

Committee of the Whole
Thursday, September 28, 2017 5:00 PM

District Central Office
1519 10th St
Gering, NE 69341



Minutes

1. **Signature of Notification**
2. **Call to Order, Pledge of Allegiance, Roll Call, Welcome Visitors**
Absent: Brent Holliday, **Present:** Brian Copsey, Josh Lacy, B.J. Peters, Brady Shaul, Mary Winn.
 - 2.1. Acknowledge Open Meetings Law
 - 2.2. Notice of this meeting was published in the Gering Courier on *****.
3. **Excuse Absent Board Members**
4. **Board Development**
5. **Update on District Goals**

Mr. Hastings provided the board an update on the progress of district goals.
6. **Board Goal Setting Discussion**

Potential board goals were discussed and will be presented at the October regular board meeting.
7. **Adjourn**

Adjournment at 6:51 p.m.



Board of Education Self-Assessment BA.1 Narrative

Purpose of Self-Evaluation:

- Ensures accountability in the same manner boards hold employees accountable
- Facilitates open communication among board members
- Improves decision-making by enhancing understanding of goals and philosophies
- Improves the professionalism of the board and its meetings
- Fosters a clear understanding of the board's responsibilities and those of the superintendent
- Allows new board members the opportunity to better understand board work and their colleagues
- Assists in identifying personal strengths and weaknesses as well as those of the board as a whole
- Provides a starting point for effective and productive goal-setting and long-range planning

Role of the Board:

The role of the board is to set goals, develop policy, communicate, and evaluate, all with a focus on student achievement and best interests of all students in the district. In addition, the board must ensure the school district is responsive to the values, beliefs, and priorities of the community. The following five areas are key to achieving success as a board.

➤ **Vision**

Of all the roles and responsibilities of governing boards, none is more central to the purpose of local school governance than ensuring that a long-term vision is established for the school district. The vision reflects the consensus of the community, the board, and the district staff as to what students need in order to achieve their highest potential. The vision should set a direction for the school district, driving every aspect of the district.

➤ **Leadership**

The board is responsible for establishing and maintaining an organizational structure that supports the district's vision and empowers the staff. Although the board does not implement policies or programs, board members are responsible for:

- Hiring and evaluating the superintendent and setting policy for hiring other personnel;
- Overseeing the development, review, update of and adopting policy;
- Setting a direction for and adopting curriculum;
- Establishing budget priorities, adopting the budget and overseeing facility issues; and
- Providing direction for and accepting collective bargaining agreements.

Authority is granted to the board as a whole, not each member individually. Board members fulfill their responsibilities by working together as a governance team with the superintendent to make decisions that will best serve the students of the district.

➤ **Support**

The board through their behavior and actions; have a responsibility to support the superintendent and staff as they carry out the direction of the board. This involves:

- Acting with a professional demeanor that models the district's beliefs and vision;
- Making decisions and providing resources that support mutually agreed upon priorities and goals;
- Upholding district policies the board has approved;
- Ensuring a positive personnel climate exists; and
- Being knowledgeable regarding the vision of the district and the ability to articulate the vision/goals to the public.

➤ **Accountability**

The board is accountable to the public for the performance of the school district. The board monitors progress toward accomplishing the district's vision and communicates that progress to stakeholders. In order to ensure personnel, program, and fiscal accountability, boards are responsible to:

- Evaluate the superintendent and set policy for the evaluation of personnel;
- Develop, review, and update policy;
- Monitor student achievement and curriculum/instruction effectiveness and adopt curriculum changes as necessary;
- Monitor and adjust district finances.

➤ **Community**

Board members have a responsibility to involve the community in meaningful ways in setting a direction for the district and to communicate clear information about district policies, educational programs, fiscal condition, and progress on goals adopted to achieve the vision. As the only locally elected officials chosen solely to represent the interests of children, board members also have a responsibility to speak out on behalf of the children. Boards are advocates for education, the students, and the school district's educational programs. Board members build support for public education in the local community, and at the state, and national levels.

The assessment process sets an example for the district, communicates expectations, sets a professional standard, and should be carried out in a positive and objective manner.

