

BOE Self-Evaluation for 2022

BOE Member Comments Associated with Each Board “Function”

I. Board/Superintendent Relations

CCPS BOE does a great job of keeping the Superintendent informed of community feedback. The Superintendent does an excellent job discerning when/if feedback should be addressed, and if so, takes the lead on any responses. The BOE stands as a united body and is fully supportive of the Superintendent. CCPS Superintendent is the face of the school system and as such, he participates in many professional organizations, such as the Catoosa County Chamber of Commerce. He regularly appears on a local TV talk show giving system updates and answers caller questions. The Strategic Plan is one tool the BOE uses for performance evaluation. His salary is appropriate for a new superintendent, and it's the BOE desire to ensure that the salary/compensation package remains commensurate with his experience and job performance. The BOE gives the Superintendent the freedom he needs to run the day to day operations of the CCPS within the confines of established policy and procedures.

II. Board Meetings

CCPS BOE conducts meetings in an efficient and professional manner. We recently adopted the new BCBI policy related to public participation at Board Meetings. At the beginning of each meeting, there is time for public participation. We ask if you wish to speak, that you sign up at the door, but if you haven't done so, we also allow you to speak. Agendas are provided to BOE members days in advance in order for them to be reviewed and questions asked/addressed as needed. All CCPS BOE members act in accordance with the Board Policy BH - Code of Ethics.

III. Board/Community Relations

CCPS BOE members have healthy discussions/debates in their decision making process, however once a decision receives majority support, we are 100% unified in our support of that decision. The BOE never speaks on issues where we have no official position, however we are fully supportive of the BOE Chair and Superintendent in allowing them to speak in official capacity of the school system. CCPS utilizes many means of disseminating information, such as the system website, text messages, CCPS school system apps, and email. CCPS BOE and Superintendent strive to keep open communication with State and Local leaders. The BOE and Superintendent attend quarterly Joint Work Sessions with local governmental agencies - the Fort Oglethorpe and Ringgold City Councils and the Catoosa County Commission. Each entity rotates hosting this meeting. No decisions are made, however the meetings allow for everyone to provide input on any impact of various projects being considered. Recently, the BOE and Superintendent attended a dinner where State DOE Superintendent Richard Woods was the speaker and our State Representative attended as well. The Superintendent speaks with our locally elected state representatives on a regular basis.

IV. Board Qualities

CCPS BOE members all have one main goal - what's best for our students. We are unified and passionate in that aspect. The BOE willingly listens, and often solicits opinions of others, while keeping an open mind. Healthy debate and differing perspectives and opinions help make good decisions based on what is best to support students. However, once the decision is made, the BOE is fully supportive of that decision. BOE members attend many community/civic events and actively listen for community comments/feedback regarding education, and provide any feedback to the Superintendent. BOE members attend various school functions and visit schools regularly.

V. Personnel Relations

CCPS BOE has sound personnel policies and job descriptions. These documents are regularly reviewed and updated as/if needed. The Superintendent presents recommended personnel changes at every BOE meeting, where action is taken by the BOE. Certified staffing levels are appropriate, however there are some shortages in classified areas such as Para-Pros, Bus Drivers, Custodians. The CCPS BOE strives to maintain a competitive salary and recently conducted salary surveys of all system job categories and raised salaries as a result. The BOE hopes to "grow our own" with the education pathway that will be offered at our College and Career Academy which opens in the fall of 2023. The Superintendent and Central Office staff have done an excellent job of developing in-house professional development such as the Instructional Fair and Rising Star program. Additional professional growth from conferences is encouraged as finances allow.

VI. Board/Instructional Programs Relations

The Strategic Plan provides the goals for all aspects of System operations with focus on student safety, learning, and achievement. CCPS Superintendent placed additional emphasis on curriculum by separating elementary from secondary curriculum thus creating two Directors who are responsible for their respective grade level curriculum. Proposed new textbooks are made available for public review at the BOE office.

VII. Financial Management

The CCPS Finance Director regularly reviews any budget legislation at both the State and Local levels. He informs the Superintendent, BOE and any key stakeholders as needed. The Superintendent works with the Finance Director to review and project the annual budget. The Finance Director works with applicable stakeholders such as the Tax Commissioner to project/develop annual budgets. Community input is sought by publishing preliminary budgets in local newspapers, the system website and at BOE meetings. BOE called meetings are used for final budget approval. CCPS Finance Director presents budget updates at each monthly BOE meeting. Budget reports are posted on the system website.

