

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD RETREAT**

April 5, 2022
4:30-8:30 p.m.

Community Room, Community National Bank, 316 Main Street, Barre, VT

There will be no virtual option for this meeting.

Parking is available in the metered lot on Seminary Street. Please do not park in the Community National Bank parking lot during regular business hours.

Public comment is welcomed and limited to 2 minutes per agenda item. The board will hear public comments and questions, but won't respond directly during public comments. This can feel impersonal, but is in place to allow the board to stay on task and address the work of the board for that meeting.

AGENDA

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| 4:30 | 1. Call to Order |
| | 1.1. Introductions & More About You |
| 4:45 | 2. Additions or Deletions with Motion to Approve the Agenda |
| 4:46 | 3. Comments for Items Not on the Agenda |
| | 3.1. Public Comment |
| | 3.2. Student Voice |
| | 4. Current Business |
| 4:50 | 4.1. Finding Common Ground |
| 5:20 | 4.2. Committee policy & charge (p 87 in Essential work of board) |
| 6:05 | 4.3. Odds and ends while eating dinner |
| 6:35 | 4.4. Review board work (from policy A32) using Annual Assessment survey (p 123 Essential Work of Board) |
| 7:35 | 4.5. Annual work plan (using strategic goals and p 73 Board Goals & Annual Work Plan, p 81 Evaluation of Board meeting of Essential Work of Board) |
| 8:30 | 5. Next Meeting Dates: Regular BUUSD Board Meeting, April 14, 2022 at 6:00 pm |
| | 6. Adjournment |

BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

COMMITTEES

Board committees exist to help the board do its job, not to help or advise the staff. Unless the purpose of a board committee can be stated in writing, the committee is probably unnecessary. If a committee is proposed, the following questions should be answered to develop its charge:

- What is the purpose of the committee?
- What is the authority of the committee?
- What are the responsibilities and limitations?
- What are the specific tasks?
- How is the committee membership decided? Is it limited to board members, or does it include staff, students and/or community members?
- Does the committee reach a decision by vote or consensus? If by vote who is eligible to vote?
- What is the term of office for members, methods of filling vacancies and appointment of the committee chair?
- When should the job be completed and what type of report is expected?
- Is staff support needed?
- Is there a budget?
- What resources are needed? What resources are already available?

It is the responsibility of the full board to define the committee charge which should be included in policy or recorded via the motion that created the committee.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY****CODE: A32**

1ST READING: 9/12/2019
2ND READING: 10/10/2019
ADOPTED: 10/10/2019

BOARD GOAL-SETTING & EVALUATION**Policy**

The Barre Unified Union School District Board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent at least annually.

Implementation

Particular attention will be given to board goals and performance in the following areas:

- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The curriculum
- Labor relations
- Board in-service training
- Government relations

Cross Reference: Board Member Education (A31)

Annual School Board Self-Assessment Survey

___ School Board Member

___ Administrator

Check the boxes below that best identify your response to each question about the board's performance. If you haven't formed an opinion about a specific question, leave it blank. There are no right or wrong answers; your personal views are important. VSBA staff can provide a digital version of this tool and will compile results and share the common trends and differences of opinion with the board and administrators at a scheduled board work session. The information will help the board assess its effectiveness, identify priorities, and create short and long-term goals for the leadership team.

Create a vision for education in the community.		Agree	Strongly Agree	Disagree	Strongly Disagree
1.	The board seeks community input in a variety of settings and contexts to ensure participation that is representative of the community as a whole.				
2.	A climate of open communications exists at board meetings and throughout the district.				
3.	Community engagement efforts are supported with appropriate resources.				
4.	The board has established a vision, and the vision is clearly communicated to the community.				
5.	The board turns to the vision to guide its decision making when appropriate.				
6.	The board has received data and evidence related to progress toward the vision.				
7.	The board has reviewed and, if appropriate, refined the vision in accordance with policy.				

