

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	<b>3</b>	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	3	<b>2</b>	1	0
3. Board reviews district's mission statement and finds it to be aligned with the vision statement.	4	<b>3</b>	2	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	<b>3</b>	2	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	3	<b>2</b>	1	0
6. Board communicates its decisions to all affected by them.	4	<b>3</b>	2	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	<b>4</b>	3	2	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	<b>3</b>	2	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	2	1	0
<b>DIMENSION I SCORE:</b>	29/40			<b>* GRADE:</b>	
	73%			<b>C</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	<b>1</b>	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	<b>2</b>	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	<b>3</b>	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	<b>3</b>	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	<b>3</b>	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	<b>3</b>	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	<b>3</b>	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	<b>2</b>	1	0
<b>DIMENSION II SCORE:</b>	20/32		<b>GRADE:</b>		
	63%		<b>D</b>		

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board's split decisions do not result in a split board.	4	<b>3</b>	2	1	0
2. Board members are able to hold confidential items in confidence.	4	<b>3</b>	2	1	0
3. Board member and superintendent confer so that differences of opinion are identified.	4	<b>3</b>	2	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	<b>2</b>	1	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	<b>2</b>	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	<b>3</b>	2	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	<b>3</b>	2	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	3	2	1	<b>0</b>
9. Board provides biographical information that helps members get to know one another better.	4	3	<b>2</b>	1	0
10. Board handles conflict openly and constructively.	4	3	<b>2</b>	1	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	3	<b>2</b>	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	<b>4</b>	3	2	1	0
<b>DIMENSION III SCORE:</b>	29/48		<b>GRADE:</b>		
	60%		<b>D</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	2	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	3	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	3	2	1	0
4. Board is attentive to how it reaches conclusions.	4	3	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	2	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	3	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	3	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	2	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	2	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	3	2	1	0
<b>DIMENSION IV SCORE:</b>	26/40		<b>GRADE:</b>		
	65%		<b>D</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	30/40		<b>GRADE:</b>		
	75%		<b>C</b>		

<b>DIMENSION VI: STRATEGIC</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	3	2	1	0
2. Board sets clear organizational priorities for the year ahead.	4	3	2	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	3	2	1	0
4. Board discusses where the school district will be five years from now.	4	3	2	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	3	2	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	3	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	3	2	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	4	3	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	4	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	3	2	1	0
<b>DIMENSION VI SCORE:</b>	26/40		<b>GRADE:</b>		
	65%		<b>D</b>		

**OVERALL GRADE:**

160/240

67%

GRADE: D

COMMENTS:

Governance Team = Board Members + Superintendent

What is this Board's vision? Priorities? Goals?

When and how have we, as a group, communicated that to Superintendent?

How have we provided direction regarding issues of concern and included a timeline for accomplishment?

I am concerned by the lack of TEAM focus.

COMMUNICATION needs improvement and we each must commit to the team in order to improve this. Our public perception is suffering!

GOALS:



## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	<b>3</b>	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	3	<b>2</b>	1	0
3. Board reviews district's mission statement and finds it to be aligned with the vision statement.	4	3	<b>2</b>	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	<b>3</b>	2	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	3	<b>2</b>	1	0
6. Board communicates its decisions to all affected by them.	4	3	<b>2</b>	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	3	<b>2</b>	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	3	2	<b>1</b>	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	2	1	0
<b>DIMENSION I SCORE:</b>	22/40			<b>* GRADE:</b>	
	55%			<b>U</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	<b>1</b>	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	<b>2</b>	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	<b>3</b>	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	3	<b>2</b>	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	<b>3</b>	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	<b>4</b>	3	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	3	<b>2</b>	1	0
8. Board has discussions about the effectiveness of its performance.	4	<b>3</b>	2	1	0
<b>DIMENSION II SCORE:</b>	20/32		<b>GRADE:</b>		
	63%		<b>D</b>		

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board’s split decisions do not result in a split board.	4	3	<b>2</b>	1	0
2. Board members are able to hold confidential items in confidence.	4	<b>3</b>	2	1	0
3. Board member and superintendent confer so that differences of opinion are identified.	4	3	<b>2</b>	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	2	<b>1</b>	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	2	<b>1</b>	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	<b>3</b>	2	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	3	<b>2</b>	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	<b>3</b>	2	1	0
9. Board provides biographical information that helps members get to know one another better.	4	3	<b>2</b>	1	0
10. Board handles conflict openly and constructively.	4	3	2	<b>1</b>	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	3	<b>2</b>	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	4	<b>3</b>	2	1	0
<b>DIMENSION III SCORE:</b>	25/48		<b>GRADE:</b>		
	52%		<b>U</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	②	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	3	②	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	③	2	1	0
4. Board is attentive to how it reaches conclusions.	4	③	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	③	2	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	③	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	③	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	②	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	2	1	①
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	3	2	①	0
<b>DIMENSION IV SCORE:</b>	22/40		<b>GRADE:</b>		
	55%		<b>U</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	19/40		<b>GRADE:</b>		
	48%		U		

**DIMENSION VI: STRATEGIC**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	3	<b>2</b>	1	0
2. Board sets clear organizational priorities for the year ahead.	4	3	<b>2</b>	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	<b>3</b>	2	1	0
4. Board discusses where the school district will be five years from now.	4	<b>3</b>	2	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	<b>3</b>	2	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	3	<b>2</b>	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	3	<b>2</b>	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	4	3	<b>2</b>	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	<b>4</b>	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	3	<b>2</b>	1	0
<b>DIMENSION VI SCORE:</b>	<b>25/40</b>		<b>GRADE:</b>  <b>D</b>		
	<b>63%</b>				

**OVERALL GRADE:**

133/240

55%

**GRADE: U**

**COMMENTS:**

Respect is important for this Board to move forward as a body. Regardless if you are not always in agreement with their ideas and thoughts.

**GOALS:**

To see staff working in happy, prosperous working environment, without fear of retaliation.



## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	<b>3</b>	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	3	<b>2</b>	1	0
3. Board reviews district’s mission statement and finds it to be aligned with the vision statement.	4	3	<b>2</b>	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	3	2	<b>1</b>	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	3	2	<b>1</b>	0
6. Board communicates its decisions to all affected by them.	4	<b>3</b>	2	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	3	2	<b>1</b>	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	<b>3</b>	2	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	2	1	0
<b>DIMENSION I SCORE:</b>	24/40			<b>* GRADE:</b>	
	60%			<b>D</b>	
* Use one of your school's grading scales to determine this.					

