

The following checklist reviews eight major areas of board governance:

1. Vision/Philosophy/Goals
2. Systematic Improvement
3. Organizational Structure
4. Board Operations: Policy Development
5. Board Operations: Board Meetings
6. Board Operations: Personnel
7. Board Operations: Financial Management
8. Board/Staff/Community Relations

The Standards Review Committee shall review the standards in the 8 major areas and complete the board indicators checklist for each area. Upon completion of the Standards Checklist, the committee will report to the full board of its findings.

The Standards Review Committee, appointed by the local Board of Education, shall include (at a minimum) two board members, one school system administrator and two community leaders.



Georgia School Boards Association
Standards Checklist for Committee

GSBA Standards For Local Boards of Education: Areas of Responsibility

I. Vision/Philosophy/Goals

- A. The board of education adopts, focuses, and reviews the district’s vision for students.
- B. The board of education adopts, reviews and revises its mission statement that defines its work and is parallel to the district’s mission statement.
- C. The board of education with Superintendent’s input annually adopts board and district goals.
- D. The board of education, upon recommendation of the superintendent, adopts policies and implementation plans to facilitate the accomplishment of stated goals.

Compliance with these standards is usually reflected through the adoption of mission statements, strategic plans, action plans, and statements of goals for the school system or other similar documents.

I. Vision/Philosophy/Goals

SAT	NI	DK	Board Indicators
			A. The board, along with the superintendent, has reviewed and readopted the written district’s vision statement in a three-year cycle.
			B. Annually the board with superintendent’s assistance has reviewed and readopted the district’s mission statement.
			C. Annually the board with superintendent’s collaboration has reviewed and adopted the board and district goals.
			D-1. The board has adopted an activities calendar that monitors action plans on agreed upon goals with periodic superintendent updates that are made part of regular board meetings.
			D-2. The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
			D-3. The board and superintendent have mutually agreed which goals with expected performances will be included in the superintendent’s formal evaluation.
			D-4. The superintendent’s evaluation instrument for the current year has been developed and mutually adopted.

Committee Comments	Next Yr. Priority



Georgia School Boards Association
Standards Checklist for Committee

II. Systematic Improvement

- A. The board of education participates in annual training and professional development that meets or exceed the requirements of Georgia law.
- B. The board and superintendent participate in a team-building activity focused on assessment of previously adopted goals.
- C. The board of education and the superintendent use a retreat environment and process to: *
 - 1. Assess progress made to update and revise implementation plans to accomplish district’s vision/philosophy/goals (see I. of Standards)
 - 2. Assess the strengths and improvements needed in the school district
 - 3. Consider any compelling problem(s) or emerging issue(s)
 - 4. Study and explore trends, opportunities and anticipated challenges
 - 5. Reflect on the leadership team’s educational and leadership philosophy and performance
 - 6. Review the board and superintendent Standards Process checklist

* The board and superintendent function as a team to accomplish items one through six.

Compliance with these standards is usually reflected in the materials from conferences attended by board members and the superintendent and agendas from retreats or other meetings used to accomplish the purposes of these standards.

II. Systematic Improvement

SAT	NI	DK	Board Indicators
			A. Each board member participates in the required training and professional development that meet or exceed requirements of Georgia law.
			B. The board annually evaluates its performance in fulfilling the Board’s duties, responsibilities, and the Board’s ability to work as a team.
			C. The Board of Education and the Superintendent meet in a retreat environment to review:
			C-1. progress made and revise action plans to accomplish district’s vision/philosophy/goals (see I. of Standards)
			C-2. the strengths and improvements needed in the school district
			C-3. any compelling problem(s) or emerging issue(s)
			C-4. trends, opportunities and anticipated challenges in the school district
			C-5. its educational and leadership philosophy and performance
			C-6. the Standards checklist for board and superintendent

Committee Comments	Next Yr. Priority

Georgia School Boards Association Standards Checklist for Committee

III. Organizational Structure

- A. The board establishes and, along with the superintendent, follows local policies, procedures and ethical standards governing the conduct of the board and superintendent.
- B. The officers of the board of education are elected using the procedures defined in state law and board policy and carryout their duties that are clearly delineated in law or policy.
- C. The board uses the superintendent as its chief executive officer with full authority to administer district affairs.
- D. The board, organizes and distinguishes its role as a policy-making body from the roles/responsibilities authorized to the superintendent for the administration of the district.
- E. The board of education and superintendent function as a leadership team, while maintaining careful recognition of appropriate roles and responsibilities.

Compliance with these standards is usually reflected in policies of the board frequently contained within the B section of the manual, often including a code of ethics (BH) and a local act or policy dealing with board officers (BBA).