Establish policy parameters.		Agree	Strongly Agree	Disagree	Strongly Disagree
8.	Our policies ensure alignment of school district action with the board's vision.				
9.	Our policies clearly describe the board's intent and leave implementation details to the superintendent.				
10.	Our policies are compliant with state and federal requirements.				
11.	Our policies identify measurable outcomes or objectives, where appropriate				
12.	Our policies lead to fair, reasonable, and consistent and objective treatment of issues.				
13.	Stakeholder representatives (school board, senior leadership, district staff, school staff, employee organizations, parents, community advocates, and students) play a meaningful role in the policy development process.				
14.	The superintendent has developed administrative procedures that are aligned to appropriate board policies.				
15.	We have a policy review protocol that ensures that every policy in our manual is reviewed every 3-5 years.				
Board and Superintendent Partnership The board provides oversight. The superintendent is CEO of the district, accountable for the operations of the overall school system.		Agree	Strongly Agree	Disagree	Strongly Disagree
16.	The board has set clear performance goals for the district/SU.				
17.	The board has clearly communicated annual performance goals for the superintendent.				
18.	The board holds the superintendent accountable for developing a strategy and a work plan to achieve district or SU goals.				
19.	The board evaluated the superintendent's performance on an annual basis.				
20.	The board receives regular reports that enable the board to evaluate implementation of its vision and progress towards its goals.				

Budget Develop, adopt, and monitor a budget to support the vision and assure strong oversight of district finances.		Agree	Strongly Agree	Disagree	Strongly Disagree
21.	The board adopts and monitors policies related to budgeting and financial oversight.				
22.	The board develops broad budget parameters and expects the administration to create the line item details.				
23.	The board engages the community in setting budget priorities.				
24.	The budget is responsive to community priorities and concerns as reflected in voter approval of the budget.				
25.	The board assures that internal controls are in place to protect public funds.				
26.	The board receives quarterly financial reports and assures the administration is addressing any material deviations from the budget.				
27.	The annual audit is free from any material findings.				
Monitor progress toward the vision. Assure accountability for results.		Agree	Strongly Agree	Disagree	Strongly Disagree
28.	Our district has Financial Management and General Financial Accountability policies in place.				
29.	Our district has a Policy Review schedule in place.				
30.	Our district has a Strategic Plan with benchmarks for progress towards the vision and goals.				
31.	Our district has a Superintendent Evaluation Process in place.				
32.	The board receives a report on one of the policies and/or plans above at each meeting of the board.				
33.	When monitoring progress toward the vision, the board receives data from other districts that are similar to ours in order to compare progress.				
34.	When monitoring progress toward the vision, the board examines district data by gender, race, and socioeconomic status to measure the success of all students.				

35.	When monitoring progress toward the vision, the board uses student achievement benchmarks to make decisions and establish district priorities.				
36.	Our district publishes an annual report of progress that includes data from prior years.				
37.	Our district ensures effective and timely communications on the accountability system and progress.				

Effective and Ethical Operations		Agree	Strongly Agree	Disagree	Strongly Disagree
38.	The board has a Conflict of Interest policy.				
39.	The Conflict of Interest policy is adhered to.				
40.	The Conflict of Interest policy is reviewed according to the policy review schedule.				
41.	The board adopts a Code of Ethics that outlines expectations and commitments.				
42.	The board has discussed and adopted operating protocols.				
43.	The protocols are uniformly followed by board members.				
44.	The board stays out of staff and student issues which may result in quasi-judicial hearings before the board.				
45.	The board handles quasi-judicial hearings in a consistent and orderly fashion and arrives at clear, fair conclusions.				
46.	Board members respect the fact that they have no official power outside the actions of the full board.				
47.	The board adheres to the open meeting law and carefully follows statutory guidelines for executive session.				
48.	Board members are respectful to other board members, administrators, staff, and community members.				
49.	Board members have the information needed to make informed decisions and understand their potential impact.				
50.	Regular board meetings are efficient and generally last no more than 2-3 hours.				

51.	Board members participate in board development activities annually.				
52.	Board members understand that they are community trustees to assure quality education and that taxpayers get a great return on investment, and that they are not the operators of the school.				

