillsboro community. Supporting students and parents. I appreciate that the meetings have been available to watch on You Tube for those who cannot attend.
- The School Board clearly has a passion for education and the students it serves and seems very well versed on the issues, including the political environment and where funding comes from.

4. **What area does the HSD School Board need to improve?**

ANSWER:

- I'm not a fan of the confidential Friday packets. Often at Board meetings, a member will say – can you get me that info in our Friday packets, and the info then doesn't appear anywhere else. I thought meeting laws stated all communication was public unless it referenced employee issues/negotiations, and land acquisitions. So why not have a “Board Updates” area on the website where all can see?
As mentioned in #3, the Board members are everywhere. A few also tend to talk a LOT when in attendance at community events. Sharing information from their own learnings. But it is still important to LISTEN. (Superintendent coffees for example).
- The board operates more like a mix of a PR and HR department than the oversight committee for the school district. They are very big into how the community views the district and the board members themselves, and not as much about what makes the most financial sense or how to best run a district overall. Luckily, the school district personnel, including the Superintendent and CFO, do a very good job on that side of things thus allowing for having a board like this.
However, I will say most of my experience is outside of public entities where the main goals are often growth and financial success. I realize this may not be the case for a school district.
- *They need to better listen to and represent their district.*
As well-meaning as they might be, they need to stop only listening to the superintendent, asst. superintendent, the state and its special-interest groups, and listen to the entire community. I think if they truly tried to represent and meet the needs of the students and

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

their families, they would find that they can more readily venture to that elusive middle ground that would reduce division and increase satisfaction.

They need to better support the students to help them achieve.

In the name of progress, there have been high-school classes approved that didn't make sense as much as some of the accelerated classes that fit our community's employers better, which were cut.

In the name of equity, there have been students not allowed to advance or have advanced class credits they earned because, although allowed by the rules, it seems unfair that other students didn't do the same thing.

In the name of inclusion, some schools have multiple "class clears" a day, with students regularly in dangerous situations to accommodate children that are violent and out of control.

In the name of social services, the school has replaced academic instruction with SEL, which seems to attempt to make the school a replacement for family and to teach young children about things like anxiety and depression.

There is merit in all of these motives. But the execution is becoming detrimental to our district's funding, our academic achievement, and the overall well-being of the students.

- Increasing community awareness of the challenges that they face and the actions that result.
- That is a hard question to answer. I think they do a fantastic job. I would love to see the board members attend some of the CCAC meetings so that they can see what occurs there and interact with the members. Maybe attend the kinder fairs so that parents who are just coming into the school system know who they are and what the board's function is?
- The board/HSD does not have an adequate method to measure the return on the various investments being made. Decisions are made to spend on various programs and positions without clear information as to which activities are adding the most value. Because of this, precious resources can sometimes be spent in areas that are not adding maximum value. I feel the Board/HSD could do a better job aligning budget dollars with the value added.
The Board could also improve their understanding of what the teachers are facing. The teachers are on the front line and have valuable insight that is not always heard.

5. **What behaviors, skills or involvement would you recommend to the HSD School Board members to become more effective leaders in the community?**

ANSWER:

- Continue with trainings on leadership, communication, support, etc. There used to be a group called "Understanding Racism". It was created within the legal system to get out to leaders in industry and public sector. This would be good for the Board. It also was used as a tool in the district in the early 2000's.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

- They seem to do a pretty good job of this from what I can tell. They are all very passionate and this is easy to see by anyone who interacts with them. They also do a good job of playing to the current political climate, which is likely key in this sort of public role.
- I would recommend more thorough research and listening to the knowledge of people who do not agree with them. I had more than one board member ask many questions and act as if he/she was interested in the information we were presenting on CSE, only to fall back on a stamp of approval from the ODE and the “expertise” of the district staff when inconsistencies and shortfalls were exposed in the curriculum.
- Candor and transparency are crucial, and I think the board is successful at this. Increasing the information shared with the community, where possible, will allow more citizens to feel engaged.
- I do not know everything they currently do, so I apologize if I mention something already taking place. I would mention again potentially attending kindergarten fairs in order to meet and greet parents who are new to HSD and may not know who is on the board or what they do. Speak at 6th grade graduations or 8th grade promotions. Occasionally volunteer at school events such as spring carnivals or things like that. Essentially, take advantage of opportunities to connect with students and families across the district. I know they do that already, but maybe diversifying how they connect.
- The Board could become more effective leaders by truly listening to the views and perspective of others.

