



GSBA Governance Team Self-Assessment Board of Education/Superintendent Self-Evaluation

Georgia School Boards Association

January 11, 2021

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) | | | |
|--|------------|---|--|
| A. STANDARD: The governance leadership team provides input to and adopts the system strategic plan. | | | |
| <table><tr><th>Element(s)</th></tr><tr><td>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.</td></tr><tr><td>2. At least annually and as needed, the governance leadership team reviews, assesses the system strategic plan and the Board readopts.</td></tr></table> | Element(s) | 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. | 2. At least annually and as needed, the governance leadership team reviews, assesses the system strategic plan and the Board readopts. |
| Element(s) | | | |
| 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. | | | |
| 2. At least annually and as needed, the governance leadership team reviews, assesses the system strategic plan and the Board readopts. | | | |



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

Additionally principals present to the board each June to review their school improvement goals and whether or not the goals were met. Based on performance data.



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) | 1. The governance leadership team aligns its actions and decisions, which impact board and community culture, to the school system's strategic plan. |



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.**



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.

4. The governance leadership team will implement a communication plan consistent with Domain VIII - Ethics.

Evidence

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

Rating

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

Comments

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.

Element(s)

1. The governance leadership team follows an approved communication plan that supports clear two-way communication with stakeholders (i.e. Chain of Command process).
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.



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.

Evidence

- Communications plan
- Board policies and administrative regulations
- Community engagement activities
- Data reports provided by Superintendent

Rating

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

Comments

I feel Board and Community relations is a strength in our District. We welcome open and honest communication and are especially sensitive to Stakeholders' concerns. The community has trust in the BOS and Superintendent BC of total transparency in all areas.

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) | |
|---|--|
| 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. | |
| Element(s) | |
| 1. The governance leadership team promotes policy development that is aligned with the system strategic plan and supports improved student achievement and organizational effectiveness. | |
| 2. The board, through a local board policy, adopts, revises, and follows effective procedures for: | |



GSBA Governance Team Self-Assessment

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: | <p>Description</p> <ul style="list-style-type: none"> 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. | |



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.
6. The Board is trained in, and conducts meetings in a manner consistent with, parliamentary procedure.
7. The superintendent ensures accurate records are recorded and maintained as prescribed by the Open Records Act (O.C.G.A. §50-18-70).
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).
9. The governance leadership team conducts meetings consistent with Domain VIII - Ethics.

Evidence

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

Rating

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

Comments

All Board policies are available online



GSBA Governance Team Self-Assessment

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. | |
| 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. | |
| 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) | | | | |
|--|--|------------|--|---|
| 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. | | | | |
| <table><tr><th>Element(s)</th></tr><tr><td>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.</td></tr><tr><td>2. The board conducts budgeting discussions with the superintendent and establishes specific budget parameters where deemed necessary or appropriate.</td></tr></table> | | Element(s) | 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. | 2. The board conducts budgeting discussions with the superintendent and establishes specific budget parameters where deemed necessary or appropriate. |
| Element(s) | | | | |
| 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. | | | | |
| 2. The board conducts budgeting discussions with the superintendent and establishes specific budget parameters where deemed necessary or appropriate. | | | | |



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.



4. The board, working through the superintendent, monitors the school system's audits, reviews monthly financial reports and additional financial reports needed to make informed decisions and to ensure execution of the budget in a manner consistent with the strategic plan and strategic goals of the school system.
5. The board reviews and addresses annually audited financial records and audit findings, with a goal of proactively preventing audit exceptions
6. The board addresses fiscal matters in a manner consistent with law, sound business practice, and ethical principles regarding conflicts of interest in Domain VIII - Ethics.
7. The board operates in a manner such that the board's financial decisions and actions do not provide unfair financial or other opportunistic advantages to any member of the governance leadership team, their family members, associates, or individual constituents.

Evidence

- Board policies
- Board meeting agendas and minutes
- Annual audit reports
- Annual budget
- Strategic plan
- Code of ethics and conflict of interest policies

Rating

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

Comments

Our district has received the Award of Distinction for Excellence in Financial reporting from the DOE every year since its inception in 2013.



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) | | | | |
|---|------------|---|--|--|
| 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. | | | | |
| <table> <tr> <th>Element(s)</th></tr> <tr> <td>1. 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.</td></tr> <tr> <td>2. The superintendent adheres to the Georgia Professional Standards Commission Code of Ethics for Educators.</td></tr> <tr> <td>3. 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> | Element(s) | 1. 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. | 2. The superintendent adheres to the Georgia Professional Standards Commission Code of Ethics for Educators. | 3. 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. |
| Element(s) | | | | |
| 1. 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. | | | | |
| 2. The superintendent adheres to the Georgia Professional Standards Commission Code of Ethics for Educators. | | | | |
| 3. 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. | | | | |



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) |
|---------------------|----------------------|-----------------|
| | | |
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| | | |

Domain III. Board and Community Relations

Goal -

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

Domain IV. Policy Development.

Goal -

| Action Steps (What) | Accountability (Who) | Complete (When) |
|---------------------|----------------------|-----------------|
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**Domain V. Board Meetings**

Goal -

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

Domain VI. Personnel

Goal -

| Action Steps (What) | Accountability (Who) | Complete (When) |
|---------------------|----------------------|-----------------|
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Domain VII. Financial Governance

Goal -

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

Domain VIII. Ethics

Goal -

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