

BOARD SELF-EVALUATION PROTOCOLS

Bylaws of the Board Attachment

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

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

The evaluation process should include the establishment of strategies for improving Board performance. By the end of each school year, the Board shall be evaluated as a whole and not as individuals.

The evaluation will focus on the internal operations and performance of the Board. The Board members shall review protocols against which the Board will be evaluated. A self-evaluation instrument will be based on these protocols and not on goals set for the district.

The purpose of these protocols is to provide a basic set of professional standards by which the Academic Policy Committee and the Principal are to function as a team. There is no intention to abridge the rights and obligations of Board members neither to oversee the foundation, nor to interfere with Principal in his/her role as the chief executive officer of the organization.

In regards to staff members serving on the Academic Policy Committee, staff will maintain an awareness that they serve for the benefit of the organization as a whole. Independent issues of individual staff or of the staff as a whole are to be handled through their Standard Operating Procedures and/or their Negotiation and Grievance Procedures as outlined in their Anchorage School District Contracts. Staff members on the APC will give input into the evaluation of their direct supervisor, but not participate in the direct evaluation process.

BOARD SELF-EVALUATION
BOARD AND PRINCIPAL PROTOCOLS (continued)

Communication

1. During a meeting, Board members, when interacting with the public, will not make statements that could be interpreted as having full Board support.
2. Never will a matter be brought to a public meeting that is a surprise to a board member.
3. All board members are to be apprised in a timely manner of any incident to which they may be called upon to answer or explain.
4. Questions and clarification of board agenda items are to be communicated to the Principal prior to the board meeting, if at all possible.
5. Disagreements among Board members will remain civil and be communicated as soon as possible to prevent aggravating the situation.
6. Any concern reported to the Principal by a Board member is to receive the highest priority, with the disposition of the matter communicated to all of the team.
7. All significant administrative actions are to be communicated to all board members.
8. All team members have a unique responsibility to share pertinent information that they see and hear regarding the foundation.
9. The Board has the responsibility to educate members of the school community regarding the roles of Board members.
10. The Principal will provide alternatives, options, and rationale for decisions requiring board action.

Teamwork

1. Each member of the team is dedicated to making all other members of the team successful.
2. No individual board member will make or appear to make a decision, which appropriately should be made by the entire board.
3. Board meeting attendance and punctuality are to be given the highest priority.

4. No individual team member will ever use the media as a forum to air grievances or make proclamations on behalf of the Board as a whole.
5. Loyalty to the entire team includes:
 - Sharing one's opinion on all issues
 - Treating other team members with respect at all times
 - Respecting each individual's opinion
 - Accepting and supporting the decisions of the team
6. Unintentional mistakes may occur and should not be attributed to unwillingness to be a team player.
7. Every action by a member of the team should be directed toward improving the improving RISC model implementation for students. If not, it is not to be taken.
8. The team acknowledges the importance of flexibility in adjusting priorities and areas of focus to meet changing needs.
9. Openly considering options and alternatives is recognized as a vehicle to good decision-making.
10. All team members are to work toward being open-minded to changes that break traditions but may move the organization forward.
11. All team members will seek accommodation and compromise.
12. It is the responsibility of each Board member to help the Principal to be successful.
13. Board member interactions with staff should be respectful and should not be evaluative or judgmental of performance.

Chain of Command

1. The difference between administration and policymaking should be clear at all times. Board members and administration should respect the role each plays in the governance of the school.
2. Individual member requests for reports, surveys, projects, etc., will be directed only to the Principal, who, depending upon staff workload, may ask for a Board vote prior to committing district resources.
3. Unsubstantiated rumor, innuendo, and information from anonymous sources are not to receive attention by the Board.

4. Any complaint made to a Board member by the staff or community is to be referred directly to the Principal who is to resolve it according to Board policy and ASD guidelines.
5. No individual Board member should create friction between the Principal and her/his staff.
6. All substantive contacts, including phone calls, between a Board member and staff or community are to be reported to the Principal as soon as possible.
7. Complaint procedures are to be used and reinforced to allow those closest to a concern the opportunity to solve it.
8. The Board Chair is the spokesperson for the Board when issuing public statements. The Board Chair may give direction, if appropriate, to the Principal to issue statements on the Board's behalf.

Respect – Decorum

1. All conversation taking place in executive sessions will remain absolutely confidential.
2. Each member of the Board is to be treated with dignity and respect.
3. Board members, as their time permits, are encouraged to visit the school and attend school functions, but will avoid interrupting instruction or interrupting employees at work.
4. Individual personnel issues are not to be discussed in open session.
5. The points of view of each member deserve to be heard, as long as they do not violate the protocols or the core values of the Board and the charter.