6. **If you could offer the Hillsboro School Board any piece of advice, what would it be?**

ANSWER:

- Listen has all the same letters as silent.
- In this time of uncertainty, be open to thinking outside the box. There is a way that school districts are expected to operate based on how they have in the past. If the current landscape is changing the rules of how we can operate, that may open a window for a chance in how the HSD operates going forward.
- Take time to gather together a diverse (morally, ethnically, etc.) group of teachers and district families and truly consider their voices without allowing them to be diluted by other agendas. This is not just for CSE, but for things like COVID response measures (in which the board’s initial recommendation was even more restrictive than the state’s), SEL, etc.
- Continue to stay the course and maintain the community engagement with regards to the sharing of information and decision making.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

- First, I would want to thank them. What they do is not easy, and is a large commitment. I appreciate all of the time and care that they put into their positions. My advice is just to continue being hands-on in the schools. Keep connecting with students and their families. The more you are seeing what is happening directly, the more areas of opportunity to grow present themselves.
- Understand where we are getting the most value and invest in that. Avoid unsustainable programs and listen to the teachers. They are the closest to the children.

7. **From your perspective, what should be the HSD School Board priorities for next 3 years?**

ANSWER:

- Put an operation levy on the ballot for class size. Significantly increase cultural training for staff. Include more diverse lessons for students. Black history. Indigenous local history. Etc.
- A huge focus on online learning capabilities. If this can change and advance in a way that is effective for students and more efficient than what we have now, it may involve significantly less teachers or being able to take advantage of those that are most effective at their jobs and leveraging that to a greater amount of students. I don't know if this is the best way to operate, but if this is the environment we are working it would be good to be the best prepared district to do so.
- Provide a solution to CSE that would create more choice for parents and make the community feel heard and united, rather than divided. I know the district wants to try to mend the relationship, but it doesn't seem willing to actually take the steps to do so. Recruit a board member or two that don't fit the norm, and will provide a diverse voice to better represent the portion of the community that is not being heard.
- Obviously assist with the navigation through the pandemic and the re-introduction and evolution of the in-school scenario. Continued budget oversight and efficiency given the shortfalls that are sure to continue. Current bond oversight and assistance with framing the next bond for further HSD growth.
- Budget is always a good priority, especially now as we are working through a pandemic and have had to tighten the budget more.
Mental Health: Depression, Anxiety, Suicide, and other emotional hurts or trauma effect students every day in all demographics. Examining how we are supporting and educating students and staff is important.
Bullying: Whether online or in school, bullying is something that continues to show up in the schools could be addressed more.
Curriculum Adoptions: Ensuring that we are current with the state's guidelines and are updating areas that have not been updated in a long time. Providing more CTE options for students.

Interview Questionnaire

Hillsboro School District – School Board Self-Evaluation 2020

Examining what economic, emotional, social, and other impacts the current climate has brought to students and their families in the HSD. What supports are we offering in times of crisis, uncertainty, sensitivity to those experiencing frustration, fear, sadness, etc? What extra supports will be needed this next school year and for how long?

- Personalized Learning
Digital Content and Curriculum
Professional Development/Skills Training

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
DISCUSS 2020-21 BOARD GOALS

SITUATION

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District mission. During this work session, the Board will discuss goals for the 2020-21 school year.

As a reminder, the adopted Board goals for 2019-20 included the following:

- The Board will be visible as community leaders through actively participating in District/Community events. Visible and engagement opportunities include attendance at coffee chats, listening sessions, school activities, athletic events, and district organized occasions.
- The Board will participate in professional development, gather community feedback and participate in Board/staff discussions regarding the Student Success Act (SSA) and the potential for a local operating levy.
- The Board will engage in professional development, discussion, and setting of policy that positively impacts the culture and climate of the Hillsboro School District. Activities will include;
 - Participation in equity training
 - Communicating the value around District equity work
 - Professional development regarding student safety
 - Developing and understanding of the Board's role in a crisis

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss their goals for 2020-21.

