



QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation. How important/significant do you feel each is to your board's overall effectiveness and success?

	vital 4	very important 3	somewhat important 2	not important 1	
I. PLANNING: The board is a planning body, focusing on the district mission and goals	9				4.0
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy	5	4			3.6
III. STUDENT ACHIEVEMENT: The board requires written curriculum and systematic evaluation that is focused on student achievement.	9				4.0
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.	7	2			3.8
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.	5	4			3.6
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management	5	4			3.6
VII. BOARD / SUPERINTENDENT RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the superintendent.	7	2			3.8
VIII. BOARD / STAFF RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.	6	3			3.7
IX. BOARD AND COMMUNITY: The board effectively represents and communicates with the public, involving the community in district planning.	5	4			3.6



I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 2.5
Our Board: 1. with broad community input, established a district wide vision, mission and multi-year plan for education.	1	6	2			2.9
2. plans, and collaboratively sets district and board goals and establishes priorities annually.	2	4	2	1		2.8
3. reviews Action Plans developed to support the goals.	1	1	5	2		2.1
4. regularly monitors progress towards achieving the district's vision, mission and goals making adjustments as needed.		2	6	1		2.1

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.5
As a board member, I: A. participate fully in the district planning process	3	6			3.3
B. recognize the importance of meaningful public participation in the planning process.	6	3			3.7
C. support the district vision, mission and goals.	5	3	1		3.4

COMMENTS AND EXAMPLES:

- Score – Adequate now but for many years unsatisfactory. Prior to this year the plans and board goals were primarily established by the Superintendent with little input from the majority of the Board of Education. Most Board members were satisfied with the goals set by the Superintendent. These objectives were in my opinion, inadequate and lacked focus on improving student achievement. This year, with a new Board, the Superintendent was more receptive to adding additional goals expressed by members of the Board, specifically he added: specific student achievement goals (i.e. 5% increase in state assessment scores for all subgroups in each school and the district as a whole), guidelines and directions for monitoring the effectiveness of existing programs and communicating that information to the Board, a new three-year strategic action plan that focuses on two specific areas: improve student achievement levels and increasing parent and community involvement, revise the five-year facilities long range plan to provide for a feasibility study for expansion, construction, and/or renovation of the High School, participate in learning walks in the schools to increase visibility and support in individual schools, oversee and comply with the QSAC monitoring, develop the education foundation, implement new data management system that will replace SASI and new Special Education System, implement full day pre-school (if funded), expand technology utilization with E-learning. Other objectives for the year included: implementing Response to Intervention in the schools, and continue Principal training on the 21 characteristics of successful school leaders. In prior years student achievement goals, while defined by the QAAR report were not included as Board goals as defined by the Superintendent in his review. Meeting Adequate Yearly Progress in all sub-groups and in every school must be the over riding student



achievement objective of the district and right now the Board goals still are not aligning with the QAAR objectives.

3. Grade – Unsatisfactory - The Board does review actions plans through the QAAR process for student achievement, however, action plans are not reviewed for other definable goals, such as, implementing new programs and systems, such as, Response to Intervention and Principal training, two programs begun last year. These programs were introduced by the Superintendent, but he has yet to define SMART (Specific, measurable, appropriate, realistic and time sensitive) action plans to implement these programs.

4. Grade – Unsatisfactory with hope of improvement - The Board has done a poor job of monitoring the effectiveness of the education program for many years. However, the Superintendent has responded to concerns in this area and will be providing updates to the Board three times in the coming year to review progress in meeting the district's objectives.

- #3 new goal trimesters review reporting should addressed. This serious deficiency in developing (SMART-specific, measurable, appropriate, realistic and time sensitive) goals and monitoring progress to achieving these goals.
- Not with board community input.
- In evaluating our effectiveness in providing collaboration between school and community stakeholders, we have a great deal of work to do. The quarterly reports and revamped strategic plan will help to create a unified front all working towards the same goals for the district. I am confident that we will improve on all of these areas next year.