III. Organizational Structure

SAT	NI	DK	Board Indicators
			A-1. The board establishes and follows local policies, procedures, and ethical standards governing the conduct of the board and board members.
			A-2. The board adopts and follows a Code of Ethics for the board and board members.
			B. The board has adopted policies defining the election and responsibilities of the officers of the board.
			C. The board uses the superintendent as its chief executive officer and delegates authority to administer district affairs.
			D. The board organizes and distinguishes its role as a policy-making body from the delegation authorized to the superintendent for the administration of the district.
			E. The board and superintendent function as a leadership team, while maintaining careful recognition of appropriate roles and responsibilities.

Committee Comments	Next Yr. Priority

Georgia School Boards Association Standards Checklist for Committee

IV. Board Operations: Policy Development

- A. The board of education adopts and revises its written policies so that they are clear, up-to-date, and in compliance with the state constitution and state and federal laws.
- B. The board of education follows policies and procedures for:
 - B-1. Policy adoption
 - B-2. Emergency adoption of policy
 - B-3. Policy dissemination
 - B-4. Policy repeal
- C. The board of education considers the following when it adopts policies:
 - C-1. The recommendation, usually in writing from the Superintendent
 - C-2. An opportunity for public review
 - C-3. The policy will be reviewed periodically

Compliance with these standards is usually reflected in the policy manual of the board and often in a specific policy related to the development of policy (BD).

IV. Board Operations: Policy Development

Sat	NI	DK	Board Indicators
			A. The board has current policies that meet all requirements of state board rule and law.
			B-1. The board has adopted policies or procedures for all policy development, revisions and adoption.
			B-2. The board has adopted policies or procedures for emergency adoption of policy.
			B-3. The board has adopted policies or procedures for policy dissemination.
			B-4. The board has adopted policies or procedures for policy repeal.
			C-1. The board requests the superintendent's recommendations on all proposed policies.
			C-2. Opportunities for public review on proposed policies are given before final board action.
			C-3. Procedures in place for policy to be reviewed periodically.

Committee Comments	Next Yr. Priority

Georgia School Boards Association Standards Checklist for Committee

V. Board Operations: Board Meetings

- A. The board of education develops meeting agendas, posts agendas for public review and conducts its meetings in accordance with the Open Meetings Law (50-14-1).
- B. Board procedures provide an opportunity, prior to Board meetings, for members of the board of education to:
 - B-1. Suggest items to be removed from or placed on the agenda and/or
 - B-2. Request additional information on an agenda item.
- C. The agenda provides a sound order of business, including an opportunity to make adjustments to the agenda, which facilitates productive meetings.
- D. The board of education uses a “consent agenda” procedure when appropriate.
- E. The agenda is followed, once approved, and the Board departs from it only under special circumstances and with concurrence of a majority of its members present.
- F. The board of education has procedures in place to facilitate public input.
- G. Board minutes properly record actions of the board.

Compliance with these standards is usually reflected in the actual agendas and minutes of board meetings and sometimes in a board policy on public input (BCBI).

V. Board Operations: Board Meetings

SAT	NI	DK	Board Indicators
			A. The Board of Education meeting agenda is properly developed, posted for public review, and conducted in accordance with the Open Meetings Law (50-14-1)
			B-1. The board allows an opportunity, prior to board meetings, for members to suggest items to be removed from or placed on the agenda and/or
			B-2. The board allows an opportunity, prior to board meetings, for members to request additional information on an agenda item.
			C. The agenda provides a sound order of business, including an opportunity to make adjustments to the agenda that facilitates productive meetings.
			D. The board uses a “consent agenda” procedure when appropriate.
			E. The board only departs from the approved agenda under special circumstances and with concurrence of a majority of its members.
			F. The board has procedures in place to facilitate public input.
			G. Board minutes properly record actions of the board and the minutes are maintained as prescribed by the Open Records Act.

Committee Comments	Next Yr. Priority

Georgia School Boards Association Standards Checklist for Committee

VI. Board Operations: Personnel

- A. The board of education oversees the management of the district by employing a superintendent and evaluating his/her performance in providing educational leadership, managing daily operations and performing all duties assigned by law.
- B. The board of education authorizes the employment, assignment and dismissal of personnel only on the recommendation of the superintendent.
- C. The superintendent is accountable to the board of education in developing and conducting a fair and equitable evaluation of all personnel in the district.
- D. The board of education refrains from applying pressure on the superintendent to employ persons on the basis of any criteria other than professional and/or occupational qualifications as defined in currently approved job descriptions.
- E. The board of education has been trained in the superintendent evaluation process and follows that process for evaluation.
- F. Periodically, but at least once in any 12 month period, the board of education, using an approved instrument and process agreed upon by the board of education and the superintendent, evaluates the professional performance of the superintendent.

Compliance with these standards is usually reflected in the evaluation instruments used by the board of education to evaluate the superintendent and set goals for the school system.