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
DISCUSS BOARD / SUPERINTENDENT WORKING AGREEMENTS
AND COMMUNICATION / MEETING PROTOCOLS

SITUATION

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District's mission. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, which facilitate unity among the team members, are annually reviewed and readopted by the Board.

Tonight's discussion will include a review of the Board / Superintendent working agreements, communication protocols, and procedures for conducting effective meetings.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.

Hillsboro School District DRAFT
2020-21 Board / Superintendent Working Agreements

Purpose

The Board of Directors is the educational policy-making body for the Hillsboro School District. The Board and Superintendent function together as a leadership team to effectively meet the District's challenges, agreeing that their first and greatest concern is the educational welfare of students. The Board and Superintendent are jointly committed to upholding the values and implementing the protocols outlined in the following working agreements.

Information Requests

- Individual Board members with requests for information will contact the Superintendent or appropriate Cabinet member. The Superintendent and / or Cabinet member will respond to general questions and inquiries.
- If information requests require additional staff work, the Superintendent will determine how to proceed. Requests that require considerable staff work will be added to a Board agenda, so the Board can determine whether it is a valuable investment of staff time.
- Information requests made during Board meetings will be recorded and tracked in the minutes.

Personnel Issues

- Board members support the employment of those persons best qualified to serve as school staff, and insist on the regular and impartial evaluation of all staff.
- Board members recognize that their sole employee is the Superintendent, whom they direct as a Board, and that it is not their role to direct staff.
- Board members agree that when they have concerns, they will follow the chain of command and contact the Superintendent or a Cabinet member.
- **The Superintendent and Board Chair will collaborate to respond to employee concerns.**

Speaking with One Voice

- Board members agree that they will strive to render all decisions based on the available facts and their independent judgment.
- Board members agree to accept the decision of the majority, while honoring the right of individual members to express opposing viewpoints and vote their convictions.
- The Board Chair, Vice Chair, and Superintendent will confer with each other, when

possible, before responding to the media and community as the official voice of the Board. The Superintendent and Communications Director will communicate facts and notify the Board when responding, as appropriate.

- Board members will be certain to clarify when they are speaking on their own behalf and when they are speaking as representatives of the Board. (For example, "... I am speaking to you today as an individual, and not on behalf of the Hillsboro School District Board of Directors.")

Superintendent / Board Relationship

- Board members agree to work with other Board members to establish effective Board policies, and to delegate authority for the administration of the schools to the Superintendent.
- Board members agree that they will not take any private action that will compromise the Board or administration, they will respect the confidentiality of information that is privileged under applicable law, and they will avoid being placed in a position that involves a conflict of interest.
- The Superintendent will communicate with the Board in a timely manner about issues that concern the District. Board members will provide feedback or suggestions to the Superintendent.
- The Superintendent will provide the Board with weekly updates.
- The Board Chair and Vice Chair will meet with the Superintendent to plan Board meeting agendas and strategize on how to address key issues.
- Board members and the Superintendent agree to be open to suggestions, and respectful in their manner of giving and receiving feedback, including reminders (~~preferably one-on-one~~) when their working agreements are being violated. **The Superintendent will counsel Board members one-on-one when necessary.**
- The Board and Superintendent will review, revise, and recommit to their working agreements annually.

Meetings

- Board members agree to read all packet materials prior to the meetings.
- The Board packet will normally be emailed to Board members by the end of the day on the Thursday prior to a regularly scheduled Board meeting.
- When an individual Board member has a question about an agenda item prior to a Board

meeting, they will strive to contact the Superintendent, so that information can be gathered and shared before the meeting.

- The Superintendent and Board secretary will act as parliamentarians at Board meetings to help ensure that each motion is clear and there is no missing or misunderstood information.
- The Board Chair will make every effort to ensure that all Board members wishing to speak regarding an agenda item have an opportunity to be heard.