BUUSD Strategic Plan Goal Matrix

As part of our district's strategic planning process, we identified 5 key goal areas that will drive our work:

- [Equitable Access to Learning Resources](#)
- [Communications & Relationship Building](#)
- [Curriculum & Career Pathways](#)
- [Student Wellness](#)
- [Student Engagement In Learning](#)

Within each of these 5 goal areas, we have established a set of action steps and benchmarks that will help ground our mission and bring our vision to life. This goal matrix outlines our district's work for the next 5 years.

Legend
New Initiative
Existing Initiative
Board Role
Superintendent Role
Assistant Superintendent Role
New Budget Funds

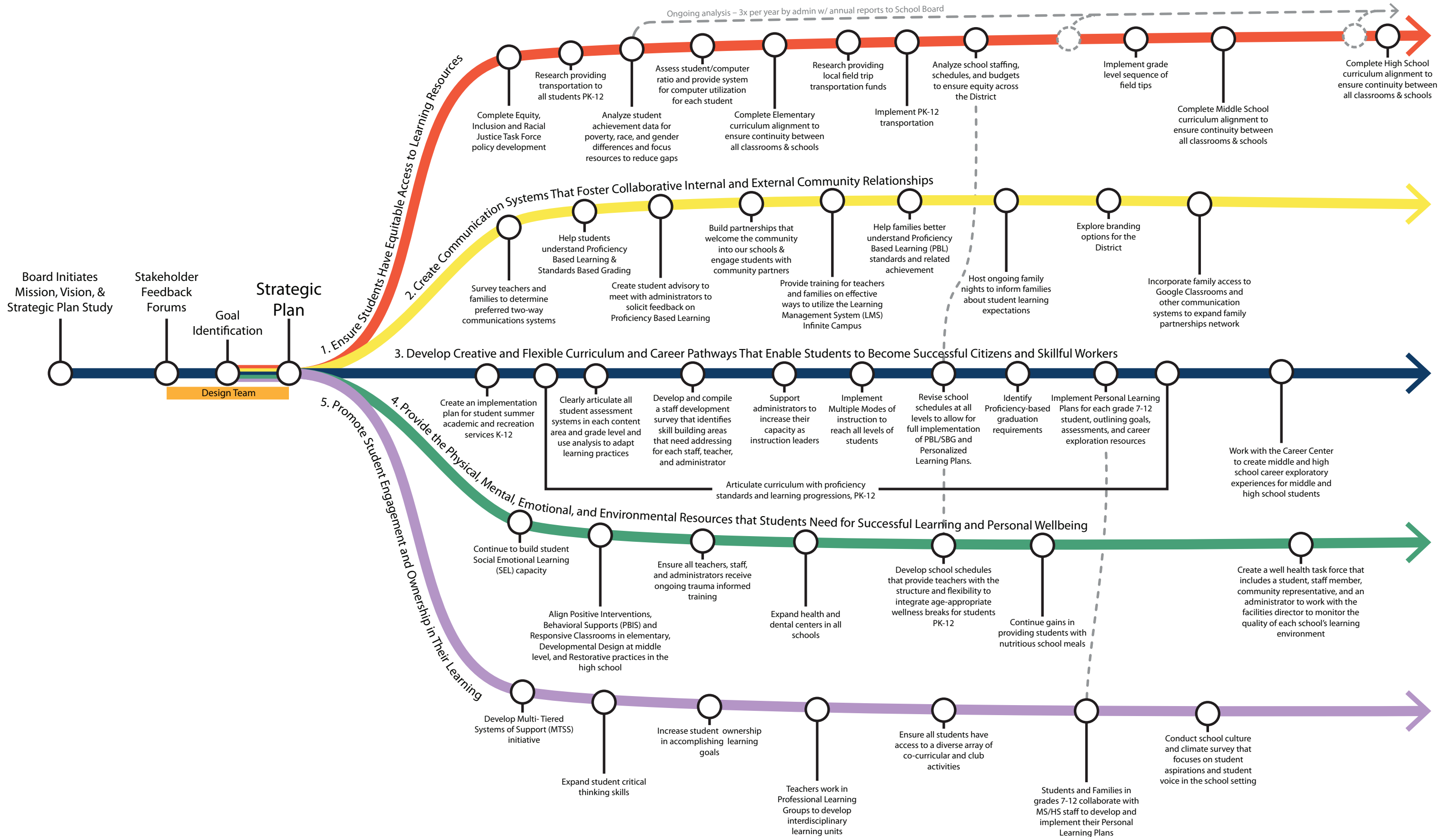
2019-20

2020-21

2021-22

2022-23

2023-24



Barre Unified Union School District Strategic Plan Goal Matrix
(Goals are all of equal importance)