<b>DIMENSION II: EDUCATIONAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	1	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	2	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	3	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	3	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	3	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	3	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	3	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	2	1	0
<b>DIMENSION II SCORE:</b>	15/32		<b>GRADE:</b>		
	47%		<b>U</b>		

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board’s split decisions do not result in a split board.	4	3	<b>2</b>	1	0
2. Board members are able to hold confidential items in confidence.	4	3	2	<b>1</b>	0
3. Board member and superintendent confer so that differences of opinion are identified.	<b>4</b>	3	2	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	<b>2</b>	1	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	<b>2</b>	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	3	2	<b>1</b>	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	<b>3</b>	2	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	3	<b>2</b>	1	0
9. Board provides biographical information that helps members get to know one another better.	4	<b>3</b>	2	1	0
10. Board handles conflict openly and constructively.	4	3	2	<b>1</b>	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	3	<b>2</b>	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	4	3	2	<b>1</b>	0
<b>DIMENSION III SCORE:</b>	<b>24/48</b>		<b>GRADE:</b>		
	<b>50%</b>		<b>U</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	2	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	3	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	3	2	1	0
4. Board is attentive to how it reaches conclusions.	4	3	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	2	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	3	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	3	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	2	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	2	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	3	2	1	0
<b>DIMENSION IV SCORE:</b>	<b>22/40</b>		<b>GRADE:</b>		
	<b>55%</b>		<b>U</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	<b>1</b>	0
2. Board encourages the public to attend board meetings.	4	<b>3</b>	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	<b>3</b>	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	<b>4</b>	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	<b>4</b>	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	<b>3</b>	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	<b>2</b>	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	<b>3</b>	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	<b>0</b>
10. Board is actively involved in state and federal education legislation.	4	<b>3</b>	2	1	0
<b>DIMENSION V SCORE:</b>	<b>26/40</b>		<b>GRADE:</b>		
	<b>65%</b>		<b>D</b>		

<b>DIMENSION VI: STRATEGIC</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	3	2	1	0
2. Board sets clear organizational priorities for the year ahead.	4	3	2	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	3	2	1	0
4. Board discusses where the school district will be five years from now.	4	3	2	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	3	2	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	3	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	3	2	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	4	3	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	4	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	3	2	1	0
<b>DIMENSION VI SCORE:</b>	<b>29/40</b>		<b>GRADE:</b>		
	<b>73%</b>		<b>C</b>		

**OVERALL GRADE:**

140/240

58%

GRADE: U

COMMENTS: Dimension I.4. - Board recognizes the superintendent as chief executive officer and educational leader of the district. This is an area of significant concern. The Board and the Superintendent have clearly defined statutory roles. Recent investigative reports document a Board member, acting on behalf of the Board, conducting at least one tape recorded, investigative interview with an employee of the District. The investigative report does not conclude that the tape recording was legally obtained. That Board member acted on behalf of the School Board even though the issue was never brought before the Board for discussion. After submitting that tape and another tape to the Director of Professional Standards, the same Board member refused to answer multiple, repeated requests for meetings and information. On the rare occasion that the Board member responded, her answers were scant, shallow, and non-cooperative. These actions clearly violate Board Policy 1.5 in that a member of this Board acted on behalf of the Board without authority to do so. There is also a clear violation of Board Policy 5.31 in that the Superintendent or his designee is responsible for conducting investigations into allegations of employee misconduct. Again, conducting interviews is not a function of the School Board. It is clearly an activity that is the responsibility of the Superintendent. Please see

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1012/1012.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1012/1012.html),  
[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1012/1012.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1012/1012.html),  
<http://fsba.org/wp-content/uploads/2018/01/Statutory-Powers-and-Duties-of-School-Board-Members.pdf>,  
<https://www.leeschools.net/cms/one.aspx?portalId=676305&pageId=1352910>,  
<https://www.leeschools.net/common/pages/DisplayFile.aspx?itemId=1493476>, and  
<https://www.leeschools.net/common/pages/DisplayFile.aspx?itemId=1493182>.

Further, the Board has overstepped its boundaries regarding Superintendent recommendations for hiring as defined in statute. The Superintendent shall, "recommend minimum qualifications of personnel for these various positions, and nominate in writing persons to fill such positions." The School Board may, "reject for good cause any employee nominated." As such, the Board must be involved in approving hiring recommendations made by the Superintendent. However, "good cause" has been very narrowly construed in case law. It is my firm conviction that the actions of this Board with regard to the Superintendent's recent recommendations for hiring employees go far beyond our statutory powers. Please see

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1012/Sections/1012.27.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.27.html) and  
[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1012/Sections/1012.22.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.22.html) .

Key Dimension I.5. - I have been present at Board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem. Recent investigative reports have indicated, to me at least, that we have real problems that must be addressed. First, a confidential communication was shared by a member of this Board. This action was a violation of law and it may have compromised the integrity of an investigation. No one has stepped forward to explain how and or why this happened. We talk a lot on this Board about transparency. Transparency must flow in all directions. We owe it to each other and the public to be open and honest in our activities as members of this Board. The public should be made aware of the fact that one of us violated the law. The public should be made aware of activities by Board Members that go far beyond that which is appropriate for a Board member. We, as a governing body, must demand transparency from each other. We cannot demand standards of behavior from the Superintendent and his staff when we, ourselves, are unwilling to offer the same to each other and, more importantly, to the public. This behavior clearly violates Integrity and Professionalism, two values that are at the heart of our Strategic Plan, Vision 2030. Please see <https://www.leeschools.net/cms/one.aspx?portalId=676305&pageId=1352910>



Key Dimension I.7. - Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts. As illustrated in my comments regarding Dimensions I.4. and I.5., it is clear that there is an underlying and pervasive lack of understanding of the legal framework within which this School Board should be operating.

Key Dimension II.8. Board has discussions about the effectiveness of its performance. There have been no Board conversations about the Board's performance. The culture of the District and the morale of the employees who work for the District can be tied directly to how the Board conducts itself.

Key Dimension III.6. Once a decision is made, the Board works together to see that it is accepted and carried out. Last year, the School Board voted, 6-1, to put a referendum before the voters for a half penny sales tax. Most of the Board, the Superintendent, and Staff got behind the referendum completely and worked hard to educate the public on the need for the tax. Despite this, frequent negative comments were made from the Board table, during public meetings about the referendum. While we each have an absolute right to say what we want about any and all District and Board initiatives, repeated negative comments about an issue already decided by the Board violates our protocols which state in part, "recognize that decisions must be made by the board as a whole and that when made, these decisions must be supported by the entire Board." Further, last year, the Board voted 7-0 to give market rate increases to some administrative staff. Since that time, that decisions has been the subject of significant Board member criticism by members who voted for the pay increase and by members who were not a part of that vote. These criticisms also violate the above-referenced protocol.

Dimension III.8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual. I am not aware of any priorities set by the Board. I am aware of many instances in which our procedures and protocols have not been followed.

Dimension III.10. Board handles conflict openly and constructively. I have experienced circumstances in which Board conflicts were aired on Social media and in news outlets. When this has occurred, the versions of events as portrayed on social media and in news outlets did not line up with the actual, factual events that occurred. In my estimation, discussing any perceived conflicts directly with a colleague is always more constructive than taking it to social media or news outlets because resolution is almost impossible once that step is taken.