- all board members should complete the board self-assessment and return to the board president to compile the results
- the board should conduct a work session / board retreat to discuss the self-assessment summary
- the board should develop goals to support the work of the board, address areas for improvement, and define a timeline to guide the process
- the board should adopt the goals and communicate with staff and community
- the board should include the goals in the annual board calendar to monitor and track progress of the identified goals

This Board Self-Assessment is a narrative assessment. The rating scale is as follows:

Met
Progressing
Not Met

NASB Advocates for a member board to utilize the NASB Board Governance Standards as a guide for the board self-assessment process. The NASB Board of Directors adopted Board Governance Standards to promote student growth and achievement. The Standards are listed below and each category on this self-assessment will refer back to a specific standard.

NASB Board Governance Standards

To promote student growth and achievement, an effective school board will adopt and adhere to board leadership and governance standards.

- I. MISSION, VISION, and GOALS** – The Board annually reviews the district’s vision and mission statements, annually adopting board and district goals to support the mission.
- II. POLICY GOVERNANCE** – The Board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.
- III. COMMUNITY ENGAGEMENT** – The Board establishes effective communications with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.
- IV. ACCOUNTABILITY and STUDENT ACHIEVEMENT** – The Board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.
- V. ADVOCACY** – The Board advocates for children, public education, learning, and equity to support improved student achievement for all students.
- VI. DISTRICT RESOURCES** – The Board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.
- VII. BOARD OPERATIONS** – The Board ensures meetings are effective, efficient, and orderly focused on policy and proper board governance and conduct.
- VIII. BOARD – SUPERINTENDENT RELATIONS** – The Board and Superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.
- IX. PROFESSIONAL DEVELOPMENT** – The Board and Superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

I. POLICY AND PLANNING

NASB Board Standard I – Mission, Vision, and Goals and II – Policy Governance

	Met	Progressing	Not Met
a. The board continuously develops, reviews, and updates district policy to guide the district mission/vision and goals.			
b. The board follows policies and procedures governing policy adoption.			
c. When developing and updating policies, the board considers recommendations from the Superintendent/District Administrators.			
d. The board ensures policies are interpreted with the proper intent, purpose and in compliance with state and federal laws.			
e. The board adopts, reviews, and revises the district’s mission statement on a scheduled basis.			
f. The board promotes and prominently displays the adopted district mission statement throughout the district including the website.			
g. The board values, the district vision/mission and goals to guide decisions and actions in the best interest of student achievement.			
h. The board and superintendent participate in the annual review, development and adoption of short and long-range district goals.			

Please provide comments to support ratings of Met, Progressing or Not Met:

II. BOARD/COMMUNITY RELATIONS

NASB Board Standard III – Community Engagement

	Met	Progressing	Not Met
a. The board models a positive example of effective leadership for the district.			
b. The board’s actions and attitude elicit community trust and respect.			
c. Public perception of the board is positive.			
d. The board is cognizant that public perception of the board’s behavior could help or hinder confidence in the board.			
e. Community engagement is a key commitment of the board.			
f. The board maintains a proactive and cohesive communications plan to inform and educate the community on district issues.			
g. The board effectively educates the patrons of the district about the board’s roles and responsibilities.			
h. The board ensures that a district report is provided to patrons annually.			
i. The board communicates the district mission/vision and goals to district patrons.			
j. The board communicates with various community and civic organizations on a planned and ongoing basis.			
k. The board seeks the input of the community through community forums, groups/committees and media.			
l. The board provides a method to encourage and solicit input from parents/community members.			
m. The board receives appropriate input from citizens on matters relating to the school district.			
n. The board recognizes and follows the proper chain of command.			
o. The board provides a process, through policy, by which the board deals with complaints from the public.			
p. The board supports the school administration before critical groups in the community.			

Please provide comments to support ratings of Met, Progressing or Not Met:

III. STUDENT LEARNING AND ACHIEVEMENT

NASB Board Standard IV - Accountability and Student Achievement

	Met	Progressing	Not Met
a. The board's primary focus is student achievement.			
b. The board is familiar with state standards and assessments.			
c. The board adopts a plan to ensure curriculum is current and aligned with state standards.			
d. The board receives student achievement data and training on how to interpret the data.			
e. The board utilizes student achievement data to set priorities and allocate resources.			
f. The board and superintendent use data from assessment results to initiate necessary modifications to district curriculum and instruction.			
g. The board recognizes and supports staff professional development as a critical district need.			
h. The board recognizes and supports the achievements of students.			
i. The board ensures data results are shared with community and other stakeholder groups.			
j. The board focuses the district and community on student achievement and the belief that all students can learn.			