II. POLICY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 3.2
Our Board:						
1. operates as a “policy-making body.”	1	6	2			2.9
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.	5	3	1			3.4
3. uses written policies as the framework for our decision-making process.	1	6	1	1		2.8
4. reviews and updates the policy manual regularly as required by NJQSAC insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.	7	2				3.8
5. ensures that the administration develops appropriate procedures and regulations to implement the board’s policy intent.		8	1			2.9

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.2
As a board member, I:					
A. am familiar with the Board’s policies 1 = N/A		5	3		2.6
B. use Board policy as a basis for decision-making.	4	5			3.4
C. leave policy implementation to the administrative staff	5	3	1		3.4
D. avoid involvement in day-to-day operations of the district	4	5			3.4

COMMENTS AND EXAMPLES:

- More focus is needed in making our board understand that we are a policy-making body, a reactive body that has the singular purpose of reporting nominal issues. Although it is important that our board is aware of day to day issues to understand procedure, our focus should be to pinpoint generalized concerns and work with our superintendent to alleviate them.



III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 2.3
Our Board:						2.6
1. determines the district educational goals with input and data from administration	2	2	4	1		
2. requires written curriculum with specific evaluation components in accordance with all statutes.	2	3	3	1		2.7
3. requires systematic evaluation of and feedback on the instructional program.		2	5	2		2.0
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.	1	2	5	1		2.3
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.		3	2	4		1.9
6. sets high standards for <u>all</u> students based on multiple, assessment measures.	1	3	1	4		2.1

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.2
As a board member, I:					3.1
A. am involved in determining district educational goals. 1 = N/A	2	5	1		
B. am aware of the community's educational aspirations.	2	5	1	1	2.9
C. focus on improving student achievement as a basis in my educational decision-making.	6	3			3.7

COMMENTS AND EXAMPLES:

- #3 our goals have not focused on specific student achievement objectives until this year. Many of the education goals are not (SMART) specific, measurable, appropriate, realistic and time sensitive). For example: a goal for this year is to introduce response to intervention in all the schools. However, what are the implementation objectives? What are the time tables and how will we know if we succeeded with the implementation? However, the most recent goal setting has been more specific and hopefully that will continue. #5- We don't have or have had any consistent organized platform of measuring and reporting back to the board the strengths and weaknesses of our instructional programs and how these programs are affecting student achievement. In response to this concern, the Superintendent is creating a trimester report and reporting to the board on how well the district is addressing its educational goals. I have also expressed the belief that in order to understand the attitudes and concerns of our students, parents, teachers and administrators we should be doing periodic surveys and the results of the surveys should be shared with the board. The Superintendent is resistant to this suggestion.
- 1. Grade – Unsatisfactory – Our goals as a Board for student achievement have not aligned with our goals and objectives for the Superintendent. While the district publishes the QAAR report to satisfy state monitoring the Board has not incorporated the QAAR student achievement objectives into the



Superintendent's review. This is unacceptable, in my opinion. In addition, certain goals outlined by the Superintendent are not (SMART), specific, measurable, appropriate, and realistic and time sensitive. For example, a goal for this year is to roll out Response to Intervention in all the schools. However, we do not know the timetables and implementation objectives and without this our Board cannot hold the Superintendent accountable for this implementation.

3. Grade – Unsatisfactory – Until a request by a Board member this year for update reports on the status of administration initiatives, the Board rarely required systematic evaluation and feedback on the instructional program. 5. Grade – Unsatisfactory – While the Board does receive reports from the administration on the performance on state assessments, these reports tended to be a hodge-podge review of the positive performance of the students. There is no consistent measurement against Board defined learning objectives. These rose colored reports tend to gloss over negative results or not mention them at all. One of the goals of our strategic planning initiative was to become one of the top performing districts in our District Factor Group. Unfortunately, after three years, six of the seven tested grades, still perform worse than even the average of our district factor group in Math. This is unacceptable. In addition, there was very little analysis as to why our students are performing poorly, particularly in Math, throughout the district. Many former Board members were very reluctant to demand more accountability of management for students' weak performance. Much greater analysis and recommendations for change (i.e. Math coaches in all our schools) must come from the administration, particularly as it relates to the poor performance in Math and Science scores and in some grades Language Arts scores. 6. Grade – Unsatisfactory – Repeated concerns about low standards and lack of student effort have been reported to the Board by teachers and parents. There is also a concern that the guidance department sets college sights too low, frequently steering students to Middlesex County Community College. Unfortunately, many of these concerns are anecdotal. I have expressed the belief that in order to understand the attitudes and concerns of our students, parents, teachers and administrators we should be doing periodic surveys and focus groups of these constituencies and the results should be shared with the Board. Unfortunately, a number of Board members, the Superintendent and his administrative staff are reluctant to share this information.