VIII. Board In-service

All members of the Catoosa County Public Schools BOE meet all training requirements as well as additional requirements set forth for GSBA Exemplary Board designation. BOE members and Superintendent attend annual GSBA training as well as whole BOE training. This year, our new Superintendent as well as a newly elected BOE member attended New Board Member training/orientation. Additionally, our Director of Finance conducts financial training for new BOE members as well as any existing BOE members who wish to attend. Annual training/system updates are presented by Department Directors. Annual LSGT training is also attended by the BOE.

IX. Policy Development

Policies are reviewed periodically by the Superintendent, department heads and school attorneys. A complete review of policies is conducted by GSBA, school board attorney, Superintendent, and BOE members approximately every five years. Changes required by school personnel or state/local authorities are reviewed and adopted at BOE meetings. Any policy updates are included in meeting agendas prior to BOE meetings, allowing time for review. Policies are posted on the system website

X. Goal Setting

Catoosa County Public Schools closely follows the five-year strategic plan which is developed by seeking key stakeholder input, such as public input, departmental input, and local school input using a wide variety of methods to obtain the input. SWOT analysis is used as well. The plan includes target goals, methods for achieving those goals, and progress indicators. Key performance metrics including graduation rates and testing results, among others, are included with progress reported on regularly. Although rare, the Strategic Plan is modified if needed should circumstances require re-evaluation. CCPS BOE adopts a budget process/preparation timeline that is published in local newspapers and on the system website.

XI. Media Relations

CCPS has a good relationship with all local media. The Superintendent is proactive in communicating to various media outlets when certain situations arise. In addition, media requests for comments are addressed appropriately and timely. Various school accomplishments and recognitions are also submitted to various media outlets in order to show the great things CCPS is doing. BOE meeting dates are on the system website and media representatives are welcome to attend. The CCPS Media Specialist does an excellent job maintaining good media relations.

Strengths:

- Most important success in 2022 was selection of a new, great superintendent who is passionate about the kids of Catoosa County. He brings lots of energy and his enthusiasm is contagious. He has demonstrated that he is fully capable of replacing the previous Superintendent who did a superb job for 16 years.
- Data Rooms at all high schools keep track of performance of every student in the school and are in various stages of development in the middle schools
- A School nurse and an SRO are assigned to every school in the county
- A state of the art security system is in every school - SEILOX
- LETRS training in place for elementary teachers
- Exemplary BOE recognition - Our BOE is unified in the vision, mission, and goals of the school system - decisions are always based on what's best for the kids
- We are a Charter System and allow charter funds to be utilized by each school. Doing so allows schools to focus on needs specific to their school demographics
- ESPLOST VI and a state grant will allow the College and Career Academy to open in the fall of 2023
- Receipt of COGNIA re-accreditation recently
- Seven schools have been recognized as Model PLC's
- We have a strong Strategic Plan development and implementation process to guide the school system and ensure success
- We put great emphasis on ensuring we have well maintained, clean, and safe schools

Weaknesses:

- Classified Staff Shortages - bus drivers, custodians, paraprofessionals, etc
- Not a weakness, but an area to focus - ability to attract new teachers with competitive salaries and work conditions as the "baby boomers" retire
- Review of extracurricular supplements is needed to ensure competitive compensation is provided

2022 ANNUAL SUMMATIVE REPORT DISCUSSED BY BOARD March 7, 2023

I. Board/Supt. Relations

	1	2	3	4	5	6	Ave
Dycus	5	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0	5.0

II. Board Meetings

	1	2	3	4	5	Ave
Dycus	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0

III. Board Community Relations

	1	2	3	4	5	6	Ave
Dycus	5	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0	5.0

IV. Board Qualities

	1	2	3	4	5	6	Ave
Dycus	5	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0	5.0

V. Personnel Relations

	1	2	3	4	5	6	Ave
Dycus	5	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0	5.0

VI. Board/Instr. Prog. Relations

	1	2	3	4	5	6	Ave
Dycus	5	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0	5.0

VII. Financial Management

	1	2	3	4	5	6	Ave
Dycus	5	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0	5.0

VIII. Bd. Inservice

	1	2	3	Ave
Dycus	5	5	5	5.0
Gibson	5	5	5	5.0
Hunt	5	5	5	5.0
Jeffers	5	5	5	5.0
Moeller	5	5	5	5.0
	5.0	5.0	5.0	5.0

IX. Policy Development

	1	2	3	4	5	Ave
Dycus	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5.0
Jeffers	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0