Please provide comments to support ratings of Met, Progressing or Not Met:

IV. BUDGET

NASB Board Standard VI – District Resources

	Met	Progressing	Not Met
a. The board considers quality education while recognizing cost.			
b. The board ensures the district budget is based on good business practice.			
c. The board receives appropriate and relevant information needed to formulate the upcoming fiscal year budget.			
d. The board/budget committee conducts budget work sessions to discuss proposed changes to the budget.			
e. The board makes the proposed budget available for public review and reaction.			

f. The board adopts a budget that is designed to support short and long-term planning and needs.			
g. The board receives monthly budget reports including comparison data to monitor budget management and expenditures.			
h. The board establishes appropriate and specific budget parameters when necessary and/or required.			
i. The board ensures that the superintendent's financial recommendations are aligned with the district's goals and allocates budget resources related to district mission and goals.			
j. The board reviews and adopts a master facilities plan to support teaching and learning district wide.			
k. The board authorizes an annual audit of all district financial records.			

Please provide comments to support ratings of Met, Progressing or Not Met:

V. BOARD MEETINGS

NASB Board Standard VII – Board Operations

	Met	Progressing	Not Met
a. The board has agreed upon procedures between the board and superintendent for developing the agenda, altering the agenda and proper posting of the agenda.			
b. The board has procedures regarding the distribution of materials to board members in advance of meetings.			
c. The board members make a sincere effort to review materials that are send out in advance of meetings and come prepared to discuss.			
d. The board discusses district business only at properly called meetings.			
e. The board posts meeting notices in a timely and appropriate manner.			
f. The board conducts all meetings in accordance with the Open Meetings Law.			
g. The board conducts all meetings in a business-like manner, following accepted parliamentary procedures and rules.			

h. The board follows the approved agenda.			
i. Board utilizes a consent agenda when appropriate.			
j. The board includes an opportunity for students and staff to present at board meetings.			
k. The board provides proper procedures and opportunities to facilitate public comment.			
l. All board members actively participate in board discussion, deliberations, and decision-making.			
m. The board refrains from committing to a position on an issue before all relevant facts are presented.			
n. The board refrains from discussion pertaining to administrative matters during meetings.			
o. The board holds Closed/Executive sessions only when necessary and as authorized under state law.			
p. Each member of the board maintains confidentiality of restricted communication or information discussed in Closed/Executive Session.			
q. The board measures and evaluates the effectiveness of board meetings.			
r. The board records the business and action of the board and properly reports to the public.			

Please provide comments to support ratings of Met, Progressing or Not Met:

VI. BOARD/SUPERINTENDENT RELATIONS

NASB Board Standard VIII – Board-Superintendent Relations

	Met	Progressing	Not Met
a. The board works to maintain a collegial working relationship with the superintendent in leading the district.			
b. The board demonstrates support and respect for the superintendent and refrains from public criticism of the superintendent.			
c. Board members maintain an appropriate and professional relationship with the superintendent.			
d. The board and superintendent have a shared understanding of their respective roles.			

e. The board recognizes the superintendent as the chief executive officer and seeks his/her recommendations on all pertinent matters.			
f. The board does not infringe on the superintendent's area of administration and follows procedures as agreed upon by the board and superintendent in communicating with staff.			
g. The superintendent job description states expectations and authority, is included in policy and is reviewed by the board regularly and revised as needed.			
h. The superintendent contract renewal and deadlines process is clear and the board and superintendent honor the appropriate dates to comply with the contract.			
i. The board together with the superintendent set goals for the superintendent that are aligned with district goals and board expectations.			
j. The board reviews the goals for the superintendent when conducting the superintendent evaluation.			
k. Superintendent evaluation is conducted at least annually and includes the development of goals, performance objectives, and a written summary of the board's feedback.			
l. All board members participate in the evaluation of the superintendent.			
m. The board encourages the superintendent to participate in professional association and activities.			

Please provide comments to support ratings of Met, Progressing or Not Met:

VII. BOARD GOVERNANCE

NASB Board Standard VII Board Operations and IX Professional Development

	Met	Progressing	Not Met
a. Board has adopted Board Code of Ethics.			
b. Board members conduct board business according to the adopted Board Code of Ethics.			
c. All board members treat each other with respect.			
d. The board demonstrates good listening skills.			
e. The board approaches difficult problems and tough decisions in a deliberate manner.			

f. The board focuses debate on issues and does not allow discussion to stray to other topics or to become personal.			
g. Each board member respects the rights of individual members to express opposing viewpoints.			
h. Each member of the board honors board decisions even when the vote is not unanimous.			
i. The board conducts a regular board self-assessment and utilizes the occasion to enhance board culture and effectiveness.			
j. Each board member commits to participation in scheduled board work sessions and retreats.			
k. Each board member regularly participates in board development opportunities.			
l. The board provides a new board member orientation for all new board members.			