Dimension V.9. Board withstands the pressure of special interest groups. Much of the disagreement and rancor on the Board currently stems from absolute surrender to a special interest group made up, in large part, of a group of dissatisfied former employees and/or individuals who have sued the District on multiple occasions. This group obsessively emails the Board with complaints that, when investigated (whether internally or by the Inspector General), have been proven to be baseless. Often, I hear my fellow Board members make comments from the table that almost directly mimic the emails received by this special interest group. This creates an incredibly difficult work culture for employees of the District. It also makes it difficult for me to trust the motives of my colleagues when issues are raised that have no factual basis. I often feel as if I am sitting at the Board table, making decisions with this special interest group instead of making decisions based on facts that will promote the only interest we should have – what is best for our students.

GOALS: Dimension 1.4. – A goal in this area should be an unwavering commitment to working more closely with our Florida School Boards Association (FSBA) mentors. These are School Board members from across the state who have experience with just about every scenario a School Board member may encounter. The mentors available through FSBA have no political agenda in Lee County. Instead, they simply share the benefit of their experience with less experienced Board members. This is not a "new" School Board Member issue. As a member of this Board for more than 2 years, I continue to reach out to my mentor on a regular basis. Mentors are available as a sounding Board to provide varying perspectives that are not always apparent when in the midst of decision making.

Dimensions I.4 and I.5 - We do not currently have a fiduciary duty to act when one of us runs afoul of the law. But, we can hold ourselves to an even higher standard than that which is imposed upon us by the law. We should really be setting the standard for our students. I am not aware of any other governing body in Lee County that has imposed a legal fiduciary duty upon itself. Let's be the first. Let's be the leaders here. Let's give our students a great example to follow.

To be clear, I am suggesting that we amend Policy 1.5 or create a new policy that imposes a fiduciary duty on the School Board, expanding our ethical obligations to the students of Lee County. I further suggest that we include language requiring an investigation of the School Board by an outside entity when any one of us becomes aware of a legally sufficient allegation of misconduct by a member of the School Board. Legally sufficient should be determined in accordance with the Hillen Credibility Factors. Finally, I suggest that we include language giving us options on how to proceed when an investigation is completed. A menu of options, so to speak, is what should be included in this policy - from a written warning to censure to filing a complaint with the Ethic Commission or any other remedy required or permitted by law.

Key Dimension II.8. I urge the Board to look more closely at the statutory role that is defined for us by Florida law. I also urge the Board to look at best business practices by Boards of Directors that govern successful organizations so as to gain some insight into how to best conduct ourselves and how to best work together in the best interests of the students of Lee County. We walk a tight line because we are elected. While we certainly have a duty to our constituents, our first and foremost duty is to the students who attend our schools. Finding that balance seems to be a challenge for this Board. Any professional endeavor requires training at the beginning plus continuous training or education. The Florida School Boards Association provides that training and they provide it well. I urge the Board to be open to the potential for professional growth as provided in FSBA trainings and mentors.

Key III.6. I urge the Board to embrace the notion that no one member of this Board has the power or authority to accomplish anything alone. I urge this Board to recognize the best governance practice of supporting the decisions of the Board and refrain from criticizing Board decisions when those decisions do not necessarily go the way any individual member might like. I further urge the Board to understand that decisions have been made for decades by past Boards and that it is not possible to revisit each one, nor is it constructive to criticize past decisions. Rather, I urge the Board to raise concerns as issues come to the Board or seek Board consensus to revisit a previous decision of the Board. In this way, we can function as a team, moving forward instead of continuously looking back.

Dimension III.8. I urge the Board to reread our Board Procedures Manual. I urge the Board to follow these procedures and protocols closely so that we understand and adhere to our agreed upon way of work. If a need for a change is perceived, I urge the Board to seek consensus to discuss that perceived change at the Board table. If a particular protocol or procedure is not understood, I urge the Board to seek understanding. I urge the Board to fulfill individual responsibilities as detailed in our Board Procedures Manual. Failure to fulfill these responsibilities reflects poorly on the entire Board.

Dimension III.10. I urge the Board to work with the Board Attorney to mediate potential conflicts between Board Members. In so doing, Board Members can constructively work out their differences while the Board Attorney ensures that no violation of Sunshine occurs. In the alternative, I urge the Board to seek advice from mentors in resolving said conflicts.

Dimension V.9. I urge the Board to think independently. I urge the Board to consider whether a complaint from a special interest group or an issue promoted by a special interest group is legally sufficient to garner our attention. I urge the Board to consult with a mentor should any questions arise in this regard. Finally, I urge the Board to rely on facts and consider how to best serve the needs of our students without upsetting the culture of the District and negatively impacting the morale of our employees.

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	3	<b>2</b>	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	<b>3</b>	2	1	0
3. Board reviews district's mission statement and finds it to be aligned with the vision statement.	4	<b>3</b>	2	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	3	<b>2</b>	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	<b>3</b>	2	1	0
6. Board communicates its decisions to all affected by them.	4	3	<b>2</b>	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	<b>3</b>	2	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	<b>3</b>	2	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	2	1	0
<b>DIMENSION I SCORE:</b>	<b>28/40</b>			<b>* GRADE:</b>	
	<b>70%</b>			<b>C</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	1	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	2	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	3	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	3	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	3	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	3	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	3	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	2	1	0
<b>DIMENSION II SCORE:</b>	24/32		<b>GRADE:</b>		
	75%		<b>C</b>		

<b>DIMENSION III: INTERPERSONAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board's split decisions do not result in a split board.	4	3	2	<b>1</b>	0
2. Board members are able to hold confidential items in confidence.	4	3	<b>2</b>	1	0
3. Board member and superintendent confer so that differences of opinion are identified.	4	3	<b>2</b>	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	<b>3</b>	2	1	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	<b>2</b>	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	<b>3</b>	2	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	<b>3</b>	2	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	3	<b>2</b>	1	0
9. Board provides biographical information that helps members get to know one another better.	4	3	<b>2</b>	1	0
10. Board handles conflict openly and constructively.	4	3	<b>2</b>	1	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	<b>3</b>	2	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	4	<b>3</b>	2	1	0
<b>DIMENSION III SCORE:</b>	<b>28/48</b>		<b>GRADE:</b>		
	<b>58%</b>		<b>U</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	2	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	3	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	3	2	1	0
4. Board is attentive to how it reaches conclusions.	4	3	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	2	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	3	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	3	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	2	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	2	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	3	2	1	0
<b>DIMENSION IV SCORE:</b>	<b>25/40</b>		<b>GRADE:</b>		
	<b>63%</b>		<b>D</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	<b>30/40</b>		<b>GRADE:</b>		
	<b>75%</b>		<b>C</b>		



<b>DIMENSION VI: STRATEGIC</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	<b>3</b>	2	1	0
2. Board sets clear organizational priorities for the year ahead.	4	<b>3</b>	2	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	<b>3</b>	2	1	0
4. Board discusses where the school district will be five years from now.	4	3	<b>2</b>	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	3	<b>2</b>	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	<b>3</b>	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	<b>3</b>	2	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	4	<b>3</b>	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	<b>4</b>	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	<b>3</b>	2	1	0
<b>DIMENSION VI SCORE:</b>	<b>29/40</b>		<b>GRADE:</b>		
	<b>73%</b>		<b>C</b>		

**OVERALL GRADE:**

164/240

68%

**GRADE: D**

**COMMENTS:**

In the past five months, I believe that we have been going through a lot of growing pains. There is so much to learn and so many questions regarding issues that come before us.