X. Goal Setting/Planning

	1	2	3	4	5	Ave
Dycus	5	5	5	5	5	5.0
Gibson	5	5	5	5	5	5.0
Hunt	5	5	5	5	5	5.0
Moeller	5	5	5	5	5	5.0
Sims	5	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0	5.0

XI. Media Relations

	1	2	3	4	Ave
Dycus	5	5	5	5	5.0
Gibson	5	5	5	5	5.0
Hunt	5	5	5	5	5.0
Jeffers	5	5	5	5	5.0
Moeller	5	5	5	5	5.0
	5.0	5.0	5.0	5.0	5.0

Overall 5



GSBA Governance Team Self-Assessment

Georgia School Boards Association

The governance team self-assessment, which is based upon the Georgia State Board of Education Standards for Effective Governance, will provide the board and superintendent a status review on implementation of identified best governance practices. The roles and responsibilities of the governance team are clarified and quantified. The self-assessment instrument is not intended to be utilized as an evaluation instrument. However, it is design to provide benchmarks for the governance team and for their consideration in establishing improvements of governance best practices.

The self-assessment instrument can be used by the governance team internally, or an internal review committee or an external review committee.

After completion of the review, recommendations and action plans should be developed for the board's consideration. The recommendation may impact the system's strategic planning goals, the superintendent evaluation instrument, policy changes and financial planning.

THIS ASSESSEMENT WAS USED

GSBA Governance Team Self-Assessment

Georgia School Boards Association

Domain I. Governance Structure

Description

The board of education and superintendent form the governance leadership team of the local school system, and act in a manner that focuses on improving student achievement and organizational effectiveness.

Board: The local board of education has "legislative," "executive" and "judicial" duties or functions in exercising control and management over a school district. A local board's "legislative" function is to adopt policies to govern the operation of the schools and have the authority to determine the amount of school taxes to be levied upon property in the school district. A board's "executive" function includes the employment and assignment of personnel on the recommendation of the superintendent, acquiring or disposing of real estate and other property, construction of facilities, preparation and adoption of an annual budget using the procedures mandated by the State Board of Education, entering into contracts, and borrowing money and signing promissory notes, subject to certain limitations. The "judicial" role of the board is to serve as a tribunal or school law court in order to resolve local matters of school law when specifically authorized or required by Georgia law.

Superintendent: The school superintendent is appointed by the board and who "shall be the executive officer" of the board of education. The "fundamental role" of a superintendent is to administer the implementation of policy established by the local board. In addition the superintendent serves as secretary to the board and is responsible for maintaining the minutes of board meetings. Additionally, the superintendent serves as the liaison between the State School Superintendent, makes all employment and assignment recommendations of school system personnel to the local board for approval, signs all employment contracts on behalf of the board, is responsible for any money borrowed and received by the school district to the same extent that the superintendent is responsible for other public school funds, signs notes along with the board chair to borrow money for the school system, acts as the agent of the board in procuring school equipment and materials, is responsible for ensuring that students receive and use prescribed textbooks, enforces all rules and regulations of the State School Superintendent and the local board according to the laws of the State, visits all schools in the school system; counsels with the faculty; files reports with the State Department of Education required by the State Board of Education from time to time; and performs any additional duties and responsibilities prescribed by the local board of education as part of the job description of the superintendent or contained within the contract of the superintendent.



Standard(s)				
<p>A. STANDARD: The governance leadership team is comprised of the local board of education and the superintendent, and adheres to appropriate roles and responsibilities, as defined in the state constitution, state law, local act, and board policy.</p>				
<table border="1"> <thead> <tr> <th>Element(s)</th> </tr> </thead> <tbody> <tr> <td>1. The board elects officers using procedures defined in state law, local legislative act and local board policy.</td> </tr> <tr> <td>2. The board designates the superintendent as the Executive Officer of the school system and fully delegates the authority to provide educational leadership, manage daily operations, and perform all duties as assigned by law.</td> </tr> <tr> <td>3. The superintendent acts as board secretary.</td> </tr> </tbody> </table> <p>Evidence</p> <ul style="list-style-type: none"> • Board Policies • Board Meeting Minutes <p>Rating</p> <ul style="list-style-type: none"> ○ Satisfactory ○ Needs Improvement ○ Don't Know <p>Comments</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Element(s)	1. The board elects officers using procedures defined in state law, local legislative act and local board policy.	2. The board designates the superintendent as the Executive Officer of the school system and fully delegates the authority to provide educational leadership, manage daily operations, and perform all duties as assigned by law.	3. The superintendent acts as board secretary.
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2. The board designates the superintendent as the Executive Officer of the school system and fully delegates the authority to provide educational leadership, manage daily operations, and perform all duties as assigned by law.				
3. The superintendent acts as board secretary.				
<p>B. STANDARD: The governance leadership team executes its duties as defined in the state constitution, state laws, and state board rules consistent with local board policies, accreditation standards, procedures and ethical standards, which govern its conduct</p>				