Please provide comments to support ratings of Met, Progressing or Not Met:

Phase I: Identify the strengths of the board

- ✓ *Each board member should create their own list. In a round-robin fashion each member will share their list one item at a time and the board chair and/or facilitator will compile a list for the group to view.*

Phase II: Identify areas of improvement for the board

- ✓ *Complete Phase II in the same fashion as Phase I*

Phase III: Identify performance goals the board would consider as priorities in the next year

- ✓ *Complete Phase III in the same fashion as Phase I and II*
- ✓ *Review the compiled list for comparable issues and combine the items with the approval of the board*
- ✓ *Once a list has been agreed upon, have each board member vote for their top three priorities*
- ✓ *Compile a final list of three priorities based on popular vote*
- ✓ *As a collective group, identify performance objectives (i.e., the objectives provide a means to measure achievement) required to accomplish the identified goal*

Note: It is important the board recognize the difference between district goals and goals set by the board to measure board governance/performance.



Board of Education Self-Assessment BA.1 Numerical

Purpose of Self-Evaluation:

- Ensures accountability in the same manner boards hold employees accountable
- Facilitates open communication among board members
- Improves decision-making by enhancing understanding of goals and philosophies
- Improves the professionalism of the board and its meetings
- Fosters a clear understanding of the board's responsibilities and those of the superintendent
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Role of the Board:

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- the board should adopt the goals and communicate with staff and community
- the board should include the goals in the annual board calendar to monitor and track progress of the identified goals

This Board Self-Assessment is a numerical assessment. The rating scale is as follows:

Exceeds Expectations	3
Meets Expectations	2
Needs Improvement	1
N/A	0

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- IX. PROFESSIONAL DEVELOPMENT** – The Board and Superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

I. POLICY AND PLANNING

NASB Board Standard I – Mission, Vision, and Goals and II – Policy Governance

	3	2	1	0
a. The board continuously develops, reviews, and updates district policy to guide the district mission/vision and goals.				
b. The board follows policies and procedures governing policy adoption.				
c. When developing and updating policies, the board considers recommendations from the Superintendent/District Administrators.				
d. The board ensures policies are interpreted with the proper intent, purpose and in compliance with state and federal laws.				
e. The board adopts, reviews, and revises the district’s mission statement on a scheduled basis.				
f. The board promotes and prominently displays the adopted district mission statement throughout the district including the website.				
g. The board values, the district vision/mission and goals to guide decisions and actions in the best interest of student achievement.				
h. The board and superintendent participate in the annual review, development and adoption of short and long-range district goals.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

II. BOARD/COMMUNITY RELATIONS

NASB Board Standard III – Community Engagement

	3	2	1	0
a. The board models a positive example of effective leadership for the district.				
b. The board’s actions and attitude elicit community trust and respect.				
c. Public perception of the board is positive.				
d. The board is cognizant that public perception of the board’s behavior could help or hinder confidence in the board.				
e. Community engagement is a key commitment of the board.				
f. The board maintains a proactive and cohesive communications plan to inform and educate the community on district issues.				
g. The board effectively educates the patrons of the district about the board’s roles and responsibilities.				
h. The board ensures that a district report is provided to patrons annually.				
i. The board communicates the district mission/vision and goals to district patrons.				
j. The board communicates with various community and civic organizations on a planned and ongoing basis.				
k. The board seeks the input of the community through community forums, groups/committees and media.				
l. The board provides a method to encourage and solicit input from parents/community members.				
m. The board receives appropriate input from citizens on matters relating to the school district.				
n. The board recognizes and follows the proper chain of command.				
o. The board provides a process, through policy, by which the board deals with complaints from the public.				
p. The board supports the school administration before critical groups in the community.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