Goal 1 - Ensure Students Have Equitable Access to Learning Resources					
<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
1. A. Close student learning gaps by addressing poverty, race, and gender learning barriers	Analyze student achievement data for poverty, race, and gender differences and focus on delivery of Social Emotional, Universal Design, and Education Support Team resources to reduce assessment score differences	Professional Learning Groups monitor, monthly, student achievement progress on state and local assessments and improve growth in annual student achievement by 5% per year using SBAC, PNOA, Math Lab, Fountas and Pinnell, and Star 360 assessment systems	Principals, Superintendent & Curriculum Com. 3x per year 2021 Annual School Board Report	Principals Superintendent School Board MTSS Coordinator	School Budget Covid Funds
	Research cost/benefit analysis for providing transportation to all students for academic and co-curricular	Use bus routing software to analyze the most efficient way to integrate high school bus routes and integrate high school and middle school	2022	Business Manager	School Budget Covid Funds

	activities	co-curricular activities			
	Research cost/benefit analysis for providing local field trip transportation funds	Establish grade level sequence of field trips to access Barre learning resources like the Granite Museum, Opera House, History Museum...	2023	Business Manager	School Budget
1.B. Ensure all students and staff have access to quality learning resources	Assess curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues	Complete Equity, Inclusion and Racial Justice Task Force policy development work	2021	School Board	School Budget
	Continue PK-12 and grade level curriculum alignment and ensure continuity between all classrooms and schools	Align with staff development plan to meet goal	Elem - 2022 MS - 2023 HS - 2024	Superintendent Assistant Superintendent	Covid Funds
	Analyze school staffing, schedules, and budgets to ensure equity across the District	Update and adopt Board Policy and Administrative Procedures		Principals	School Budget
	Assess student/computer ratio and conduct analysis to provide system for updating computer utilization for each student, PK - 12	Develop multi-year Total Cost of Operation (TCO), which includes hardware purchase, training, and maintenance expense. Include funding needs in a three year budget projection cycle	2021	Technology Director and Business Manager	School Budget Covid Funds

		Align with staff development plan to meet goal	2021 - 2026	Assistant Superintendent	School Budget
		Help families access affordable internet resources Provide family training for home computer use	2021 - 2022	Technology Director and Principals Partner with Government Agencies	Possible Legislative Remedy Covid Funds
		Continue to update technology infrastructure	2022	Technology Director	School Budget

Goal 2 - Create Communication Systems That Foster Collaborative Internal and External Community Relationships

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
2.A. Improve communications between families and schools	Survey teachers and families to determine preferred two-way communications systems	Work with administrators and teachers to develop and coordinate monthly targeted communications with families	2021	Communications Director	School Budget

	<p>Provide training for teachers and families on effective ways to utilize either the current or a new Learning Management System (LMS) Infinite Campus</p> <p>Help families better understand Proficiency Based Learning (PBL) standards and related achievement</p> <p>Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network</p>	<p>Monitor trends of teachers and families who electronically access the Learning Management System</p> <p>Utilize periodic family surveys to gauge PBL understanding and for educators to receive family feedback</p> <p>Provide annual family training and monitor family access trends</p>	<p>2022</p> <p>2022</p> <p>2023</p>	<p>Principals</p> <p>Principals and Teachers</p> <p>Technology Director</p>	<p>School Budget</p> <p>Possible Covid Funds</p>
<p>2.B. Engage families and community about curriculum goals and student learning outcomes</p>	<p>Help students understand the how and why of Proficiency-based Standards learning</p> <p>Create student advisory to meet with principals and central office administrators to solicit feedback on Proficiency-based Learning process</p> <p>Host ongoing family</p>	<p>Conduct and analyze periodic student and family surveys</p> <p>Monitor attendance trends at public and virtual meetings to address goals of Proficiency-based Standards system. Use family feedback to modify communication strategy</p> <p>Receive School Board</p>	<p>2021</p> <p>Annually</p> <p>Annually</p>	<p>Principals</p> <p>Communications Director Special Services Director</p> <p>School Board</p>	<p>School Budget</p> <p>Title I Funds</p>