Every day we are learning in hopes to bring the District to the highest level.

**GOALS:**

To stay diligent and focused on why we are here. To carry the mission of the 2030 Vision for the District, children, and stakeholders.

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	<b>3</b>	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	<b>3</b>	2	1	0
3. Board reviews district’s mission statement and finds it to be aligned with the vision statement.	4	<b>3</b>	2	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	<b>3</b>	2	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	<b>3</b>	2	1	0
6. Board communicates its decisions to all affected by them.	4	<b>3</b>	2	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	<b>3</b>	2	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	<b>3</b>	2	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	<b>3</b>	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	<b>2</b>	1	0
<b>DIMENSION I SCORE:</b>	<b>29/40</b>			<b>* GRADE:</b>	
	<b>73%</b>			<b>C</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	1	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	2	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	3	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	3	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	3	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	3	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	3	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	2	1	0
<b>DIMENSION II SCORE:</b>	<b>29/32</b>		<b>GRADE:</b>		
	<b>91%</b>		<b>A</b>		

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board's split decisions do not result in a split board.	4	3	2	<b>1</b>	0
2. Board members are able to hold confidential items in confidence.	4	<b>3</b>	2	1	0
3. Board member and superintendent confer so that differences of opinion are identified.	4	3	<b>2</b>	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	2	<b>1</b>	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	<b>2</b>	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	3	<b>2</b>	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	3	<b>2</b>	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	<b>3</b>	2	1	0
9. Board provides biographical information that helps members get to know one another better.	<b>4</b>	3	2	1	0
10. Board handles conflict openly and constructively.	4	3	<b>2</b>	1	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	<b>3</b>	2	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	<b>4</b>	3	2	1	0
<b>DIMENSION III SCORE:</b>	<b>29/48</b>		<b>GRADE:</b>		
	<b>60%</b>		<b>D</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	③	2	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	③	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	④	3	2	1	0
4. Board is attentive to how it reaches conclusions.	4	③	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	②	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	③	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	④	3	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	③	2	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	②	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	③	2	1	0
<b>DIMENSION IV SCORE:</b>	<b>30/40</b>		<b>GRADE:</b>		
	<b>75%</b>		<b>C</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	<b>34/40</b>		<b>GRADE:</b>		
	<b>85%</b>		<b>B</b>		



<b>DIMENSION VI: STRATEGIC</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	3	<b>2</b>	1	0
2. Board sets clear organizational priorities for the year ahead.	4	<b>3</b>	2	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	<b>3</b>	2	1	0
4. Board discusses where the school district will be five years from now.	4	3	<b>2</b>	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	<b>3</b>	2	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	<b>4</b>	3	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	<b>4</b>	3	2	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	<b>4</b>	3	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	<b>4</b>	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	<b>3</b>	2	1	0
<b>DIMENSION VI SCORE:</b>	<b>32/40</b>		<b>GRADE:</b>		
	<b>80%</b>		<b>B</b>		

**OVERALL GRADE:**

183/240

76%

**GRADE: C**

**COMMENTS:**

1. **Contextual:** I believe we are working towards synergy in this area and as the Board and the Superintendent improve our communication and processes, we will be better informed in our decision making and direction for success.
2. **Educational:** I am excited about two initiatives that I have brought to the Board that will help us make strides in this area: 1. The Board Strategic Plan Process, that we will start shortly, which gives each Board member an opportunity to work with staff, the community and schools and our students to achieve the seven action goals of our District Strategic Plan. 2. We began an Agenda Review Workshop which is a plan for members to review an Action Meeting Agenda individually then as a group along with staff members and all stakeholders. This will allow us to get our questions regarding Consent items answered prior to the Action meeting and be more transparent.
3. **Interpersonal:** We continue to work on how to mesh our individual talents into one effective team that works for the best of every individual and stakeholder in the District.
4. **Analytical:** I feel we should embrace “Big Picture” thinking and especially how our decisions will filter down to every aspect of the District. Collaboration is key to good analytical skills.
5. **Political:** We have a lot of expertise that can be used to create collaborative relationships in politics that will enhance the education of all Lee County Students.
6. **Strategic:** The only issue I see for improvement is sharing the right and timely information with all stakeholders and Board Members in order to make the best decisions for the District as a whole.

**GOALS:**

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	④	3	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	③	2	1	0
3. Board reviews district's mission statement and finds it to be aligned with the vision statement.	4	③	2	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	3	②	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	③	2	1	0
6. Board communicates its decisions to all affected by them.	4	③	2	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	③	2	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	3	②	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	<b>3</b>	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	<b>2</b>	1	0
<b>DIMENSION I SCORE:</b>	<b>28/40</b>			<b>* GRADE:</b>	
	<b>70%</b>			<b>C</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	1	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	2	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	3	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	3	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	3	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	3	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	3	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	2	1	0
<b>DIMENSION II SCORE:</b>	<b>28/32</b>		<b>GRADE:</b>		
	<b>88%</b>		<b>B</b>		

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board's split decisions do not result in a split board.	4	3	2	<b>1</b>	0
2. Board members are able to hold confidential items in confidence.	4	3	<b>2</b>	1	0
3. Board member and superintendent confer so that differences of opinion are identified.	4	<b>3</b>	2	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	<b>2</b>	1	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	<b>2</b>	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	3	<b>2</b>	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	<b>3</b>	2	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	3	<b>2</b>	1	0
9. Board provides biographical information that helps members get to know one another better.	4	3	2	<b>1</b>	0
10. Board handles conflict openly and constructively.	4	3	2	<b>1</b>	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	3	<b>2</b>	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	4	3	<b>2</b>	1	0
<b>DIMENSION III SCORE:</b>	<b>23/48</b>		<b>GRADE:</b>		
	<b>48%</b>		<b>U</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	2	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	3	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	3	2	1	0
4. Board is attentive to how it reaches conclusions.	4	3	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	2	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	3	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	3	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	2	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	2	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	3	2	1	0
<b>DIMENSION IV SCORE:</b>	<b>24/40</b>		<b>GRADE:</b>		
	<b>60%</b>		<b>D</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	<b>30/40</b>		<b>GRADE:</b>		
	<b>75%</b>		<b>C</b>		



<b>DIMENSION VI: STRATEGIC</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	3	2	1	0
2. Board sets clear organizational priorities for the year ahead.	4	3	2	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	3	2	1	0
4. Board discusses where the school district will be five years from now.	4	3	2	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	3	2	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	3	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	3	2	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	4	3	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	4	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	3	2	1	0
<b>DIMENSION VI SCORE:</b>	<b>29/40</b>		<b>GRADE:</b>		
	<b>73%</b>		<b>C</b>		

**OVERALL GRADE:**

162/240

68%

**GRADE: D**

**COMMENTS:**

- Some members struggle with change and seem to be tied to a “we’ve always done it this way mentality.”
- There is a culture that views disagreement as a negative rather than as a vehicle for change.
- The Board Chair has introduced some new processes to promote more opportunities for open discussion among Board Members and Board to staff at workshops. I view this as an excellent way to potentially build on the benefit of how divergent views can create enhanced outcomes.