III. STUDENT LEARNING AND ACHIEVEMENT

NASB Board Standard IV - Accountability and Student Achievement

	3	2	1	0
a. The board's primary focus is student achievement.				
b. The board is familiar with state standards and assessments.				
c. The board adopts a plan to ensure curriculum is current and aligned with state standards.				
d. The board receives student achievement data and training on how to interpret the data.				
e. The board utilizes student achievement data to set priorities and allocate resources.				
f. The board and superintendent use data from assessment results to initiate necessary modifications to district curriculum and instruction.				
g. The board recognizes and supports staff professional development as a critical district need.				
h. The board recognizes and supports the achievements of students.				
i. The board ensures data results are shared with community and other stakeholder groups.				
j. The board focuses the district and community on student achievement and the belief that all students can learn.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

IV. BUDGET

NASB Board Standard VI – District Resources

	3	2	1	0
a. The board considers quality education while recognizing cost.				
b. The board ensures the district budget is based on good business practice.				
c. The board receives appropriate and relevant information needed to formulate the upcoming fiscal year budget.				
d. The board/budget committee conducts budget work sessions to discuss proposed changes to the budget.				
e. The board makes the proposed budget available for public review and reaction.				

f. The board adopts a budget that is designed to support short and long-term planning and needs.				
g. The board receives monthly budget reports including comparison data to monitor budget management and expenditures.				
h. The board establishes appropriate and specific budget parameters when necessary and/or required.				
i. The board ensures that the superintendent’s financial recommendations are aligned with the district’s goals and allocates budget resources related to district mission and goals.				
j. The board reviews and adopts a master facilities plan to support teaching and learning district wide.				
k. The board authorizes an annual audit of all district financial records.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

V. BOARD MEETINGS

NASB Board Standard VII – Board Operations

	3	2	1	0
a. The board has agreed upon procedures between the board and superintendent for developing the agenda, altering the agenda and proper posting of the agenda.				
b. The board has procedures regarding the distribution of materials to board members in advance of meetings.				
c. The board members make a sincere effort to review materials that are sent out in advance of meetings and come prepared to discuss.				
d. The board discusses district business only at properly called meetings.				
e. The board posts meeting notices in a timely and appropriate manner.				
f. The board conducts all meetings in accordance with the Open Meetings Law.				
g. The board conducts all meetings in a business-like manner, following accepted parliamentary procedures and rules.				

h. The board follows the approved agenda.				
i. Board utilizes a consent agenda when appropriate.				
j. The board includes an opportunity for students and staff to present at board meetings.				
k. The board provides proper procedures and opportunities to facilitate public comment.				
l. All board members actively participate in board discussion, deliberations, and decision-making.				
m. The board refrains from committing to a position on an issue before all relevant facts are presented.				
n. The board refrains from discussion pertaining to administrative matters during meetings.				
o. The board holds Closed/Executive sessions only when necessary and as authorized under state law.				
p. Each member of the board maintains confidentiality of restricted communication or information discussed in Closed/Executive Session.				
q. The board measures and evaluates the effectiveness of board meetings.				
r. The board records the business and action of the board and properly reports to the public.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

VI. BOARD/SUPERINTENDENT RELATIONS

NASB Board Standard VIII – Board-Superintendent Relations

	3	2	1	0
a. The board works to maintain a collegial working relationship with the superintendent in leading the district.				
b. The board demonstrates support and respect for the superintendent and refrains from public criticism of the superintendent.				
c. Board members maintain an appropriate and professional relationship with the superintendent.				
d. The board and superintendent have a shared understanding of their respective roles.				

e. The board recognizes the superintendent as the chief executive officer and seeks his/her recommendations on all pertinent matters.				
f. The board does not infringe on the superintendent's area of administration and follows procedures as agreed upon by the board and superintendent in communicating with staff.				
g. The superintendent job description states expectations and authority, is included in policy and is reviewed by the board regularly and revised as needed.				
h. The superintendent contract renewal and deadlines process is clear and the board and superintendent honor the appropriate dates to comply with the contract.				
i. The board together with the superintendent set goals for the superintendent that are aligned with district goals and board expectations.				
j. The board reviews the goals for the superintendent when conducting the superintendent evaluation.				
k. Superintendent evaluation is conducted at least annually and includes the development of goals, performance objectives, and a written summary of the board's feedback.				
l. All board members participate in the evaluation of the superintendent.				
m. The board encourages the superintendent to participate in professional association and activities.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