Element(s)

1. The board establishes and follows local board policies, procedures, and ethical standards governing the conduct of the governance leadership team, board, and individual board members.
2. The board adopts, commits to, and follows a Code of Ethics, including a Conflict of Interest policy consistent with Domain VIII - Ethics.

Evidence

- Board Policies
- District Accreditation Report
- Code of Ethics
- Conflict of Interest Policy

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

C. STANDARD: The board acts as a policy-making body separate from the roles and responsibilities authorized to the superintendent.

Element(s)

1. The board establishes and follows written policies governing its work in compliance with state constitution, state law, local legislative act(s) and policy.
2. The board fully supports and recognizes that operational issues are the responsibility of the superintendent and school system personnel.



Evidence

- Board Policies
- Administrative Regulations

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

D. STANDARD: The governance leadership team demonstrates a unified approach to governing the school system in order to assure effective fulfillment of roles and responsibilities.

Element(s)

1. The board participates in annual professional development that meets or exceeds the requirements of Georgia Law and the State Board of Education. The superintendent's participation in this training, while voluntary, is strongly encouraged.
2. The governance leadership team differentiates professional development curriculum and delivery for the whole board and individual members based upon the experience and needs of members.
3. New members are provided with induction, orientation, and mentoring in order to support their effectiveness as members of the governance leadership team.

Evidence

- Annual Board Training Plan and Training Records
- New Board Member Orientation



Rating

- ☐ Satisfactory
- ☐ Needs Improvement
- ☐ Don't Know

Comments



GSBA Governance Team Self-Assessment

Georgia School Boards Association

Domain II. Strategic Planning

Description

The governance leadership team, in collaboration with the community, adopts and enacts a planning process that results in an adopted system strategic plan designed to improve student achievement and organizational effectiveness.

Board: The board members participate **in** the development of the strategic plan and as a board adopts the system strategic plan based upon the superintendent's recommendations. Monthly, quarterly, but at least annually, the board reviews the performance measures of the strategic plan and reports to the community the results.

Superintendent: The superintendent participates in the development of the strategic plan and recommends to the board the adoption of the system strategic plan. The superintendent, as chief executive officer, implements, monitors, provides data reports on the strategic plan performance measures and makes recommendations to the board for consideration to improve the system's student achievement and effectiveness.

Standard(s)
<p>A. STANDARD: The governance leadership team provides input to and adopts the system strategic plan.</p>
<div> <div></div> <div> <p>1. The governance leadership team, in collaboration with the community, provides input to and the Board adopts a strategic plan that contains the systems beliefs, vision, mission, and strategic goals, performance objectives, performance measures and targets for improving student achievement and organizational effectiveness.</p> </div> </div>
<div> <div></div> <div> <p>2. At least annually and as needed, the governance leadership team reviews, assesses the system strategic plan and the Board readopts.</p> </div> </div>



3. The governance leadership team conducts the strategic planning process consistent with Domain VIII: Ethics.

Evidence

- Defined Strategic Planning Process
- Board Minutes

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

B. STANDARD: Annually and as needed, utilizing the adopted strategic planning process, the governance leadership team monitors and reports progress on performance measures.

Element(s)

- 1. The board implements board action plans for monitoring and reporting performance objectives, performance measures and targets, and effectiveness that is aligned with the school system's strategic plan.**
- 2. The governance leadership team participates in professional development focused on the development, implementation, and assessment of the school system's strategic plan.**
- 3. The governance leadership team annually and as needed self-assess performance in fulfilling its duties, responsibilities, and ability to work as a team in support of implementing the strategic plan.**
- 4. The governance leadership team meets annually to appropriately focus upon:**



Description

- Analyzing appropriate data to assess progress toward fulfilling the school system's strategic plan
- Assessing the strengths and needed improvements of the school system
- Addressing compelling problem(s) or emerging issue(s) that may prevent the school system from accomplishing its strategic plan
- Identifying and address emerging opportunities for advancing the school system's strategic plan
- Self-assessing the governance leadership team's educational, governance and leadership performance.