**GOALS:**

- Improve Dimensions III and IV.

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	<b>3</b>	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	3	2	<b>1</b>	0
3. Board reviews district’s mission statement and finds it to be aligned with the vision statement.	4	<b>3</b>	2	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	3	<b>2</b>	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	3	2	<b>1</b>	0
6. Board communicates its decisions to all affected by them.	<b>4</b>	3	2	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	<b>3</b>	2	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	<b>4</b>	3	2	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	<b>2</b>	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	<b>4</b>	3	2	1	0
<b>DIMENSION I SCORE:</b>	27/40			* <b>GRADE:</b>	
	68%			<b>D</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	1	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	2	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	3	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	3	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	3	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	3	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	3	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	2	1	0
<b>DIMENSION II SCORE:</b>	<b>15/32</b>		<b>GRADE:</b>		
	<b>47%</b>		<b>U</b>		

<b>DIMENSION III: INTERPERSONAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board's split decisions do not result in a split board.	4	3	2	<b>1</b>	0
2. Board members are able to hold confidential items in confidence.	4	3	2	1	<b>0</b>
3. Board member and superintendent confer so that differences of opinion are identified.	4	3	2	<b>1</b>	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	2	1	<b>0</b>
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	2	<b>1</b>	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	3	2	1	<b>0</b>
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	<b>3</b>	2	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	3	2	1	<b>0</b>
9. Board provides biographical information that helps members get to know one another better.	4	3	<b>2</b>	1	0
10. Board handles conflict openly and constructively.	4	3	2	1	<b>0</b>
11. Board Members demonstrate flexibility when dealing with educational issues.	4	3	<b>2</b>	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	4	3	2	<b>1</b>	0
<b>DIMENSION III SCORE:</b>	<b>11/48</b>		<b>GRADE:</b>		
	<b>23%</b>		<b>U</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	②	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	③	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	③	2	1	0
4. Board is attentive to how it reaches conclusions.	4	3	②	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	2	①	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	③	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	3	②	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	②	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	③	2	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	③	2	1	0
<b>DIMENSION IV SCORE:</b>	<b>24/40</b>		<b>GRADE:</b>		
	<b>60%</b>		<b>D</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	<b>30/40</b>		<b>GRADE:</b>		
	<b>75%</b>		<b>C</b>		



<b>DIMENSION VI: STRATEGIC</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	3	2	<b>1</b>	0
2. Board sets clear organizational priorities for the year ahead.	4	3	2	<b>1</b>	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	<b>4</b>	3	2	1	0
4. Board discusses where the school district will be five years from now.	4	3	<b>2</b>	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	<b>3</b>	2	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	<b>3</b>	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	3	2	<b>1</b>	0
8. Board compares reports on schools' progress with the district's long-term goals.	<b>4</b>	3	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	<b>4</b>	3	2	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	<b>4</b>	3	2	1	0
<b>DIMENSION VI SCORE:</b>	<b>27/40</b>		<b>GRADE:</b>		
	<b>68%</b>		<b>D</b>		

**OVERALL GRADE:**

134/240

56%

GRADE: U

**1. Contextual**

11. The Board learns about stakeholder concerns through Board Advisory Committee meetings, public comment at Board meetings, and personal appearances at school-related events throughout the county. We receive emails from the public and the revised correspondence process in the Superintendent's Office has significantly reduced the number of follow-up complaints/concerns. Regrettably, the Board also allows itself to be distracted by a special interest group.
12. We have Board Advisory Committees discussing research and trends, but the Board has not had these discussions in the context of Vision 2020 and Envision 2030 since November 2018. Typically, these conversations take place when new initiatives are brought forward by staff or in our annual DSP review process.
13. The current Board reviewed its mission and vision at the pre-Organization workshop in November, but has held no workshops to discuss alignment with Vision 2020 and Envision 2030. This is important work that needs to be scheduled on an annual basis. Typically, we have these conversations during the annual review after the conclusion of the school year and comprehensive data is available for analysis. Perhaps with the seating of new Board Members we ought to schedule a comprehensive review as part of the reorganization process; i.e., retreat.
14. When inserting themselves in the daily operations of Maintenance, Human Resources, and Academic Services, Board Members are micromanaging the Superintendent and staff. Board Members should be familiar with and understand District processes put in place to ensure efficiency, effectiveness, and compliance with local, state, and national laws and policies. Transparency should refer to ease of access to information gathered and used in the course of doing the work of the Board—budget, policy, and the DSP. Document searches and investigations based on hearsay are not an appropriate way to determine whether one has confidence in the work of the Administration.
15. Transparency, while critical to public trust of elected officials, is not the only value embedded in the District's values statement. LCSD values conduct that is "ready, reliable, responsible, respectful, role model." Transparency should co-exist with those values.
16. The Board Chair responds very effectively to public comment. Decisions made by the Board are readily available to the public though on-line access to Board agendas and meetings. Conversations regarding matters of interest to the Board and Administration take place in Briefings and Workshops that are filmed and available to the public.
17. We are fortunate to have experienced staff attuned to local, state and federal policies, opinions, and political winds. Our response to Florida legislation on school safety and security was timely and well-communicated. HR's development of two District legislative initiatives over the past three years should result in legislative action that will improve our ability to recruit, hire, and retain quality staff. Board Members need to develop a deeper understanding of state/federal education law and policy.
18. In addition to providing draft policy, the Board Attorney was directed to maintain a schedule for review of Board Policies on a rolling three-year basis. This year we should complete the first cycle of Board Policy review begun in 2016.
19. The previous governance team had a schedule for ensuring regular annual review of reports about student achievement and the effectiveness of initiatives designed to improve student access to appropriate enrichment activities (extracurricular, athletic, career ed). The current Board should be scheduling this work with Superintendent Adkins so that staff has time to prepare and is in receipt of questions/concerns Board Members would like to have addressed in the review process. Staff provides briefings on educational and operational changes to action plans.

- II0. Board Members recently received a tutorial on the Board's debt, financial reserves, and short- to intermediate-term prospects for operating and capital revenues. Our financial advisor updates us on market conditions. Staff budgets to align needs and priorities with available resources.