Communication – Board / Superintendent / Staff / Community

- Board members and the Superintendent agree to show respect and consideration for each other at Board meetings and in all of their communications, work collaboratively together, strive to be a highly functioning team, and offer the same level of consideration and respect to administrators, staff members, audience members, and community members.
- Board members will endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- Board members agree to encourage the free expression of opinion by all Board members, and to follow the protocols established by the Board and Superintendent when communicating with other Board members, students, staff, and community members.
- Board members are encouraged to visit schools.
 - When Board members visit schools in their official capacity, they agree to plan their visits in advance with the principal, and wear their District “Board Member” badges.
 - When Board members visit schools as a parent or volunteer, they will sign in at the office and ask for a visitor badge. Advance notice is encouraged, but may not be required in all cases.
- Board members agree that emails sent to the entire Board from stakeholders will be answered by the Board Chair (or designee) on behalf of the Board, and copied to all Board members, and that concerns about the District will be referred to the Superintendent and Cabinet member, if appropriate. The Board Chair (or designee) will include the following points in their response:
 1. Thank you for sharing your concern regarding _____.
 2. I have referred your concern to the Superintendent and Cabinet member (if appropriate).

If a Board member would like to respond to a stakeholder who has contacted several

Board members regarding a concern, the Board member’s response will include the following points:

1. Thank you for sharing your concern regarding _____.
2. The Hillsboro School District Board Chair (or designee) will respond on behalf of the Board.

Board Meeting Agendas

- The Board Chair, Vice Chair, and Superintendent will set the Board agenda. Individual Board members may request that items be added to the agenda by contacting the Superintendent or Board Chair.
- Items will only be added to the agenda at a Board meeting if the majority of the Board agrees to consider them.

Board Professional Development Requests

- Because Board members believe that professional development is a key component to being an effective Board member, they are committed to informing themselves about current educational issues by individual study and through participation in programs that provide valuable relevant information, such as programs sponsored by state and national school boards associations and other professional organizations.
- See policy BHB for specific information regarding professional development requests. Board members participating in professional development opportunities will share a brief summary of the training with the rest of the Board following the event.

Adopted 9/24/19

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
EQUITY UPDATE

SITUATION

The Board has been engaged in diversity, equity, and inclusions work for the past several years. The Board will receive an update on equity work happening in the Hillsboro School District.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the update and ask any questions they have.

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
PATHWAYS CENTER UPDATE

SITUATION

The Board will receive an update on the progress of the Pathways Center that will enhance and expand alternative options.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the presentation and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
CURRICULUM ADOPTION UPDATE

SITUATION

As part of Division 22 Assurances, each year the Board and community are updated regarding the District's "on-cycle" or "off-cycle" status in regards to curriculum adoptions. The District complies with Division 22 by requesting permission to postpone in areas where it is off-cycle. Due to budget cuts, our continuing prioritization of teachers and professional development over the past decade, and per the requirement of the Oregon Department of Education (ODE) to maintain a seven-year cycle of adoption in each curricular area, the Hillsboro School District is off-cycle in a number of content areas.

The Board will receive a status report regarding recent curriculum adoptions and curriculum adoption cycles, including up-to-date information on academic content areas, funding for curriculum, and our goals moving forward.

RECOMMENDATION

The Superintendent recommends that the Board hear the report and ask any questions they might have.

HILLSBORO SCHOOL DISTRICT
September 8, 2020
FACILITIES NAMING PROCESS - ES28 North Plains

SITUATION

A new elementary school, whose working name is “ES28,” is currently being constructed in the North Plains area, specifically in the new Sunset Ridge development. ES28 is expected to open to students in September 2021, joining the existing North Plains Elementary School in serving the city’s children and community. Determining the name of the school is an important task in its development, encompassing the community’s feedback. However, due to COVID-19-related disruptions that precluded physical meetings and distribution, the naming process for ES28 had to take on a compressed schedule of activities through primarily online means.

Process and Timeline

Suggestions for school names were requested from the community in May 2020. At the same time, members were recruited for the ES28 Naming Task Force to review these suggestions and ultimately recommend finalists to the Superintendent. This community outreach was implemented in English and Spanish (except for social media¹) through:

- The District’s *A Look Inside* May 2020 newsletter (bulk-mailed to every household in the District)
- Door hangers on neighborhood homes (early May)
- *Hot News* e-newsletter (May 4, to nearly 28,500 family, staff and community contacts)
- Facebook, Twitter and District app postings (May 4)
- Postings to district, bond and North Plains Elementary websites’ photo rotators (May 4-31)

The community suggestions were submitted via a Google Form or by email to the Bond Marketing Specialist, and due by May 31.