Evidence

- Balanced Scorecard
- Strategic Plan Tracking System such as eBOARD
- Board Training Plan
- Superintendent's monthly, quarterly, and annual reports
- Annual Self-Assessment and Action Plan

Rating

- *Satisfactory*
- *Needs Improvement*
- *Don't Know*

Comments

GSBA Governance Team Self-Assessment

Georgia School Boards Association

Domain III. Board and Community Relations

Description

In order to ensure improved student achievement and organizational effectiveness, the governance leadership team creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a public school advocate for effective collaboration and engagement of internal and external stakeholders.

Board: As the elected officials charged with the constitutional authority to "manage and control" our state's public school districts, school board members have an obligation to communicate what they are doing to the citizens in the communities they serve. Effective communication, media relations, advocacy, crisis communications and planning, community relations, public engagement, outreach -- school board members must plan for and engage in these activities if they are to reach a level of excellence in governance.

Superintendent: The superintendent, with board guidance will develop, recommend and implement a communications plan for the school district and board to promote better public understanding and accountability. This communication plan needs to build relationships with the school district staff, the community, parents, legislators, county and city governments, community groups and more so that there is mutual trust and opportunities for information to be exchanged, not just handed out.

Standard(s)	
A. STANDARD: The governance leadership team develops a process for creating a culture where input is sought, heard, and valued.	
Element(s)	<p>1. The governance leadership team aligns its actions and decisions, which impact board and community culture, to the school system's strategic plan.</p>



2. The interactions of the governance leadership team with the community create a culture in which ideas are sought, heard, and valued, and are based on collaborative review of research and data.

Evidence

- Board meeting agendas and minutes
- Board policy process
- District Website
- District Publications
- Strategic Plan Process
- Community engagement meetings and surveys

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

B. STANDARD: The board develops policies to ensure effective communication and engagement of all stakeholders' which support the strategic plan, desired culture and continuous improvement of the school system.

Element(s)

- 1. The governance leadership team develops and supports implementation of a communications plan aligned with the school system's strategic plan.**
- 2. The governance leadership team formally and informally communicates to stakeholders, its strategic plan, desired culture and improvement needs, and student performance expectations progress, targets, and results.**



<p>3. The governance leadership team and individual member's communication demonstrate transparency of intentions, actions, decisions, successes, progress statuses, benchmarks and barriers to achievement of goals and performance targets.</p>
<p>4. The governance leadership team will implement a communication plan consistent with Domain VIII - Ethics.</p>

Evidence

- Board policies
- Public participation policy
- Communication plan
- Community engagement activities
- Board meeting agendas and minutes

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

<p>C. STANDARD: The governance leadership team ensures processes that develop, communicate and maintain procedures for communications by stakeholders which result in resolution of issues and concerns supporting the strategic plan, desired culture and continuous improvement of the school system.</p>

Element(s)
<p>1. The governance leadership team follows an approved communication plan that supports clear two-way communication with stakeholders (i.e. Chain of Command process).</p>
<p>2. The management of all communications of the governance leadership team promotes shared accountability and collaborative action in support of the strategic plan, desired culture and continuous improvement of the school system.</p>



	3. The board, working with their superintendent, establishes a process for monitoring and reporting the school system's performance in analyzing, addressing, and resolving issues or concerns raised by stakeholders.	
<p>Evidence</p> <ul style="list-style-type: none"> • Communications plan • Board policies and administrative regulations • Community engagement activities • Data reports provided by Superintendent <p>Rating</p> <ul style="list-style-type: none"> ○ Satisfactory ○ Needs Improvement ○ Don't Know <p>Comments</p> <div data-bbox="240 926 1398 1104" style="border: 1px solid black; height: 85px; margin-top: 10px;"></div>		

GSBA Governance Team Self-Assessment

Georgia School Boards Association

Domain IV. Policy Development

Description

The board adopts, revises, and follows written policies in accordance with laws and state board rules that include but are not limited to those that support improved student achievement, fiduciary responsibility, community and stakeholder engagement, organizational effectiveness, and continuous improvement.

Board: The Georgia Constitution delegates the control and management of public schools to local boards of education. The board is a group of individuals operating as a single entity through the policies it adopts or let stand. Board policies carry the force of law in the school system. Policies are principles and goal statements adopted by the board to define the parameters within which the superintendent and staff carry out their assigned duties. Policies, then, are statements describing what the board expects and requires. Once adopted, they continue in effect until revised or rescinded.