VII. BOARD GOVERNANCE

NASB Board Standard VII – Board Operations and IX Professional Development

	3	2	1	0
a. Board has adopted Board Code of Ethics.				
b. Board members conduct board business according to the adopted Board Code of Ethics.				
c. All board members treat each other with respect.				
d. The board demonstrates good listening skills.				
e. The board approaches difficult problems and tough decisions in a deliberate manner.				

f. The board focuses debate on issues and does not allow discussion to stray to other topics or to become personal.				
g. Each board member respects the rights of individual members to express opposing viewpoints.				
h. Each member of the board honors board decisions even when the vote is not unanimous.				
i. The board conducts a regular board self-assessment and utilizes the occasion to enhance board culture and effectiveness.				
j. Each board member commits to participation in scheduled board work sessions and retreats.				
k. Each board member regularly participates in board development opportunities.				
l. The board provides a new board member orientation for all new board members.				

Please provide comments to support numerical ratings of 3, 2, 1 or 0:

Phase I: Identify the strengths of the board

- ✓ *Each board member should create their own list. In a round-robin fashion each member will share their list one item at a time and the board chair and/or facilitator will compile a list for the group to view.*

Phase II: Identify areas of improvement for the board

- ✓ *Complete Phase II in the same fashion as Phase I*

Phase III: Identify performance goals the board would consider as priorities in the next year

- ✓ *Complete Phase III in the same fashion as Phase I and II*
- ✓ *Review the compiled list for comparable issues and combine the items with the approval of the board*
- ✓ *Once a list has been agreed upon, have each board member vote for their top three priorities*
- ✓ *Compile a final list of three priorities based on popular vote*
- ✓ *As a collective group, identify performance objectives (i.e., the objectives provide a means to measure achievement) required to accomplish the identified goal*

Note: It is important the board recognize the difference between district goals and goals set by the board to measure board governance/performance.

POLICY 202.1
GERING PUBLIC SCHOOLS
GERING, NE

BOARD MEMBER CODE OF ETHICS

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:

1. I will listen.
2. I will respect the opinion of others.
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
13. I will abide by majority decisions of the board.
14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.
15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.
16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.
2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.
3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.
4. I will attempt to procure adequate financial support for the school district.
5. I will represent the entire school district rather than individual electors, patrons or groups.
6. I will not regard the school district facilities as my own private property but as the property of the people.

IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

1. I will function, in meeting the legal responsibility that is mine, as part of a legislative, policy-forming body, not as an administrative officer.
2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.
3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.
4. I will recognize the superintendent as executive officer of the board.
5. I will work through the administrative employees of the board, not over or around them.
6. I will expect the superintendent to keep the board adequately informed through oral and written reports.
7. I will vote to hire employees only after the recommendation of the superintendent has been received.
8. I will insist that contracts be equally binding on teachers and board.
9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.
10. I will give the superintendent friendly counsel and advice.
11. I will present any personal criticism of employees to the superintendent.
12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS:

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.
2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.
3. I will not recommend an employee for a position in another school district unless I would employ the individual under similar circumstances.
4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgement, with complete frankness.

5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference: Neb. Statute 79-526

Cross Reference: 201.1 Board Powers and Responsibilities
202.2 Board Member Conflict of Interest

Approved 1/20/03

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Revised 9/14/09

POLICY 202.3
GERING PUBLIC SCHOOLS
GERING, NE

BOARD SELF-EVALUATION

The primary purpose for board self-evaluation is for the improvement of school board leadership. In evaluating the board's functions and roles, the board may focus attention to the following:

1. Evaluation shall be conducted annually at a scheduled time and place;
2. The evaluation should be a composite of the individual board members' opinions;
3. The evaluation should include a constructive discussion of strengths and weaknesses; and
4. The board should be free to comment on any area related to its function of governing the district.

The board and superintendent will cooperatively develop an evaluation plan that annually evaluates the various aspects of the board's functions, duties, and roles. The evaluation will include the following items:

1. The evaluation instrument shall define and describe the standards against which the board evaluates its performance.
2. The evaluation shall include the establishment of objectives and strategies for improving board performance.
3. The evaluation shall analyze progress toward existing board goals and examine the need to establish new or revised goals.

Legal Reference: Neb. Statute 79-526

Cross Reference: 102 Educational Philosophy of the District
 104 Educational and Operational Planning
 201.1 Board Powers and Responsibilities
 702.2 Budget Planning, Preparation and Schedules
 902.1 Buildings and Sites Long Range Planning
 1001 Principles and Objectives for Community Relations

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