	<p>nights to inform families about student learning expectations</p> <p>Build partnerships that both welcome community into our schools and engage students with community partners</p>	<p>feedback to either reinforce or modify family and community communication strategies</p>		<p>Principals</p>	
<p>2.C. Explore branding options for the District</p>	<p>Research District name change rules, articles of agreement with the Agency of Education</p> <p>Research process for a District name change and the impact on the Business Office</p>	<p>Seek advice from Tech Center staff on their branding process. Explore options for working with a branding consultant. Research availability of possible local businesses with branding expertise that might donate resources</p> <p>Create a task force and timeline to study possible new District name and identity branding themes</p>	<p>2023</p>	<p>Communications Director</p> <p>Business Manager</p>	<p>School Budget</p>
<p>Goal 3 - Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers</p>					
<p><i>Strategic</i></p>	<p><i>Action Step</i></p>	<p><i>Benchmarks</i></p>	<p><i>Implementation</i></p>	<p><i>Responsible for</i></p>	<p><i>Fund Source</i></p>

Objectives			Timeline	Monitoring Progress	
3.A. Provide summer academic and recreation services for students	Create an implementation plan for student summer academic and recreation services K-12	Contract with the YMCA to operate summer academic and recreational camps with a focus on social emotional learning, school-based academic intervention, high school recovery, and provide meal services for 200 students	2021	YMCA Coordinator	Covid Funds
3.B. Complete detailed student assessment framework	Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices	Professional Learning Groups assess all curricular areas and student needs during monthly data meetings. Weekly staff meetings focus on equity, social emotional learning work. Coordinate assessment work with Improving Student Learning Team (ISL) comprised of teachers, administrators and curriculum leaders Periodic Board monitoring reports	2021 Ongoing and formally 3x per year	MTSS Coordinator Assistant Superintendent Teachers School Board	Covid Funds School Budget
3.C. Implement Multiple Modes of instruction to reach all levels of students (Ex: Universal Design	Provide learning resources that meet diverse student learning needs	Align with staff and administrative development plan to meet goal	2022	Assistant Superintendent Principals	School Budget

for Learning (UDL) in all classrooms)				MTSS Coordinator	
3.D. Expand alternative pathways to graduation	Identify Proficiency-based Standards graduation requirements	Assess the current baseline. Increase number of alternate pathway graduates by 5% annually	2023	Assistant Superintendent HS Principal	School Budget
3.E. Create clear scope and sequence and aligned curriculum	Articulate curriculum with proficiency standards and learning progressions, PK-12 Revise school schedules at all levels to allow for final implementation of Proficiency Based Learning/Standards Based Grading and Personalized Learning Plans. Incorporate times for retesting/reteaching and personal exploration for students.	Post on school websites Expectations communicated through online student, teacher, and family handbooks School Board Reports at Board Curriculum Committee Administrators work with Professional Learning Groups to ensure consistency across all classrooms and schools PBL and PLP implementation	2023 Annually	Assistant Superintendent Principals Teachers School Board Principals Assistant Superintendent	School Budget
3.F. All students by the end of grade three meet or exceed learning standards in math and literacy	Teachers provide intervention services and additional supports for students behind grade level	Assess grade level learning and determine what additional interventions need to be implemented	Annually	MTSS Coordinator Interventionists Teachers Principals	School Budget Covid funds