On May 27, 2020, the ES28 Naming Task Force convened its first virtual meeting to review Policy FF related to facility naming and the implementation plan for forwarding name finalists to the Superintendent. The task force comprises the following members:

1. Casey Waletich, Chief Operations Officer, HSD Facilities (Task Force lead)
2. OJ Gulley, principal, Evergreen Middle School
3. Zach Keenan, teacher, North Plains Elementary
4. Cameron Martinez, alumna and parent, North Plains Elementary
5. Maribel Morales Mendoza, alumna of North Plains Elementary and staff member, HSD Facilities
6. Trista Papen, councilor, City of North Plains
7. Adelyn Parr, student, North Plains Elementary

¹ Facebook, Twitter and our District app have multilingual translation capabilities that, while not perfect, can be utilized on demand.

8. Renee Ramey, parent, North Plains Elementary
9. Joyce Reynolds, director, North Plains Historical Society
10. Alejandro Rincón Ramirez, student, North Plains Elementary
11. Becky Rios, principal, North Plains Elementary
12. Elise Rodemack, SPED assistant, North Plains Elementary

The first round of community outreach in May produced 25 names from 43 submissions (many were duplicates and one was eliminated because the name, Jackson, already existed in the district). For its next meeting on June 24, 2020, members of the task force reviewed the suggestions, distributed points to their preferences, and discussed their reasoning, resulting in the narrowing down of the names to nine.

Appendix 1 lists the community suggestions, with the top nine point-getters from the task force highlighted.

These nine names were presented back to the community for round 2 of feedback in July 2020 to assess the public's preferences. This was implemented via an online Google Form survey as well as a physical, paper survey/flyer in both English and Spanish. Information about the names was obtained from the original submissions, with veracity checked and corrections or clarifications made as needed. The survey was promoted through these communication channels in English and Spanish (except social media):

- Postings to Facebook, Twitter (July 8)
- Phone calls, emails and text messages to North Plains Elementary families via the District's automated messaging system (July 8)
- District, bond, North Plains Elementary and City of North Plains websites (July 8-26)
- Direct phone calls to select families by some task force members to ensure diverse representation from the community
- Hits the Spot Café in North Plains for the paper survey

The ES28 Naming Task Force received 892 responses to the survey (44 of which were paper responses). The results are summarized in Appendix 2.

On July 29, 2020, the task force met virtually to review the survey summary results and metrics. They discussed the pros and cons of the names, including whether or not to use people's names for the school, while considering the community's feedback. Then, each member presented their top choices to identify and narrow down the list to four finalists.

Names for Consideration

Considering the criteria set by the Board, public input and comments, and task force review, the ES28 Naming Task Force is forwarding the following names to the Superintendent for consideration, in alphabetical order.

Atfalati Ridge²

This name honors the Atfalati (ah-TFAH-lah-tee) people, as they referred to themselves, a northernmost band of the Kalapuya Native Americans living along the Tualatin River in present-day Washington County. The North Plains/Helvetia area was a significant hunting, gathering and trading area for them. Oral pronunciation guide: <https://bit.ly/3jTmfG7>

Ridgeview

This name represents the view of the ridge line to the north as you exit the elementary school site.

Sunset Ridge

This name represents the development and neighborhood adjacent to the school.

Sunset View

This represents the view to the west from the “city to the sunset,” as North Plains calls itself.

The task force will move forward with developing potential mascots and school colors for these finalists in order to provide ES28’s architect with necessary, final school branding for the building as soon as possible after the Board provides its final vote.

RECOMMENDATION

The Superintendent requests the Board of Directors review the names presented and ask questions of the ES28 Naming Task Force members as needed.

² Staff has consulted with the Confederated Tribes of the Grand Ronde to confirm acceptability of the use of this name for ES28, if selected. The audio file also was provided by Grand Ronde to ensure correct pronunciation.