Superintendent: Regulations are the superintendent's plan to meet the policy expectations and requirements of the board. As long as the administration operates within the guidelines of policy adopted by the board, it may issue regulations without prior board approval unless board action is required by law or unless the board has specifically directed that certain types of regulations be submitted to the board for approval. The superintendent recommends policy actions to the board for adoption.

Standard(s)
<p>A. STANDARD: The board of education adopts, revises, and follows written policies that are clear, up-to-date, and in compliance with the school system's strategic plan, state constitution, state and federal laws and state board rules.</p>
<div> <div></div> <div> <p>1. The governance leadership team promotes policy development that is aligned with the system strategic plan and supports improved student achievement and organizational effectiveness.</p> <p>2. The board, through a local board policy, adopts, revises, and follows effective procedures for:</p> </div> </div>



Description

- a. Policy development, adoption, revisions, and repeal
- b. Emergency adoption of policies, and
- c. Policy dissemination

3. The board solicits and receives recommendations from the superintendent on any proposed policies.

4. The board provides opportunities for public review on proposed policies before final board action is taken.

5. The board approves procedures for policies to be systematically reviewed.

6. The board holds the superintendent accountable for the consistent implementation of adopted policies.

7. The governance leadership team develops policies consistent with Domain VIII - Ethics.

Evidence

- Board policies and administrative regulations
- Strategic plan
- Annual budget
- Board meeting agendas and minutes

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

Georgia School Boards Association

Domain V. Board Meetings

Description

In order to conduct official business for the purpose of improving student achievement and organizational effectiveness, the governance leadership team plans and conducts board meetings in accordance with Open Meetings law and local board policy.

Board: The board conducts all meetings of the board with approved agendas in accordance with state laws and local board policies.

Superintendent: The superintendent assists the board in conducting all board meetings and maintains the "official" record of the meetings.

Standard(s)	
A. STANDARD: The board announces and holds meetings in accordance with local board policy and the Open Meetings Law (O.C.G.A. §50-14-1).	Element(s)
	1. The board adopts a policy defining the process for developing board meeting agendas, to include, but not limited to:
	Description a. how the agenda is prepared and by whom b. a process to remove or place items on the agenda c. a process to allow requests for additional information on agenda items, and d. procedures through which the public can provide information, ideas, or input on agenda items.
	2. Board of education meeting agendas consistently include components that demonstrate alignment with the system's strategic plan.
	3. The superintendent posts board meeting agendas for public review.
	4. The board of education uses a "consent agenda" procedure when appropriate.



<p>5. Once meeting agenda is approved, the board of education conducts meetings in accordance with the meeting agenda and departs from the agenda only under circumstances allowed under the Open Meetings Law (O.C.G.A. §50-14-1) and by a majority (simple majority, super majority, or unanimous vote) previously specified in local board policy.</p>
<p>6. The Board is trained in, and conducts meetings in a manner consistent with, parliamentary procedure.</p>
<p>7. The superintendent ensures accurate records are recorded and maintained as prescribed by the Open Records Act (O.C.G.A. §50-18-70).</p>
<p>8. The board of education plans and conducts business meetings in open and closed sessions in a manner consistent with the Open Meetings Law (O.C.G.A. §50-14-1).</p>
<p>9. The governance leadership team conducts meetings consistent with Domain VIII - Ethics.</p>

Evidence

- Board meeting agendas and minutes
- Board policies
- Board training plan
- Postings of board meetings

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

Georgia School Boards Association

Domain VI. Personnel

Description

The Board of Education employs, sets performance expectations for, and evaluates the work of the superintendent; sets personnel policies and approves or denies personnel actions recommended by the superintendent in order for him/her to manage the system workforce to improve student achievement and organizational effectiveness.

Board: The school superintendent is appointed by the board and who "shall be the executive officer" of the board of education. Georgia Law [§ GA Code 20-2-210] requires the board to conduct an annual evaluation of the superintendent and, if deficiencies are noted, to prepare a professional development plan.

Additional Summary Points

- Evaluations shall be performed by the local board of education and trained to conduct evaluation
- Instrument must be a board approved instrument
- Performance evaluation records shall be part of the personnel evaluation
- file and shall be confidential

The board reviews and updates personnel policies to be in compliance with state statutes and state board rules. The board practices the board member code of ethics policy and maintains confidentiality pertaining to personnel. As with student records, in a rare case, the board may have a need to review a teacher's evaluation or a group of evaluations in order to carry out its lawful duties. In that case, the board may require the teacher evaluations to be produced to the board for its inspection or review during an executive session.