<p>3.G. Create Personal Learning Plan (PLP) for all students in grades 7-12</p>	<p>Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources</p>	<p>Students and families establish individual goals based on personal, academic, and career interests</p>	<p>2023</p>	<p>Guidance Office and Advisors</p>	<p>School Budget</p>
<p>3.H. Provide age appropriate career cluster exposure in the curriculum for middle and high school students</p>	<p>Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students</p>	<p>Align with middle and high school students Personal Learning Plan goal needs</p>	<p>2024</p>	<p>Guidance Office and Advisors Technical Center Assistant Director Principals/Guidance</p>	<p>School Budget</p>
<p>3.I. Provide all staff and administrators with deep investments in training, professional development, and support</p>	<p>Align with staff and administrative development plan to meet goal</p>	<p>Develop and compile a staff development survey that identifies skill building areas that need addressing for each staff, teacher, and administrator</p>	<p>Annually</p>	<p>Assistant Superintendent</p>	<p>School Budget Grants Covid Funds</p>
<p>3.J. Support administrators to increase their capacity as instruction leaders</p>	<p>Include this priority in every administrators annual goal plan</p>	<p>Annually monitor the number of classroom walk throughs and formal teacher evaluations</p>	<p>Annually</p>	<p>Superintendent</p>	<p>School Budget</p>

Goal 4 - Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
4.A. Provide social emotional learning resources for students across all grades	Align Positive Interventions, Behavioral Supports (PBIS) and Responsive Classrooms in elementary, Developmental Design at middle level, and Restorative practices in the high school	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2021	Principals Assistant Superintendent	School Budget and Covid Funds
4.B. Staff acquire skills and resources to support the diverse academic and social learning needs of all students	Ensure all teachers, staff, and administrators receive ongoing trauma informed training	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2022	Special Services Director Assistant Superintendent Principals	School Budget

	Continue to build student Social Emotional Learning (SEL) capacity	Assess current student behavior referrals and reduce behavior referrals by 5% annually	Annually	Special Services Director Assistant Superintendent	School Budget
4.C. Provide access to health and dental services for all students	Expand health and dental centers in all schools	Work with State Agencies to expand health and dental services in grades 9-12	2022	Superintendent, Principals, Facilities Director, and Nurses	Covid Funds
4.D. Focus on student wellness issues that include physical activity and nutrition	Develop school schedules that provide teachers with the structure and flexibility to integrate age-appropriate wellness breaks for students PK-12 Continue gains in providing students with nutritious school meals	Employee skill building integrated within the staff development plan. Staff workshops and courses correspond to program implementation timelines Food service director work with a nutritionist to ensure meals are healthy Food service director work with local food network	2023	Physical Education, Health Teachers, School Nurses, and Principals Nurses Health Teachers Food Service Director	School Budget
4.E. Assess school facilities for healthy building factors, i.e. air quality, water quality, light, noise, temperature, cleaning, and science	Create a well health task force that includes a student, staff member, community representative, and an administrator to work with the facilities director to monitor the	Establish an acceptable baseline for each school's well health assessment data and develop a timeline for complying with state, federal, and international norms and	2024	Facilities Director Principals	Covid Funds School Budget

lab chemicals, etc.	quality of each school's learning environment	<p>regulations</p> <p>Work with the International Well Health Institute to learn about and establish building safety norms https://wellhealthsafety.com/</p>			
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Goal 5 - Promote Student Engagement and Ownership in Their Learning

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Who is Responsible for Monitoring Progress</i>	<i>Additional Funds Needed and Source(s)</i>
5.A. Create integrated interdisciplinary units of learning	Teachers work in Professional Learning Groups to develop interdisciplinary learning units	Students show 3% annual growth in local and state student assessment results	Annually	Teachers Principals	School Budget
5.B. Increase student ownership in accomplishing learning goals	<p>Continue executive functioning skill building for students</p> <p>Help students develop self confidence and perseverance skills</p>	Identify current baseline trend and increase student attendance and graduation rates by 3% per year	Annually	Teachers Principals	School Budget