APPENDIX 1
Community Suggestions and Task Force Point Assignments

Task force members were asked to distribute 10 points to at least three names suggested by the community. Higher point assignments indicated a higher preference. The final tally of names and points was then sorted in descending order of total points received. The top nine names are highlighted; these were presented back to the community in a Google Form survey to assess the public’s preferences (see Appendix 2).

Suggested Name	Member Points										TOTAL
	A	B	C	D	E	F	G	H	I	J	
Atfalati Ridge			7	4	7				5		23
Sunset Ridge		3		3			5	1		8	20
Ridgeview	8				2		1	1			12
Sunset		4				4	2				10
Jessie Mays				2		4				1	7
César Chávez								6			6
Joseph L. Meek	1	3		1							5
Sunset View	1					2	2				5
Farmflats Valley									4		4
Millie Provis			2								2
Boeckli			1								1
Crimson									1		1
McKay or McKay Creek										1	1
McKay Ridge					1						1
North Park								1			1
Sacagawea								1			1
Carl E. Sagan											
DH Elementary											
Flatfields											
Grace Hopper											
Helen Keller											
Mason Hill											
Sunshine Meadows											
Tualatin Mountain											
Windy Flats											

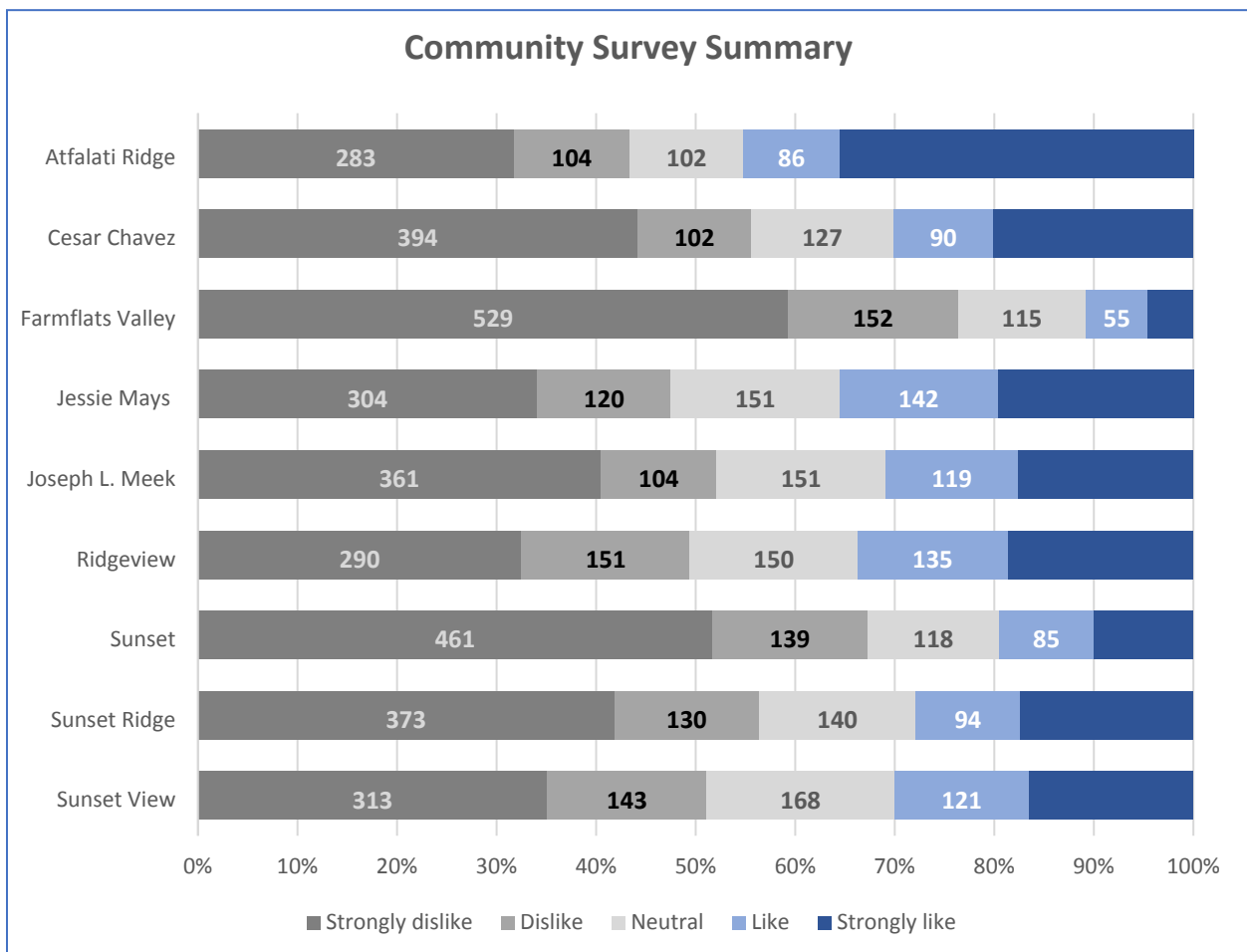
APPENDIX 2 Community Survey Results

Total responses: 892

Methodology

The survey was provided online as a Google Form survey as well as in a paper flyer. Name suggestions were randomly listed in the online survey to minimize ordering bias; names were alphabetically listed on the paper survey. Online respondents were required to enter a preference for each name. The 44 paper submissions were manually entered into the Google Form to compile all responses in one file; four of these surveys had names without a preference, which were assumed to be a response of “3” (neutral).

The survey was open to the entire community; however, North Plains Elementary families were the target of the direct phone, email and text messaging. Respondents were allowed to submit multiple responses, although, for the online survey, they were made to exit the survey and reload it to do so. Review of the data seems to show unique responses, with a couple exceptions.



Additional Metrics

The data were further summarized by applying two metrics to more clearly display the respondents’ relative preferences.

- **Like/dislike ratio** – for each name, the total counts of “strongly like” and “like” responses were divided by the total “strongly dislike” and “dislike” responses:

$$\frac{\text{Counts of (strongly like + like) responses}}{\text{Counts of (strongly dislike + dislike) responses}}$$