## ***II. Educational***

- II1. We have a Board protocol that requires members to advise the Superintendent and Board colleagues when additional information/conversation is required prior to a vote. Hopefully, a change in the consent agenda process will result in a new protocol that minimizes disruption of Board work caused by untimely requests for information.
- II2. We have not conducted an examination of our responsibilities and role in District management, a workshop that is sorely needed. To be an effective governance team, we need to craft a common understanding of our responsibilities and roles, so that we can engage in more productive work in the Board's areas of responsibility.
- II3. All Board Members should be reading all relevant materials, including information provided by colleagues, prior to scheduled meetings. Requests for information should not be last-minute, redundant, and/or require staff to provide publicly available information.
- II4. Most Board Members are participating in in-service programs and programs related to Board responsibilities.
- II5. The plus-delta meetings provide an opportunity to reflect on Board conduct - meeting management and quality of staff presentations/materials. We have not, however, discussed the negative public perception of our way of work as a governance team. We are bogged down in work that is not essential to our responsibilities as a School Board.
- II6. Our recent Board Workshop process change should guarantee that all Board Members have the same information at the same time on all issues.
- II7. I read through the Board's policies, procedures, and employee contracts. Governance team discussions about these matters suggest that not all Board Members are familiar with and/or are willing to support/operate in accordance with agreements.
- II8. The governance team has participated in several hours of facilitated professional development. We need to schedule more work dedicated to exploring our legal responsibilities and to creating a protocol for our way of work that is consistent and meets the needs of governance team members. Hopefully, this Board self-evaluation will lead to a productive conversation about the effectiveness of our performance.

## ***III. Interpersonal***

- III1. The public perception, based upon Member conduct at Board meetings and written correspondence, is of a split Board. The continued pressure to revisit decisions made by a previous Board and decisions acted upon by the administration in prior years is divisive. We need a shared commitment to a common goal or goals to structure our work effectively. WE have not articulated current Board goals. Our work and decisions should clearly align with our responsibility as stewards of taxpayer dollars and the District's DSP.
- III2. As noted in several internal investigations regarding alleged employee misconduct, one or more members of the governance team is unable to hold confidential items in confidence. This conduct undermines staff confidence in leadership and creates potential legal exposure for the Board and/or a member of the governance team.
- III3. In my weekly meetings, I have frank conversations with the Superintendent. Dr. Adkins is responsive to my requests for additional information--something that usually involves a staff member providing additional information. I would like to believe that others do as well; however, as evidenced by Board Member conduct at Board meetings, the process for Board Member weekly meetings with the Superintendent does not satisfy the current Board and the recent proposal to change the briefing process may address that issue. He shares responses to each Board Member request for additional information with all. There is a lack of respect for the Superintendent and his opinions as well as an inability to 'agree to disagree' and move on.

- III4. Not all Board Members are respectful—they openly express disdain for the opinions of others. Board Member conduct in governance team meetings and in written communications does not reflect the District aspiration to conduct business “respectfully” and as “role models.”
- III5. Common outside interests are more likely to be shared when there is mutual respect and trust of one another as professionals in the course of our work as a governance team.
- III6. Staff is being asked to revisit previous Board decisions ad nauseum and is challenged to reopen investigations completed long ago. In such cases, the expectation is that staff must respond to the request of one Board Member without Board direction to do so.
- III7. In workshops and briefings, Board Members and Board Members and staff have ample opportunity to engage in conversation about District work.
- III8. We have not set Board goals for the 2018-19 year. There is agreement to pursue professional development. We have engaged in one professionally-facilitated exercise since November 2018.
- III9. I am aware that staff posts profiles of Board Members.
- III10. Board conflict is not handled constructively. A common understanding of our ‘way of work’ has not been reached. As a team, we need to reflect on best practices of boardsmanship and create a ‘way of work’ for us that, with commitment and practice, will get us to ‘norming.’ Five months has transpired since the new Board was formed and we have yet to schedule time to engage in our ‘real’ work.
- III11. Once District educational actions are undertaken in support of the District Strategic Plan, some Board Members have worked discreetly to undermine components of the implementation process.
- III12. Board Members are respectful towards students, parents, community members, but not toward the Administration and each other.

#### ***IV. Analytical***

- IV1. Because Board Members still struggle with the limitations of their role, Board meeting time is consumed by irrelevant matters. We project incompetence and lack of professionalism. The recent Board meeting, which disintegrated into a discussion about the Superintendent’s authority to make appointments, is a perfect example of Board Member lack of understanding.
- IV2. On important issues, the Board does consider pros/cons, risks, and budget impact.
- IV3. In briefings and workshops, Board Members question administrative proposals and the Superintendent and staff are quick to respond to questions regarding process and impact of recommendations. The Superintendent is responsive to concerns raised by the Board and willing to amend recommendations at the direction of the Board.
- IV4. Most Board conclusions are reached amicably and thoughtfully. The Board meeting in which recommendations for administrative appointments to Transportation Director and CFO were discussed needs to be revisited by the Board. We need to reflect on our legal authority and responsibilities so that our practices in debating sensitive issues as a Board do not undermine public confidence in our ability to make important decisions.
- IV5. The Board conversation leading to the decision on Transportation Director and CFO administrative appointments undermined the ability of the administration to recruit, hire, and retain quality staff.
- IV6. Board Members are good ‘brainstormers’ and consequently the Board has creative and productive discussions.
- IV7. Board Members reach out to School Board colleagues statewide for insights into issues under discussion - Board Attorney, Internal Auditor, new or revised policies, etc. We are not as successful reaching out for advice on best practices or professional support in deliberations about our ‘way of work’.
- IV8. For the most part, we are considerate about allocating adequate time for consideration of complex or difficult matters. Sometimes, despite adequate lead time, Board Members will insert new issues last minute on time critical and important management recommendations by the Superintendent. This exercise in ‘gotcha’ play is unbecoming an elected Board with responsibility for School District oversight.
- IV9-10. With its Student Advisory and various other Board Advisory Committees the Board both requests input into critical decisions and responds to matters of importance brought to it by committees. We have improved the quality of committee work by trying to more closely align the skills, experience, and interests of applicants to the mission of the committee.

### ***V. Political***

With its' emphasis on 'transparency,' this Board demonstrates its sensitivity to the needs of all stakeholders to be informed about work in progress and decisions made. Our outreach to state delegation, key legislators, state leadership and their staffs, is better managed. Thanks to the work of one Board Member, we have the ear of an important congressman. Appointment of the ISOC was received well by the public. Despite considerable improvement in our public communications, more work is needed to target our message to various constituencies. This need is being addressed in the DSP. We have a significant problem controlling our responses to one special interest group. A group that seeks to undermine the authority of the Superintendent and create community concern about the Board's ability to govern is treated as credible despite a lack of victims and/or evidence of malfeasance. Again, clarification of Board responsibilities and limits of Board Member authority should be a high priority for this Board.

### ***VI. Strategic***

VI1. In the absence of agreed upon goals for School Board action plans in support of the District's DSP, the Board has become mired in rehashes of past actions by the Board and requests to revisit the outcome of previous investigations.

