

## **BOARD STANDARDS**

The Wrangell Board of Education shall develop and maintain standards that are to be used as an evaluation tool. The Board Standards should assist the Board in developing a picture of where they are, based on the district Strategic Plan. The evaluation of these standards will also be useful as a tool in providing guidance to the administration and staff for the coming year. The superintendent's formative evaluation may be partially based on the results of this review.

Standards include:

1. **Vision-Directed Planning.** The Board engages families, communities, and staff in the development of a shared vision focused on student learning. The mission is the foundation of the vision and goals that direct Board policymaking, planning, resource allocation, and activities.

**Indicators for this standard are:**

- a. The Board collaborates with families and the community to articulate core values and beliefs for the District.
  - b. Board members can clearly articulate the mission, vision, and goals of the District.
  - c. The Board, in collaboration with the District, has developed a long-range plan for improving student learning.
  - d. The Board regularly monitors the progress of goals to improve student learning.
  - e. The Board adopts a budget and appropriates resources aligned to the Mission, Vision, and Strategic Plan Goals, and increasing the budget percentage spent on teaching, learning and student support.
  - f. The Board establishes and supports a culture of high expectations for all students.
  - g. Board members have a vision and expectations for excellence beyond the present.
2. **Family/Community Engagement.** All members of the family/community are stakeholders in the success of their schools. Family/community engagement is a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops with multiple groups in the family/community. Successful family/community engagement results in collaborative partnerships and new types and levels of family/community participation in schools.

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### **Indicators for this standard are:**

- a. The Board promotes practices that solicit input and involvement from all segments of the family/community.
- b. The Board collaboratively develops mission, vision and goals with staff, parents, students, and the broader family/community.
- c. The Board recognizes and celebrates the contributions of school and family/community members in school improvement efforts.
- d. The Board is responsive and respectful to family/community inquiry and feedback.
- e. The Board advocates for public policy that supports education through relationships with family/community leaders, city and borough government officials, and state legislators.

3. **Effective Leadership.** Board leadership is proactive, integrated, and shared. The Board establishes focus, direction, and expectations that fosters student learning. Across education systems, the Board supports policy to develop and implement collaborative leadership models and practices that are guided by shared student learning goals. Within organizations, the Board ensures, through the Superintendent, the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

### **Indicators for this standard are:**

- a. Board members are visible in the community.
- b. Board members develop relationships to improve student learning and opportunities for students.
- c. Board activities, analysis, and decision-making are aligned to mission, vision and goals.
- d. The Board solicits input from multiple sources to assist in making informed decisions.
- e. The Board establishes and sustains relationships with family/community leaders, city and borough government officials, and state legislators.
- f. Board members model a distributive and collaborative leadership style.
- g. Board members promote change through dialogue and collaboration.
- h. Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.

4. **Accountability.** The Board has high expectations for the learning of all students and hold themselves and the district accountable for reaching those results. Boards align policy, resource allocation, staffing, curriculum, professional development, and other activities with the mission, vision, and goals for student learning. The accountability process includes recognition of successes and support where improvement is needed.
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**Indicators for this element are:**

- a. The board ensures funding to implement accountability measures.
- b. The board regularly conducts a self-evaluation to monitor its performance.
- c. The board models a culture of high expectations throughout the district.
- d. The board's priority and focus are on curriculum, student learning, and student success.
- e. The board appropriates resources based on student learning priorities.
- f. Individual student results are measured against expectations set by district standards.
- g. The board regularly conducts a superintendent evaluation to monitor progress on goals and student learning.
- h. The board establishes performance goals for the Superintendent and itself.

5. **Using Data for Continuous Improvement and Accountability.** The Board communicates high expectations for all students and holds themselves and the District accountable for reaching those goals. The Board uses data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, the Board continually seeks new and innovative ways to increase student success and achievement in programs already established.

**Indicators for this standard are:**

- a. Board members use, and expect the Superintendent to use, a variety of types of relevant quantitative and qualitative data in decision-making (e.g., survey results, interviews, staff evaluations, staff and student feedback, test results).
  - b. The Superintendent provides data to the Board on the measureable outcomes of all programs that they have approved.
  - c. The Board uses data to identify discrepancies between current and desired outcomes.
  - d. The Board identifies and addresses priority needs based on data analysis.
  - e. The Board communicates to the public how policy decisions are linked to student learning data.
  - f. The Board creates a culture that encourages the use of data to identify needs throughout the system.
  - g. The Board regularly conducts a self-evaluation to monitor its performance
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6. **Cultural Responsiveness.** The Board creates a climate of expectations that all students can learn at high levels and fosters a positive and safe learning climate that supports this vision. The cultural diversity of a family/community has many facets – social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender. The Board develops an understanding of this diversity and hold perspectives that reflect the cultures in their community. Effective family/community engagement and expectancy strategies build on the strengths of a community’s cultural diversity.