As an example, Farmflats Valley received 41 strongly like and 55 like responses, and 529 strongly dislike and 152 dislike responses. Using the calculation above, the like/dislike ratio is $(41 + 55) / (529 + 152) = 0.14$.

The lower the result, the less the name is liked by respondents.

- **Average score** – for each name, the total of the respondents’ scaled points was divided by the total responses, with a scale of 1 = strongly dislike, 2 = dislike, 3 = neutral, 4 = like, 5 = strongly like.

Using Farmflats Valley again as an example, the total points received were $(41*5) + (55*4) + (115*3) + (152*2) + (529*1) = 1603$. Dividing this by the 892 total responses results in an average score of 1.80.

As with the like/dislike ratio, the lower the result, the less the name is preferred by respondents.

These metrics resulted in the following:

	Atfalati Ridge	Cesar Chavez	Farmflats Valley	Jessie Mays	Joseph L. Meek	Ridgeview	Sunset	Sunset Ridge	Sunset View
Like/Dislike Ratio	1.04	0.54	0.14	0.75	0.59	0.68	0.29	0.50	0.59
Average Score	3.06	2.50	1.80	2.74	2.56	2.70	2.11	2.47	2.60

Summary of Comments

Respondents were allowed to provide short text comments at the end of the online survey. The 234 comments received can be classified in these general categories:

- Appreciated the opportunity to provide feedback
- Honor the history of the area, whether it is for the indigenous people or early city residents (although there also were many comments against naming for white colonizers)
- Select a name that would bring the community together
- Embrace inclusiveness and honor diversity

- Avoid using the name of a person and/or early colonizers/settlers
- Avoid a name that's already used or too similar to other schools in the metro area

Also, several comments were related to keeping the North Plains Elementary name for the new school; these respondents were under the misconception that ES28 would replace the existing school.

**HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
FALL 2020 UPDATE**

SITUATION

The Board of Directors will receive an update regarding the start of school for Fall 2020, including information regarding connectivity for students living in the most rural parts of HSD's attendance boundaries and partnerships and opportunities for expanding school-age child care in our community.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the information and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
September 8, 2020
SCHOOL RESOURCE OFFICERS UPDATE

SITUATION

The Board will receive an update regarding the ongoing work to analyze the relationship between the District and school resource officers.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the update and ask any questions they have.