VI. Board Operations: Personnel

SAT	NI	DK	Board Indicators
			A-1. The board oversees the management of the district by employing a superintendent and evaluating his/her performance.
			A-2. The board and individual board members support the superintendent as chief executive officer and his/her role as general supervisor of all school system/district employees.
			B. The board authorizes the employment, assignment, and dismissal of personnel only on the recommendation of the Superintendent.
			C. The board reviews the evaluation processes utilized by the superintendent to ensure a fair and equitable evaluation of all personnel in the district.
			D. The board has in place a job description for the superintendent and additional staff as required by law.
			E. The board has been trained in the superintendent formal evaluation process.
			F. Periodically, but at least once in any 12 month period, the board, using an approved instrument and processes agreed upon by the board and the superintendent, evaluates the professional performance of the superintendent.

Committee Comments	Next Yr. Priority



**Georgia School Boards Association
Standards Checklist for Committee**

VII. Board Operations: Financial Management

- A. The board of education provides guidance to the superintendent in developing the budget and:
 - A-1. Conducts pre-budgeting discussions with the superintendent
 - A-2. May establish specific budget parameters where deemed necessary or appropriate
 - A-3. Examines allocations as they relate to the board and district goals annually adopted
- B. The board of education receives the draft budget from the superintendent and after careful study gives tentative budget approval.
- C. The board of education publishes the budget and provides opportunity for public review and reaction.
- D. Once a budget that incorporates sound business and fiscal practices is approved, the superintendent implements and administers the budget.
- E. The board of education, by policy, establishes the level of spending beyond the budget for which the superintendent must seek board approval.
- F. The board of education receives monthly financial reports on the status of the budget.
- G. The board of education’s financial records are audited annually.

Compliance with these standards is usually reflected in budget documents, notices and ads published advising the public of budget hearings and minutes of those meetings, financial reports and other documentation provided to the board on a monthly basis and financial policies found in the D section of the policy manual which often include a policy on spending authority (DCK).

VII. Board Operations: Financial Management

SAT	NI	DK	Board Indicators
			A-1. The board provides guidance to the Superintendent in developing the tentative budget and conducts pre-budgeting discussions with the Superintendent.
			A-2. The board may establish specific budget parameters where deemed appropriate.
			A-3. The board examines allocations as they relate to the board, and district goals are annually adopted.
			B. The board complies with the budget development process and time lines to meet state and local requirements.
			C. The board publishes the budget and provides opportunity for public review and reaction.
			D. Once the budget is approved that incorporates sound business and fiscal practices, the board allows the superintendent to implement and administer the budget.
			E. The board establishes the level of spending beyond the approved budget which the superintendent must seek Board approval.
			F. The board receives monthly financial reports on the status of the budget.
			G. The board’s financial records are audited annually.

Committee Comments	Next Yr. Priority

Georgia School Boards Association Standards Checklist for Committee

VIII. Board/Staff/Community Relations

- A. The board of education and individual board members maintain an appropriate and professional relationship with the superintendent, staff and community.
- B. The board of education recognizes and protects the concept of chain of command.
- C. The board of education works with the superintendent to provide and follow a process, when it is appropriate, that encourages and seeks the input of staff at all levels of decision-making on significant issues.
- D. The board of education periodically receives input from citizens on matters relating to the school district.
- E. The board of education working with the superintendent seeks advice and communicates with the community through:
 - E-1. Providing leadership, policies and training to school councils
 - E-2. Collaboration agreements with local and state agencies
 - E-3. Community groups, community forums and media.
 - E-4. Supports the school administration before critical groups in the community and reserves evaluation of the superintendent for executive sessions.

Compliance with these standards is usually reflected in documentation of public meetings or hearings called by the board, the appointment of citizen committees or task forces by the board or superintendent, protocols or other agreements with local and state agencies, press releases and documentation of training for school councils and interaction between school councils, the superintendent and the board.

VIII. Board/Staff/Community Relations

SAT	NI	DK	Board Indicators
			A. The board and individual board members demonstrate respect and cooperation in their relationships with each other and with the superintendent, staff and community.
			B. The board recognizes and protects the chain of command.
			C. The board works with the superintendent to provide a process – and follows that process – that encourages and seeks the input of staff at all levels in decision-making on significant issues where it is appropriate.
			D. The board, working with the superintendent, seeks and receives input from citizens on matters relating to the school district.
			E-1. The board, working with the superintendent, seeks advice and communicates with the community by providing leadership, policies and training to school councils.
			E-2. The board has collaboration agreements with local and state agencies.
			E-3. The board communicates with the community using forums, groups, the media and/or other vehicles.
			E-4. Supports the school administration before critical groups in the community and reserves evaluation of the superintendent for executive sessions.

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Board Action Plan to Implement Standards or to Improve Standards

Board Goal to be addressed: (what) _____

Action Steps (how)	Accountability (who)	Completed(when)
1. _____		
2. _____		
3. _____		
4. _____		

Evidence of completion:
1. _____
2. _____
3. _____
4. _____