VI2. Individual Board Members have articulated priorities, but the Board has not. We are busy trying to figure out how we are going to work.

VI3-5, VI8.

The Superintendent review of the DSP with the Board typically is scheduled for summer and fall meetings. That work was done in 2018. It has not been scheduled for 2019. As part of that review process, each Department head participates in a workshop with the Board on action plans and outcomes for the school year just ended and describes anticipated plans for moving forward ST, MT and LT. In the review process conducted over several summer and fall 2018 workshop meetings, progress towards our goals in quantifiable terms was discussed. Experience with some metrics led Department heads to make DSP refinements intended to improve understanding. Scores reflect expectation the current Board will lay out a plan for this work in 2019.

VI6. Generally, briefings are about proposed changes in District work designed to improve educational opportunities and outcomes for children. Briefings also address changes designed to improve working environments and conditions for staff and students.

VI7. Market rate executive pay is a perfect example of the inability of this Board to consider the long-term priorities of the District when dealing with current issues.

VI9. The process and documents for the Superintendent evaluation are in Board protocol and were included in orientation materials provided to new School Board Members.

VI10. We approve use of funds associated with grants, special programs, and construction. New initiatives are brought to us in briefings.

## COMMENTS:

This evaluation reflects the work of the Board commencing in November 2018. It does not reflect my assessment of the 2017-18 Board. The 2018-19 Board is getting its bearings slowly, developing experience and confidence as a team, adopting best practices as a way of work. Regrettably, the value given to transparency trumps the District values of ready, reliable, responsible, respectful, role models. Investigations are the responsibility of the Superintendent. Board Investigations of administrative actions should be contracted to outside agencies.

## GOALS:

Because Board Members delve into District administrative processes, the Board is not fully engaged in Board work. The bulk of our time should be committed to dissecting the DSP and reflecting on action plans, outcomes, and updates to measures taken in support of the District vision and mission.

Community perception of the governance team is influenced by Board correspondence and Board Member comments. All communications should reflect an understanding of universal best Board practices for internal and external interaction. Our preoccupations should reflect an awareness of our roles as governance team members and the statutory responsibilities for which the public holds us accountable - policy development, resource management and oversight, Superintendent and Board Attorney oversight.

1. Give Superintendent Adkins and his staff room and time to do their jobs. We need parameters for Board Member use of Superintendent time and clear delineations for acceptable use of staff time. The Superintendent must refer individual Board Member requests to the full Board before acting on requests that are outside the responsibility of the Board or require excessive use of staff time.
2. Provide the Superintendent with direction for handling staff responses to public complaints received by Board Members. Hold Board Members accountable for respecting the limits of the Board's investigatory powers. Develop protocol for Board Member and Board oversight of administrative action - for example, internal investigations.
3. Board Members are accountable for reading all correspondence on matters coming before the Board for discussion, so that in meetings we have a common set of facts.
4. Before May 1<sup>st</sup>, set out a workshop and briefing Board Work Plan for the period May – November 2019.
  - a. To ensure that we are familiar with the DSP, DSP action plans and outcomes--updates on the third year of the Academic Plan and the 2019 revision to the school and department budget building process.
  - b. To meet our responsibilities for hiring a Board Attorney and Internal Auditor— a timeline for finalizing expectations, outlining actions and accountabilities of Board Members and staff.
  - c. To ensure policies and procedures are updated in accordance with actions of the 2019 legislature.
  - d. To provide opportunity to accomplish the Board's 2018-19 goals.
  - e. To participate in professional, facilitated Board development.

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

**This action occurs:**            **Always-4**            **Frequently-3**            **Occasionally-2**            **Rarely-1**            **Never-0**

### DIMENSION I: CONTEXTUAL

Board Members:	Fischer Dist. 1	Giovannelli Dist. 2	Patricca Dist. 3	Jordan Dist. 4	Gittens Dist. 5	Vaughn Dist. 6	Morgan Dist. 7	Average	10/2017 Average
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	3	3	3	2	3	4	3	3.0	3.0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	2	2	2	3	3	3	1	2.3	2.7
3. Board reviews district's mission statement and finds it to be aligned with the vision statement.	3	2	2	3	3	3	3	2.7	3.0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	3	3	1	2	3	2	2	2.3	3.6
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	2	2	1	3	3	3	1	2.1	3.0
6. Board communicates its decisions to all affected by them.	3	2	3	2	3	3	4	2.9	3.0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	4	2	1	3	3	3	3	2.7	3.9
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	3	1	3	3	3	2	4	2.7	3.1

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	4	4	3	3	2	3.3	3.0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	2	2	4	3	2	2	4	2.7	3.4
<b>DIMENSION I SCORE:</b>									
	29/40	22/40	24/40	28/40	29/40	28/40	27/40	187/280	222/280
	73%	55%	60%	70%	73%	70%	68%	67%	79%
<b>* GRADE:</b>	<b>C</b>	<b>U</b>	<b>D</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>C</b>
* Use one of your school's grading scales to determine this.									



<b>DIMENSION II: EDUCATIONAL</b>									
<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
1. Board requests a decision be postponed until further information can be obtained.	1	1	1	3	3	3	3	2.1	3.0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	2	2	1	3	3	3	0	2.0	3.1
3. Board is given and reads the agenda and background materials well in advance of meeting.	3	3	2	3	4	4	2	3.0	3.3
4. Board participates in in-service programs at regional, state, and national levels.	3	2	2	3	4	3	3	2.9	3.1
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	3	3	2	3	4	4	2	3.0	3.3
6. Board leadership makes sure that all members have the same information on important issues.	3	4	2	2	3	4	3	3.0	3.3
7. I read through the board's policies, procedures, and employee contracts.	3	2	4	4	4	4	2	3.3	3.7
8. Board has discussions about the effectiveness of its performance.	2	3	1	3	4	3	0	2.3	3.1
<b>DIMENSION II SCORE:</b>									
	<b>20/32</b>	<b>20/32</b>	<b>15/32</b>	<b>24/32</b>	<b>29/32</b>	<b>28/32</b>	<b>15/32</b>	<b>151/224</b>	<b>182/224</b>
	<b>63%</b>	<b>63%</b>	<b>47%</b>	<b>75%</b>	<b>91%</b>	<b>88%</b>	<b>47%</b>	<b>67%</b>	<b>81%</b>
<b>* GRADE:</b>	<b>D</b>	<b>D</b>	<b>U</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>U</b>	<b>D</b>	<b>B</b>

