

ISBA School Board

STANDARDS

I. PRIORITIES: The board has a clearly articulated vision, mission, and goals for the school system that promote continuous improvement in student outcomes.

A. The board follows an inclusive process to invite and incorporate community input into the vision, mission, and goals.

1. The board invites the community and has a conversation with them about their vision, mission, and goals.
2. The board considers revising the vision, mission, or goals based on community input.

B. The board annually evaluates the chief administrator, based largely on how they are meeting agreed upon goals.

1. The board formally evaluates the chief administrator.
2. Progress on agreed upon goals for student outcomes is a substantial consideration in the evaluation.

C. At least three times per year, the board reviews the progress of student academic growth and well-being.

1. At least three times in the past twelve months, the board reviewed disaggregated student achievement data.
2. At least three times in the past twelve months, the board reviewed disaggregated student well-being data.

II. PROTOCOLS: The board adopts, annually reviews, and revises as needed, operating agreements for how it does its work.

A. The board annually assesses its performance on following its agreements such as board member policies, Roberts Rules of Order, and a Code of Ethics.

1. The board has adopted written operating protocols for how it does its work.
2. The board discusses and considers revisions to its operating protocols.

B. The board and its members follow all local, state, and federal laws including the Open Meeting Law and requirements for executive sessions.

1. The board follows all laws related to its interactions and conduct of its business.
2. The board abides by the Open Meeting Law.

C. The annual board self-assessment includes a review of how it is contributing to the system's success in meeting the goals the board set for the system and chief administrator.

1. The board assesses how it may be contributing to or hindering the success of the chief administrator.
2. The board assesses how it may be contributing to or hindering improving student outcomes.

III. PROCESSES: The board adopts and regularly reviews and revises board policies that oversee the board, chief administrator, and school system.

A. The board discusses and revises policies to ensure the system is supporting and meeting the needs of every student.

1. The board discusses and considers revisions to district policy to support the needs of every student.
2. The board reviews policies with the intention of supporting student academic growth and well-being.

B. The board adheres to its policies, including respecting the roles of the chief administrator, staff, students, families, and community.

1. The board follows its own policies.
2. The board consistently respects the roles of the chief administrator, staff, students, families, and community.
3. The board takes care to remain within its governance role and not to stray into administrative matters.

C. When applicable, the board considers input in policy adoption and revision.

1. When the board has the latitude, it invites public comment before adopting or revising policy.
2. The board ensures input is considered from specific groups and individuals affected by policy changes.

D. The board ensures the chief administrator is communicating and implementing policy.

1. The board receives reports from the chief administrator about communicating policy changes to all those affected.
2. The board reviews follow up reports from the chief administrator about policy implementation.