**Indicators for this standard are:**

- a. Board outreach and family/community engagement activities accommodate cultural differences in values and communication.
  - b. The Board actively encourages and expects the Superintendent to facilitate the participation of culturally diverse groups.
  - c. The Board has a process to review policies that involve bias in the many facets of cultural diversity.
  - d. Board members approach decision-making with culturally diverse perspectives.
  - e. A climate of caring, respect, and the valuing of students’ cultures, is established through Board policy and goals.
7. **Climate.** The Board creates a climate of expectations that all students can learn at high levels. Board policymaking and activities foster a positive and safe learning climate that supports the vision for student learning. The board models professional relationships and a culture of mutual respect.

**Indicators for this element are:**

- a. The board models relationships built on trust and respect.
  - b. Board members take time to reflect and improve internal and external relationships.
  - c. The Board ensures that the Superintendent regularly assesses the District’s climate and reports results to the Board.
  - d. The board encourages a system in which high levels of student learning are expected.
  - e. The board establishes policies and ensures practices to foster a safe, positive learning climate for students.
8. **Professional Communities.** Wrangell Public Schools is a self-renewing professional community that supports reflection, discovery, learning, improvement, and success at all levels. The Board encourages professional development that builds and nurtures leadership capabilities across the district.
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### **Indicators for this standard are:**

- a. Board policies nurture leadership capabilities across the district.
  - b. The Board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners.
  - c. Board members promote positive change through dialogue and collaboration.
  - d. The Board encourages professional development that increases learning and opportunities.
  - e. The Board fosters an environment of mutual cooperation, emotional support, and personal growth throughout the district.
9. **Systems Thinking.** The systems thinking approach allows the Board to break single District thinking and act on an integrated view of education within and across systems and levels (e.g., Grade K-12, educational Co-operatives, community college, and university). The Board practices systems thinking by collaborative partnerships with local, state, and national entities, coordinated programs, and shared resource models to improve student learning.

### **Indicators for this standard are:**

- a. The Board works to avoid shifting problems from one part of the system to another.
  - b. The Board engages in process thinking, seeing beyond the immediate situation and easy solutions.
  - c. The Board analyzes issues for their impact on other parts of the system.
  - d. The Board team is solution oriented.
  - e. The Board works collaboratively with other agencies to encourage dialogue that fosters continual growth.
10. **Innovation and Creativity.** The Board recognizes, values, and supports the advancement of innovation and creativity across the District. Innovation and creativity are assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. Innovation and creativity are not predictable, but the Board shall align vision throughout the organization, engage in collaborative partnerships, and encourage dialogue, new ideas, and differing perspectives.
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### **Indicators for this standard are:**

- a. Board members create time and opportunities for their own creative thinking.
- b. Board members partner with families, the community, and educational organizations to remove real and perceived barriers to creativity and innovation.
- c. The Board sets meeting agendas that allow it to proactively identify and explore strategic issues.
- d. The Board incorporates flexibility into its future plans to enable the District to look and move in unforeseen directions in response to unexpected events.
- e. The Board recognizes the risk of creative and innovative practices and supports such practices at all levels of leadership

11. **Board Member Conduct, Ethics, and Relationship with Superintendent.** The relationship between the Board and the Superintendent is a delicate one and it is essential that they have a clear, mutual understanding of their respective roles and responsibilities. Team building is an essential part of this relationship, and a clear District goal shall help maintain a respectful relationship.

### **Indicators for this standard are:**

- a. Each member of the Board understands and respects the distinction between the Board's responsibilities and the Superintendent's duties.
- b. The Board and Superintendent trust and respect one another.
- c. Board members represent the interests of the entire District.
- d. Board members preserve the confidentiality of items discussed in executive session.
- e. Board members do not use their office for personal gain or advancement.
- f. Board members do not attempt to individually speak on behalf of the entire Board or commit the Board.
- g. Board members direct all complaints and requests to the Superintendent rather than attempting to solve them directly.
- h. The Board and Superintendent agree on the information needed by the Board, and when and how the Board receives that information.
- i. The Board and Superintendent participate in learning opportunities as a team.
- j. Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and act on agenda items.

12. **Budgeting and Financial Accountability.** One of the important activities in translating the educational goals of schools into reality is the adoption of a budget and making sure that the District is fiscally sound. The Board utilizes fiscal resources based on student needs, District policies and Strategic Plan goals.
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**Indicators for this element are:**

- a. Board members are knowledgeable of the District budgeting process.
- b. Budgeting decisions are based on student needs, adopted District policy, Strategic Plan goals, and the District's financial ability to meet those needs.
- c. Board members have a basic understanding of District revenues and expenses.
- d. The Board reviews monthly financial statements provided by the Superintendent and understand their role in the oversight of the budget.

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