Superintendent: The "fundamental role" of a superintendent, as executive officer, is to administer the implementation of policy established by the local board. She/he assists the board in the development of an evaluation instrument which measures the board goals, strategic plan goals and system's operational effectiveness. The superintendent recommends to the board personnel policies for adoption, implements adopted policies, recommends personnel actions to the board and provides personnel data reports.



Standard(s)								
A. STANDARD: The board of education employs a superintendent who acts as the Executive Officer of the school system.								
<table><tr><th>Element(s)</th></tr><tr><td>1. The board's search and hiring processes result in selecting a superintendent with the verified knowledge, expertise, skills and prior performance history that predict successful performance in execution of Superintendent duties and responsibilities in alignment with the school system strategic plan.</td></tr><tr><td>2. The board sets performance expectations for the superintendent through the adoption of a strategic plan, the adoption of a current job description, the adoption of professional development and evaluation plan, and adherence to state law.</td></tr><tr><td>3. The board of education invests in the Superintendent professional development to ensure alignment to the school system strategic plan, and current job description.</td></tr><tr><td>4. The board of education engages in planning for leadership continuity to support sustainability of improvement.</td></tr><tr><td>5. Board decisions regarding termination of Superintendent/employment are compliant with superintendent contract and state laws.</td></tr><tr><td>6. The governance leadership team develops personnel policies consistent with Domain VIII - Ethics.</td></tr></table>		Element(s)	1. The board's search and hiring processes result in selecting a superintendent with the verified knowledge, expertise, skills and prior performance history that predict successful performance in execution of Superintendent duties and responsibilities in alignment with the school system strategic plan.	2. The board sets performance expectations for the superintendent through the adoption of a strategic plan, the adoption of a current job description, the adoption of professional development and evaluation plan, and adherence to state law.	3. The board of education invests in the Superintendent professional development to ensure alignment to the school system strategic plan, and current job description.	4. The board of education engages in planning for leadership continuity to support sustainability of improvement.	5. Board decisions regarding termination of Superintendent/employment are compliant with superintendent contract and state laws.	6. The governance leadership team develops personnel policies consistent with Domain VIII - Ethics.
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6. The governance leadership team develops personnel policies consistent with Domain VIII - Ethics.								
Evidence <ul style="list-style-type: none">• Board Policies• Superintendent Search Process• Superintendent Job Description• Superintendent Evaluation Instrument• Superintendent Annual Professional Development Plan• Board Meeting Agendas and Minutes• System Strategic Plan								
Rating <ul style="list-style-type: none">○ Satisfactory○ Needs Improvement								



- Don't Know

Comments

B. STANDARD: The board of education evaluates the professional performance of the superintendent.

Element(s)
1. The board annually evaluates the superintendent's job performance as outlined in the evaluation plan.
2. The evaluation instrument and process are developed by the board in collaboration with the superintendent; based on clear, written measurable performance targets and indicators; and aligned with the school system's strategic goals.
3. The board receives training in the superintendent's evaluation process and current evaluation instrument, and objectively follows that process for evaluation.
4. The superintendent's evaluation will be reflected in meeting agenda minutes, noting participating members; however, the results of the evaluation of the superintendent will remain confidential.

Evidence

- Superintendent Evaluation Instrument and Process
- Board Training Plan
- Board Meeting Agendas and Minutes
- Board Policies

Rating

- Satisfactory
- Needs Improvement
- Don't Know



Comments

C. STANDARD: The board adopts personnel policy that is implemented by the superintendent.

Element(s)
1. The board adopts personnel policies that are aligned with the school system's strategic plan and organizational effectiveness and consistent with applicable statutes.
2. The board and individual board members do not engage in the implementation of personnel policy, including the employment, assignment, or dismissal of personnel, except to accept or reject the recommendations of the superintendent.
3. The board holds the superintendent accountable for assuring that all personnel in the school system are evaluated in accordance with the school system's mission, strategic plan, school system personnel policies, and applicable statutes.
4. The board follows state laws in matters of school system employee discipline.
5. The board makes personnel decisions consistent with Domain VIII - Ethics.

Evidence

- Board Policies
- System Strategic Plan
- Board Meeting Agendas and Minutes



Rating

- ☐ Satisfactory
- ☐ Needs Improvement
- ☐ Don't Know

Comments



GSBA Governance Team Self-Assessment

Georgia School Boards Association

Domain VII. Financial Governance

Description

The board provides guidance to the superintendent and sets sound fiscal policy so that the school system is an effective steward of all resources to support student achievement and organizational effectiveness.