Academic Policy Committee Self-Evaluation Instrument

Per the By-Laws of the Board Attachment, the Academic Policy Committee (Board) will conduct a self-evaluation on an annual basis designed to measure the Board's overall effectiveness in the governance of Highland Academy. This evaluation tool is based on the roles and responsibilities of the Board as defined by the By-Laws and Board Attachment.

Section 1 – By-Laws Article II

1. Board attendance, punctuality, composition of Board.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

2. Support of the academic operation and mission of the school.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

3. Measurement of student progress and staff performance.
 - a. Excellent
 - b. Satisfactory
 - c. Needs Improvement**
 - d. Unsatisfactory

4. Approval and monitoring of school budget.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

5. Board involvement with parents and the community.
 - a. Excellent
 - b. Satisfactory
 - c. Needs Improvement**
 - d. Unsatisfactory

Section II – By-Laws Articles IV and V – Meetings/Committees of the Academic Policy Committee

1. Regular meetings were held and communicated to the community. Special meetings were held when necessary and communicated to all stakeholder groups.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

2. Necessary committees of the Board were established to undertake research and development of specific projects.
 - a. Excellent
 - b. **Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

3. Committees of the Board were effective in meeting objectives, sharing information with the Board as a whole, and subsequently executing plans.
 - a. Excellent
 - b. **Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Section III – By-Laws of the Board Attachment – Communication

1. Public discourse on Board topics is open and respectful.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

2. Pertinent information was shared in a timely manner with all members.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

3. Members adhered to the expectations set forth in the Communication section of the By-Laws Attachment.
 - a. Excellent
 - b. **Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Section IV -- By-Laws of the Board Attachment -- Teamwork

1. Members are dedicated to the success of the Board as a whole.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

2. Board members accept and support team decisions, disagree respectfully, and show loyalty to the team and the school.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

3. Board members promote and contribute to the success of the Principal in his/her role as executive.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

Section V -- By-Laws of the Board Attachment -- Chain of Command

1. Board members understand their role in the governance of the school, allowing the Principal to act as executive officer.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

2. Board members understand their relationship with the school staff and interact appropriately, respecting the relationship between the Principal and staff.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

3. Contentious issues and grievances are directed to the most appropriate party and handled according to ASD guidelines and AEA contractual obligations.
 - a. Excellent
 - b. **Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Section VI -- By-Laws of the Board Attachment -- Decorum

1. Board members act with and treat each other, as well as constituents, with dignity and respect.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

2. Board members are visible and active members of the school community.
 - a. Excellent
 - b. Satisfactory
 - c. **Needs Improvement**
 - d. Unsatisfactory

3. Board members' words and actions in public and private settings are respectful of the operation and culture of the school as well as supportive of ongoing improvement and development.
 - a. Excellent
 - b. **Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Narrative Summary of Accomplishments of the APC for the 2015-16 School Year

Overall, the Highland Academic Policy Committee rates 2015-16 as a successful and effective year for the Board. Three major accomplishments were

- Successfully re-naming and therefore, re-branding the school to better reflect who we are and what we do. The Board believes this change will have a positive impact on our marketing, recruitment, and retention in future years.
- Responsible handling of the decision not to move to a new location at this time and instead address the decade-long attrition of students from our program. The Board made the conscientious decision to work on stabilizing enrollment before making a long-term commitment to a new lease and location.
- Approve the re-definition of proficiency for a level of core instruction and a new path to high school graduation. Long-term data showed that many students were transferring or dropping out due to rigorous graduation demands that were not commensurate with our population nor rewarded with honors or AP credits.

In addition, the Board added two productive new members who further solidified the vision for the future of Highland Academy. Finally, the Board and Principal were successful in securing a rent reduction for the current space from ASD, helping free up money in the budget for necessary academic supports and opportunities.

Narrative Summary of Areas of Growth of the APC for the 2016-17 School Year

The Board recognizes that educating parents and students about its role in school governance is a major area of improvement. Although the majority of families understand that Highland is a charter school, they are not aware that Highland has its own Board, apart from the Anchorage School District Board of Education. To that end, the Board will work on both increasing members' visibility and presence in the school, as well as educating the community about how the Board works as the governing body of the school. A Board work session will be held early in the 2016-17 school year to define strategies for community engagement and educating parents and teachers regarding the Board's role.

In addition, the Board recognizes that there is still a need for further marketing efforts in support of student recruitment and name recognition in the community. These activities were put on hold this spring while the district considered our request for a name change. Now that the name change is official, the marketing sub-committee of the Board will meet again in the fall to plan out a strategy. In the meantime, Board member David Taylor will work with Dr. Shapiro to begin putting a new logo with a new name into public view.