5.C. Expand student critical thinking skills	Help students acquire information gathering skills that separate facts from fiction	Increase student problem solving assessment data by 5% annually in writing, allied arts, and science...	Annually	Teachers Principals	School Budget
5.D. Develop Multi-Tiered Systems of Support (MTSS) initiative	Hire MTSS Coordinator to perform Recovery Plan Coordinator duties	Identify current baseline trend and decrease learning gaps for identified groups by 5% per year	2021	AOE required MTSS Recovery Coordinator Special Services Director	COVID funds
	Incorporate MTSS staff training in District Staff Development plan	Hire a Multi-tiered Systems of Support coordinator to align MTSS systems within and between schools	2022	Special Services Director Assistant Superintendent	Covid funds
5.E. Develop a system that promotes student voice	<p>Ensure the curriculum and after school activities provide opportunities for students to build personal confidence by advocating for their self-interest and to engage in leadership development and public speaking experiences.</p> <p>Ensure all students have access to a diverse array of co-curricular and club activities</p>	Partner with students and families to identify both competitive and collaborative co-curricular clubs, activities, and athletic programs that flexibly meet the individual and team interests of students	2023	Advisors Teachers	

<p>5.F. Assess school culture and climate from student, teacher, and family perspectives</p>	<p>Conduct a school culture and climate survey that focuses on student aspirations and student voice in the school setting</p>	<p>Possible resources - Quaglia Institute Student, Parent, and Teacher Voice and Aspirations surveys: https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd Use survey data to inform school policy and instructional practices</p>	<p>2023</p>	<p>Superintendent</p>	<p>Covid Funds School Budget</p>
<p>5.G. Create a Personal Learning Plan (PLP) for all students in grades 7-12</p>	<p>Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources</p>	<p>Students and families collaborate with MS/HS staff to complete career interest inventories and use data to develop/update PLPs. Students and families identify PLP goals based on personal, academic, and career interests.</p>	<p>2023</p>	<p>Guidance Office Advisors Principals</p>	<p>School Budget</p>

BOARD GOALS AND THE ANNUAL WORK PLAN

At least once a year the board should determine what it needs to accomplish over the next year. Preferably, the board should be looking at a three-year plan. The following questions can guide this discussion:

1. **What board level decisions need to be made and what is the timeframe for doing so?**
2. **Why and how will we connect with our community?**
3. **What will we need to do to refine our vision of student learning outcomes?**
4. **On what schedule will we review policies for possible revisions?**
5. **What is our system and schedule for monitoring student learning outcomes and policy compliance?**
6. **What do we need for board development?**
7. **What will we do to advocate for legislative change?**
8. **What needs to be done in union negotiations this year?**
9. **Are there any other areas the board needs to focus on this year?**

The answers to these questions serve as the foundation of the board's Annual Work Plan. Identify the top 3-5 priorities for the upcoming year and use them to establish board goals. The remaining items can be added as time permits or scheduled for the following year.

For each goal, consider the best strategy and how to best accomplish it.

10. **How much meeting time should be allocated toward this goal?**
11. **What resources and information will the board need to meet this goal in an informed and timely manner?**
12. **Does the board want to establish a committee to prepare options for the board to consider?**

Board Meeting Evaluation

How successful was your last school board meeting? One way to find out is to ask board members and administrators to complete the brief survey below at the end of a randomly selected meeting. Boards that are actively trying to improve their effectiveness may even want to collect this information after each meeting. The leadership team will find it valuable to periodically discuss the length and productivity of board meetings. Spending 10 minutes on meeting reflection can pay rich dividends down the road.

School Board Meeting Evaluation

	All Members	Most Members	Few Members	Some Members
Board members are given and have read agenda and background materials prior to the meeting.				
Board members are respectful of each other, the public, and the administration.				
Board members handled conflict openly and constructively.				
Board members focus on the roles and responsibilities of the board and do not micromanage operations.				
Board members act as a team once a decision has been made and work collaboratively throughout decision-making.				

Comments:

Source: School Board Self-Evaluation: National School Boards Association

Annual School Board Assessment

While engaged in active board work throughout the year, many boards are too focused to take a step back and understand the overall impact they're having on their district. VSBA recommends an annual review of the board's operations in the critical areas outlined in the Essential Work of Vermont School Boards, as appears in the Appendix.

Contact VSBA staff if you'd like to have access to the online version to administer with your board.