Board: One of the most important tasks for a local board is adopting the budget. The budget authorizes the targeted expenditure of revenue available to the school district, serves as a vehicle to control spending and clarifies the strategic goals and priorities of the school system. The board approves a process for budget development, community input and adopts each fiscal year budget consistent with strategic plan goals and State law provisions. The board adopts fiscal management policies to ensure effectiveness and efficiency for the implementation of adopted fiscal year budget.

Superintendent: The superintendent follows the board budget development processes as prescribed by board, state law provisions and recommends to the board the fiscal year budget. The superintendent provides monthly, quarterly, annual budget reports to the board, monitors the budget and makes budget recommendations when needed, manages the effectiveness and implements the budget accordingly to the state provisions and local board policies.

Standard(s)
<p>A. STANDARD: The board of education upon recommendation of the superintendent adopts a budget that adheres to State law provisions and consistent with its strategic plan.</p>
<div> <div></div> <div> <p>1. The board provides guidance to the superintendent, who develops and manages the budget in accordance with the school system's strategic plan, and adopts fiscal policies that assure improved student achievement and organizational effectiveness.</p> </div> </div>
<div> <div></div> <div> <p>2. The board conducts budgeting discussions with the superintendent and establishes specific budget parameters where deemed necessary or appropriate.</p> </div> </div>



3. The governance leadership team seeks community and stakeholder input, review, and feedback on the budget.

4. The board approves, after careful consideration of sound business and fiscal practices, the school system's budget reflecting the strategic plan

Evidence

- Board policies
- Board meeting agendas and minutes
- Strategic plan
- Annual Budget
- Public budget hearing meetings

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

B. STANDARD: The board of education adopts policy for sound fiscal management and monitors the implementation of the budget in accordance with state laws and regulations.

Element(s)

1. The board develops policies to ensure sound fiscal management, including but not limited to: balanced budget requirements, spending level authorizations and permissions, deficit spending restrictions, establishment of special funds, and reserve maintenance requirements.

2. The board holds the superintendent accountable for the implementation of the budget in a manner consistent with the strategic plan and state board rules.

3. The board establishes, through policy, the level of spending beyond the budget for which the superintendent must seek board approval.

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GSBA Governance Team Self-Assessment

Georgia School Boards Association

Domain VIII. Ethics

Description

The governance leadership team conducts themselves, collectively and individually, in an ethical and professional manner.

Board: The board adopts and practices their Code of Ethics and Conflict of Interest policies that at a minimum meet the State Board of Education requirements.

Superintendent: The superintendent practices the Code of Ethics for Professional Educators as prescribed by the Professional Standards Commission.

Standard(s)	
<p>A. STANDARD: The governance team adheres to, adopts and practices a Code of Ethics, avoids conflicts of interest, and annually reviews ethical standards to ensure and enhance governance structure and organizational effectiveness.</p> <table> <tr> <td> <ol style="list-style-type: none"> The board adopts and adheres to an ethics policy that includes, as a minimum, an ethical code of behavior based on the State Model Code of Ethics. The superintendent adheres to the Georgia Professional Standards Commission Code of Ethics for Educators. The board adopts and adheres to a Conflict of Interest policy that includes state law requirements, as outlined in the State statutory Conflict of Interest Provisions. </td></tr> </table>	<ol style="list-style-type: none"> The board adopts and adheres to an ethics policy that includes, as a minimum, an ethical code of behavior based on the State Model Code of Ethics. The superintendent adheres to the Georgia Professional Standards Commission Code of Ethics for Educators. The board adopts and adheres to a Conflict of Interest policy that includes state law requirements, as outlined in the State statutory Conflict of Interest Provisions.
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Evidence

- Board policies
- Code of ethics and conflict of interest policies
- Annual board training plan
- Signed training affidavits of board members

Rating

- Satisfactory
- Needs Improvement
- Don't Know

Comments

Board Chair

Superintendent

GSBA Governance Team Self-Assessment Action Plan

Domain I. Governance Structure

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain II. Strategic Planning

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain III. Board and Community Relations

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain IV. Policy Development.

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain V. Board Meetings

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain VI. Personnel

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain VII. Financial Governance

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)

Domain VIII. Ethics

Goal -

Action Steps (What)	Accountability (Who)	Complete (When)