- 5 & 6- we seem to excuse poor performance instead of digging deeper to root out the cause and change/increase student achievement.
- These are other areas that in reflection to the last few years, our board has not made a priority. Many of the new steps we are taking this year will provide the accountability we need. We should evaluate our performance in relation to our district factor group and explore what is working in demographically similar school districts.
- We need to put student achievement at the top of our districts goals and mission. We need to indicate the problems and address them directly. This should be our priority for the next two years.
- (6)Average students are not encouraged to excel and often seem to flounder due to lack of interest.



IV. FINANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 3.3
Our Board:						3.8
1. exercises financial oversight of all aspects of district operations in accordance with statutes.	7	2				3.8
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.	4	2	3			3.1
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.	5	4				3.6
4. balances the educational needs of students with the impact of budgetary increases.	4	2	2	1		3.0
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.	2	5	2			3.0

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.3
As a board member, I:					
A. understand the relationship between our budget and our district's goals.	2	6	1		3.1
B. understand and participate in our district's budgeting process. 1 = N/A	5		3		3.3
C. understand and review the monthly reports.	4	5			3.4
D. understand and review the results of the annual audit. 2 = N/A	4	1	2		3.3

COMMENTS AND EXAMPLES:

- #4. I have a concern that needed investment to improve student achievement and instruction is not occurring because of fear of raising taxes. Students that are not meeting state standards, approximately 30% of the student population in math, need more instruction time (after school tutoring). Saturday classes and summer school. Children from dysfunctional homes need extended day support. Teachers in middle and high school need more collaboration time and mentor teachers (particularly in math) are needed in all schools to improve support and supervision. Finally, our class sizes have been unacceptably high in a number of grades the last two years. 4. Grade – Unsatisfactory – I have a serious concern that the needed investment to improve student achievement and instruction is not occurring because of fear of raising taxes. Students that are not meeting state standards, approximately, 30% of our student population in math and 20% in language arts by the eighth grade need more support. Successful Charter Schools provide more instruction time for struggling students; after school tutoring, Saturday classes and Summer school. Children from lower economic homes, in many cases, need extended day support. Our teachers in Middle and High School need more collaboration time and Mentor teachers (particularly in Math and Science) are needed in all the schools to improve instruction, support and supervision. Finally, our class sizes



have been unacceptably high in a number of grades the last few years and this is also having a very negative effect on student achievement. I also do not want to raise taxes but I believe there are ways over time to introduce these supports without raising taxes significantly.

- As a new board member, there is some data that I have had access to, to base my decision and or answer on.
- We do a great job in providing more for our students at a lower cost. As we focus more on long-range goals for our school district, we should make realizing these goals in a timely fashion a regular part of our budget process.



V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 3.0
Our Board:						3.8
1. holds our meetings in compliance with applicable statutes, policies and bylaws.	7	2				
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.	2	2	3	2		2.4
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision-making.		4	3	2		2.2
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.	1	5	3			2.8
5. acts only after giving administration time to gather information and make recommendations.	3	5	1			3.2
6. respects the administration's leadership by thoughtfully deliberating on recommendations	3	4	2			3.1
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.	2	4	2	1		2.8
<u>Our board method of governance:</u> 8. contributes to the overall effectiveness and efficiency of the board. 1 = N/A	2	4	2			3.0
<u>Our board method of governance:</u> 9. has clearly defined bylaws	5	4				3.6
<u>Our board method of governance:</u> 10. lessens the total work of board members	2	5	2			3.0
<u>Our board method of governance:</u> 11. ensures appropriate communication to the board	1	6	1	1		2.8

Our board acts as: **3 = with specific board committees** **6 = N/A**

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.2
As a board member, I:					3.2
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.	3	5	1		
B. recognize the importance of teamwork, problem solving and effective decision-making.	6	2	1		3.6
C. attend workshops to increase my effectiveness as a board member. 2 = N/A	2	2	3		2.9

COMMENTS AND EXAMPLES:



- 11. Grade – Unsatisfactory – Too often in our committee based system, issues or concerns involving a committee are handled on a committee level with the Superintendent without the rest of the Board knowing there was an issue. There needs to be a way of letting all the Board members understand the concerns presented to a committee so the entire Board has a better understanding of the school climate.
- As a new board member I have not yet attended a workshop to date. I will be attending my first workshop in June.
- 3. No opportunity to meet outside of meetings to build a better rapport. 2. Some members move about which distracts conversations during the meeting.
- We must limit public discussion to allocated times at the meeting no matter which member of the public is speaking. Each board member has the ability to create an environment unsuitable for discussion on important educational issues. It's important that each member's opinion be respected and that all board members wishing to provide input be given adequate time and consideration in our discussions.
- Negative mannerisms and responses often diminish the effectiveness of our decisions.



VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 2.7
Our Board Members:						3.1
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.	2	6	1			3.1
2. make every effort to attend all board meetings, coming prepared and having done their homework.	3	3	3			3.0
3. recognize the need for, and the importance of, confidentiality.	2	3	4			2.8
4. work together in an atmosphere of mutual trust and respect.	1	2	4	2		2.2
5. ensure that all members have input into decisions.	1	4	3	1		2.6
6. avoid even the appearance of impropriety or conflict of interest.		3	5	1		2.2
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.	2	5	2			3.0

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.7
As a board member, I:					3.7
A. make no personal promises nor take any private action.	6	3			3.7
B. make every effort to attend all meetings, having done my homework and prepared to contribute.	6	3			3.7
C. maintain the confidentiality of board proceedings.	7	2			3.8
D. am respectful of everyone at our meetings and I listen with an open mind.	5	4			3.6
E. adhere to ethical standards.	7	2			3.8

COMMENTS AND EXAMPLES:

- Our board could do a better job of acting like a nine member body, rather than a divisive fractured and sometimes abrasive authority. We owe it to the students in our district to leave egos at the door and do what is best for them.

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- Politics and personal agendas are still obvious and should not be included in this board decision process. The board does not work as a team!
- 4. Grade - Unsatisfactory- Differences in approaches, styles and concerns can result in negative interactions but these seem to be lessening



VII. BOARD/SUPERINTENDENT RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 2.9
Our Board:						3.1
1. respects the management responsibilities and administrative prerogatives of the superintendent.	2	6	1			3.1
2. works with the superintendent in a spirit of mutual trust and confidence.	2	4	3			2.9
3. maintains ongoing open lines of communication, and observes the chain of command.	1	5	3			2.8
4. keeps the superintendent informed about community/school issues and aspirations.	4	4	1			3.3
5. Conducts a comprehensive and fair annual evaluation of the superintendent in accordance with statute and code as per NJQSAC.	2	6	1			3.1
6. works with the superintendent to develop performance objectives for evaluation that are consistent with district goals and in compliance with district policy.	1	5	1	2		2.6
7. requires regular dialogue on progress towards district goals and objectives, student achievement and feedback on performance.	1	4	2	2		2.4

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.9
As a board member, I:					3.9
A. respect the management responsibility of the superintendent.	8	1			3.9
B. observe the chain of command.	8	1			3.9
C. participate fully in the superintendent evaluation process approaching the task of evaluation fairly and diligently. 2 = N/A	6	1			3.9

COMMENTS AND EXAMPLES:

- 6. Grade - Unsatisfactory – Superintendent and Board resists using state assessment data and QAAR objectives to drive the student performance portion of the review. I think this is a mistake. Achievement of performance goals by Superintendent has never been formally used to determine the success of a given year.
- 7. Grade – Unsatisfactory - Regular dialogue and updates on progress toward achieving district goals has never been the standard operating procedure of the Board. We hope that will change in the upcoming year with the new reporting platform.
- Some board members do not respect the superintendent and undermine him publicly.



VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 3.0
Our Board:						
1. provides effective personnel policy direction and oversight.	2	4	1	2		2.7
2. recognizes the importance of staff development and provides the necessary time and funds.	4	4	1			3.3
3. provides for public recognition of staff achievements	4	3	2			3.1
4. treats district staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the superintendent	2	6	1			3.1
5. ensures that our actions and decision are quickly and effectively communicated to the staff	1	5	2		1	2.9

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.6
As a board member, I:					3.7
A. communicate all concerns about staff members to the superintendent.	6	3			3.9
B. use and enforce the chain of command.	8	1			3.3
C. attend school and community activities.	4	4	1		

COMMENTS AND EXAMPLES:

- 1. Grade – Unsatisfactory – While Board members have the right to read the reviews of teachers and administrators coming up for tenure few Board members take advantage of this right. Consequently, few Board members understand the strengths and weaknesses of the current Principal and Teacher review documents. Consequently, our review instruments do not analyze the effectiveness of a teacher in improving student achievement. I believe this is a serious flaw in our current review process and it needs correction.
- 3-Other than teacher of the year, I don't know of any other recognition that we do as a board.
- We are lacking oversight through human resources and from the boards prospective overall. We need clearer guidelines for oversight of personnel policy in our district. Again, many of these areas will be improved because of the accountability measures that will be implemented this year.
- (3) We need to recognize our staff's accomplishments publicly from the board.



IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed	Average 2.7
Our Board:						
1. acts as representatives for every child in our school district.	1	6	1	1		2.8
2. anticipates community issues and trends affecting our district.		6	2			2.8
1 = N/A						
3. encourages community involvement in the district.	1	3	4	1		2.4
4. promotes community use of school facilities.	4	4	1			3.3
5. builds partnerships with the community, business and governmental leaders.	1	5	3			2.8
6. provides opportunity for meaningful parental involvement.	3	3	2	1		2.9
7. has an effective community relations program.	1	1	6	1		2.2

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Average 3.7
As a board member, I:					
A. make my decisions based on what is best for every child in the entire district.	7	2			3.8
B. listen to, and consider, community input while guarding my statutory decision-making authority.	6	2	1		3.6
C. promote the positive image of the district within the community.	7	1	1		3.7

COMMENTS AND EXAMPLES:

- 3. Grade – Unsatisfactory – In public settings some Board members have very strong reactions to public complaints. Unfortunately, this sometimes comes across as the Board does not want to hear concerns, unless parents follow the chain of command. While this is certainly the preferable route I think we need to be a little more understanding at times so we do not come across as not caring. 6 Grade – Unsatisfactory – I would like to see a greater use of focus groups and surveys to gather greater parent input. About You As A Board Member. Because of the lack of outreach via surveys and focus groups I have a very difficult time getting a handle on the attitudes and concerns of teachers, students, parents and administrators.
- Need to do more to get parents involved in the school system.
- We need to do more to recognize that we represent students and parents in all grades. Our job as board members is not to come to meetings with the day to day issues affecting our children, but to objectively look at general problems our school district faces. Issues personal in nature should be dealt with as a

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parent, following the directed chain of commands and should provide the impression that some parents get special treatment simply because they are on the board of education.

- (3,5,6,7) Hopefully all of these items will be better addressed in our 2009—2010 new blueprint for excellence initiative.



IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our district?

- Raise math performance in all school.
- Improve the attitude of students so student achievement is the number one priority.
- Align and include student achievement as an elective criteria on reviews of teachers, administrators.
- Quickly changing policies about requirements of curriculum.
- Shortage of space to accommodate new programs and classes.
- Money to fund new programs.
- Students achievement-based on standardized test scores-reviewing curriculum and pinpointing areas of study that maybe lacking to help improve test scores.
- Special education-some of the programs offered are not adequate enough some programs should be reviewed and the problems should be recognized.
- Overcrowding-we are hiring new teachers to reduce class size but physical space is the issue now.
- Continue to adapt and modify staff training and curriculum to meet the needs of all students to meet the needs of a changing world.
- Investigate and implement modifications to the high school.
- Increase parent awareness and involvement in the education of our students.
- Getting the students to want to improve.
- Getting parents more involved in the school process.
- Lowering the class sizes to ensure teachers can meet the needs of all students.
- Improve test scores.
- Parental involvement-increase.
- Focusing every aspect of board decisions on student achievement.
- Create a better partnership with the community and increase the visibility of the work done on the board of education.
- Look for alternative funding to deal with challenges that help to limit the financial obligations of our tax payers.
- Community relations.
- Finances from other sources.
- Setting higher academic standards.



In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?

- Gathering better information regarding the climate of school. The board must have a better understanding of the concerns of students, teachers and parents.
- Micro managing-How to avoid and allow administration to do their job effectively.
- Parental investment and backing along with the entire community.
- The need for an educational program for all students while maintaining fiscal responsibility.
- Planning
- Student achievement
- Mutual cooperation and respect among members.
- Finding member strong points and put them to work and use.
- Understanding the legally prescribed size and scope of being a board member.
- Team building- we are all in this together as equals' guys!
- Student Achievement
- Board Community
- Monitoring the effectiveness of existing programs.