**DIMENSION III: INTERPERSONAL**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
1. Board's split decisions do not result in a split board.	3	2	2	1	1	1	1	1.6	3.1
2. Board members are able to hold confidential items in confidence.	3	3	1	2	3	2	0	2.0	2.4
3. Board member and superintendent confer so that differences of opinion are identified.	3	2	4	2	2	3	1	2.4	3.3
4. Board members are able to be open and honest without fear of being ostracized.	2	1	2	3	1	2	0	1.6	3.0
5. I have discussed with fellow members common interests we share outside the boardroom.	2	1	2	2	2	2	1	1.7	2.3
6. Once a decision is made, the board works together to see that it is accepted and carried out.	3	3	1	3	2	2	0	2.0	3.1
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	3	2	3	3	2	3	3	2.7	3.1
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	0	3	2	2	3	2	0	1.7	3.3
9. Board provides biographical information that helps members get to know one another better.	2	2	3	2	4	1	2	2.3	2.4
10. Board handles conflict openly and constructively.	2	1	1	2	2	1	0	1.3	2.6
11. Board Members demonstrate flexibility when dealing with educational issues.	2	2	2	3	3	2	2	2.3	3.1

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	4	3	1	3	4	2	1	2.6	3.7
<b>DIMENSION III SCORE:</b>									
	29/48	25/48	24/48	28/48	29/48	23/48	11/48	169/336	248/336
	60%	52%	50%	58%	60%	48%	23%	50%	74%
<b>* GRADE:</b>	<b>D</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>D</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>C</b>

**DIMENSION IV: ANALYTICAL**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	2	2	3	2	3	3	2	2.4	2.0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	2	2	3	3	3	2	3	2.6	2.7
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	2	3	3	3	4	2	3	2.9	3.0
4. Board is attentive to how it reaches conclusions.	3	3	1	2	3	3	2	2.4	3.1
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	3	3	1	2	2	3	1	2.1	2.6
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	3	3	0	3	3	2	3	2.4	3.0
7. Board seeks outside assistance from consultants or other districts when considering its work.	2	3	3	2	4	2	2	2.6	2.9
8. Board does not present new issues of a complex nature for immediate action.	3	2	2	3	3	3	2	2.6	3.0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	3	0	3	2	2	2	3	2.1	2.7
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	3	1	3	3	3	2	3	2.6	3.0

**DIMENSION IV SCORE:**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
	<b>26/40</b>	<b>22/40</b>	<b>22/40</b>	<b>25/40</b>	<b>30/40</b>	<b>24/40</b>	<b>24/40</b>	<b>173/280</b>	<b>196/280</b>
	<b>65%</b>	<b>55%</b>	<b>55%</b>	<b>63%</b>	<b>75%</b>	<b>60%</b>	<b>60%</b>	<b>62%</b>	<b>70%</b>
<b>* GRADE:</b>	<b>D</b>	<b>U</b>	<b>U</b>	<b>D</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>C</b>

**DIMENSION V: POLITICAL**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
1. Board shows an awareness of the impact its decisions will have on the community.	3	2	1	3	3	3	3	2.6	3.3
2. Board encourages the public to attend board meetings.	3	1	3	3	4	4	4	3.1	3.4
3. Board actively cooperates with the news media to spread information about schools programs.	3	1	3	3	4	4	3	3.0	3.4
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	3	2	4	4	3	3	4	3.3	3.7
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	2	4	4	3	4	4	3.6	3.7
6. Board and its members maintain channels of communication with key community leaders.	3	2	3	3	4	3	3	3.0	2.9
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	3	1	2	2	3	1	3	2.1	2.9
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	3	2	3	3	3	3	3	2.9	2.4
9. Board withstands the pressure of special interest groups.	2	2	0	2	3	2	0	1.6	2.9
10. Board is actively involved in state and federal education legislation.	3	4	3	3	4	3	3	3.3	3.3

**DIMENSION V SCORE:**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
	<b>30/40</b>	<b>19/40</b>	<b>26/40</b>	<b>30/40</b>	<b>34/40</b>	<b>30/40</b>	<b>30/40</b>	<b>199/280</b>	<b>223/280</b>
	<b>75%</b>	<b>48%</b>	<b>65%</b>	<b>75%</b>	<b>85%</b>	<b>75%</b>	<b>75%</b>	<b>71%</b>	<b>80%</b>
<b>* GRADE:</b>	<b>C</b>	<b>U</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>B</b>

**DIMENSION VI: STRATEGIC**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
1. Board devotes more time in preparing for the future than in putting out fires.	3	2	2	3	2	2	1	2.1	3.0
2. Board sets clear organizational priorities for the year ahead.	2	2	2	3	3	3	1	2.3	3.0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	3	3	4	3	3	3	4	3.3	3.7
4. Board discusses where the school district will be five years from now.	3	3	1	2	2	4	2	2.4	3.0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	2	3	4	2	3	3	3	2.9	3.1
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	3	2	3	3	4	2	3	2.9	3.0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	2	2	3	3	4	2	1	2.4	2.4
8. Board compares reports on schools' progress with the district's long-term goals.	3	2	3	3	4	2	4	3.0	2.4
9. Board has a procedure in place for conducting superintendent evaluations.	2	4	4	4	4	4	4	3.7	3.7
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	3	2	3	3	3	4	4	3.1	3.7



**DIMENSION VI SCORE:**

<b>Board Members:</b>	<b>Fischer Dist. 1</b>	<b>Giovannelli Dist. 2</b>	<b>Patricca Dist. 3</b>	<b>Jordan Dist. 4</b>	<b>Gittens Dist. 5</b>	<b>Vaughn Dist. 6</b>	<b>Morgan Dist. 7</b>	<b>Average</b>	<b>10/2017 Average</b>
	<b>26/40</b>	<b>25/40</b>	<b>29/40</b>	<b>29/40</b>	<b>32/40</b>	<b>29/40</b>	<b>27/40</b>	<b>197/280</b>	<b>219/280</b>
	<b>65%</b>	<b>63%</b>	<b>73%</b>	<b>73%</b>	<b>80%</b>	<b>73%</b>	<b>68%</b>	<b>70%</b>	<b>78%</b>
<b>* GRADE:</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>C</b>	<b>C</b>

## Overall Grade

<b>Mary Fischer District 1</b>	160/240 67%	<b>* GRADE: D</b>
<b>Melisa W. Giovannelli District 2</b>	133/240 55%	<b>* GRADE: U</b>
<b>Chris N. Patricca District 3</b>	140/240 58%	<b>* GRADE: U</b>
<b>Debbie Jordan District 4</b>	164/240 68%	<b>* GRADE: D</b>
<b>Gwynetta S. Gittens District 5</b>	183/240 76%	<b>* GRADE: C</b>
<b>Betsy Vaughn District 6</b>	162/240 68%	<b>* GRADE: D</b>
<b>Cathleen O'Daniel Morgan District 7</b>	134/240 56%	<b>* GRADE: U</b>

### \*Grading Scale

<b>A</b>	<b>-</b>	<b>90</b>	<b>-</b>	<b>100</b>
<b>B</b>	<b>-</b>	<b>80</b>	<b>-</b>	<b>89</b>
<b>C</b>	<b>-</b>	<b>70</b>	<b>-</b>	<b>79</b>
<b>D</b>	<b>-</b>	<b>60</b>	<b>-</b>	<b>69</b>
<b>U</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>59</b>