

AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
WORKSHOP

Wednesday, June 27, 2018
3:00 – 5:30 PM

Meeting Location: Amador County Administration Building, 810 Court St, Jackson, CA

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the Superintendent’s Office at 209-257-5353 at least 24 hours before the scheduled Board meeting. {Government Code §54954.2} [Americans with Disabilities Act of 1990, §202.]

NOTE: A copy of the Board agenda and backup materials is available for inspection and review at Amador County Office of Education, 217 Rex Ave., Jackson, CA during regular business hours. In addition, this agenda has been posted on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made.

OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

1.0 **BOARD MEMBERS**

- [] Susan Ross – Board President
- [] Kandi Thompson – Board Clerk
- [] Bob Laurent
- [] Rose Oneto
- [] Janet White
- [] Lauren Armstrong – Student Board Member
- [] Vanessa Kristoffersen – Student Board Member
- [] Eric Dennis – Student Board Member

2.0 **Roll Call Taken by the Secretary to the Governing Board**

3.0 **DISCUSSION ITEMS**

*Public comments regarding Discussion Items will be addressed during the Discussion agenda items. Anyone may address the Board regarding any item that is within the Board’s subject matter jurisdiction. **NOTE:** If you wish to address the Board please complete a speaker card and give it to the Board clerk. A speaker is limited to three (3) minutes.*

- 3.1 Board of Trustees Annual Self-Evaluation – **Discussion/Action** (Board President Ross)
The ACUSD/ACOE Board Bylaw 9400, adopted by the Board of Trustees on May 9, 2018, states:
The Governing Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals. The Board approved the new Self-Evaluation tool at their May 23, 2018 meeting.

4.0 **CLOSED SESSION**

May be called for personnel matters (Government Code §54950 and §54957), litigation pursuant to Government Code Section §54956.9(d)(1), real estate negotiations/acquisitions (Government Code §54957.6) and/or hearing to Consider an Expulsion of a Student (Education Code §48918[c])

4.1 Superintendent's Evaluation

5.0 **ADJOURNMENT**

* The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours.

Amador County Public Schools

✓ District

County

JUNE 27, 2018

AGENDA ITEM #: 3.1

Motion: _____

Second: _____

Vote: _____

SUBJECT:

Board of Trustees Annual Self-Evaluation – Discussion/Action

BACKGROUND INFORMATION:

The ACUSD/ACOE Board Bylaw 9400, adopted by the Board of Trustees on May 9, 2018, states:

The Governing Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures key components of board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board shall set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board shall also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, Board trainings such as those offered by the California School Boards Association.

(Continued)

FISCAL IMPLICATIONS:

None

ATTACHMENTS:

1. Board Member Responses to the Annual Board Self-Evaluation – Original Tool
2. Board Member Responses to the Annual Board Self-Evaluation – New Tool

RECOMMENDATION:

With support and facilitation from Sally Frazier of Leadership Associates, Superintendent Slavensky recommends the Board: (a) have discussion about the collective responses to the self-evaluation, (b) determine progress made from the previous year, and (c) take action to set new 2018-19 goals for Board performance in alignment with Board Bylaw 9400, the Amador County Public Schools Strategic Plan, and the ACOE/ACUSD Local Control Accountability Plan (LCAP).

PRESENTED BY:

Susan Ross, Board of Trustees President

Governing Board Self Evaluation Comparison August 2017 – June 2018

Purpose: The intent of this instrument is to record the range of perceptions regarding internal functions of the board as the first step in a self-evaluation process. These results should be tabulated and shared with trustees to inform a productive discussion regarding how the board can increase its effectiveness.

Definitions:

Trustee: An individual elected to serve on the board.

Board: The entity with legal authority to govern the district, made up of elected trustees.

Governance Team Members (GTMs): The elected trustees with the superintendent.

Rating Scale 1 = Strong Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Board Unity

Rating Scale	August 2017				AVE.	June 2018				AVE.
	1	2	3	4		1	2	3	4	
1. GTMs share a common understanding of governance.		XX	XXX		2.6		X	XXX		2.75
2. GTMs are committed to the district's mission and values.			XX	XXX	3.6			X	XXX	3.75
3. GTMs do not undermine decisions of the board.		X	XXX	X	3.0			XXXX		3

Board Role

Rating Scale	1	2	3	4		1	2	3	4	
4. GTMs agree on the role of the Superintendent, the board and the relationship between them.		XX	XXX		2.6		X	XXX		2.75
5. Trustees do not attempt to direct staff.			XXXX	X	3.2			XX	XX	3.5
6. GTMs agree on the role of the Board President.		X	XXX	X	3.0			XXX	X	3.25
7. The board does not micromanage or rubber stamp.		X	XX	XX	2.6	X		XX	X	2.75

Board Culture

Rating Scale	1	2	3	4		1	2	3	4	
8. GTMs treat each other with respect and actively identify and address conflicts among team members.			XXX	XX	3.4		XX	XX		2.5
9. GTMs are comfortable holding team members accountable for their behavior.		X	X	XXX	3.4		XX	XX		2.5
10. There are no surprises between the board and the superintendent.	X	XX	XX		2.2	X		XXX		2.5
11. GTMs model the district's values in their behavior.		X	XX	XX	3.2		X	XX	X	3

Board Structure

Rating Scale	1	2	3	4		1	2	3	4	
12. The board has written agreements to clarify how it operates.			XXX	XX	3.4			XX	XX	3.5
13. The board actively uses and abides by these agreements.		XX	XX	X	2.8			XXXX		3
14. The board uses these agreements to evaluate its effectiveness, and uses the results to improve its own performance.			XXX	XX	3.4		X	X	XX	3.25

Preparing for Meetings

Rating Scale	1	2	3	4		1	2	3	4	
15. Trustees receive sufficient information on agenda items necessary to make informed decisions.		X	XXX	X	3.0		X	XX	X	3
16. All trustees receive the <i>same</i> information.		X	X	XXX	3.4		X	X	X	3
17. Board members come to meetings thoroughly familiar with the agenda, backup reports and other materials.			XXX	XX	3.4			XX	XX	3.5

Conducting Meetings

Rating Scale	1	2	3	4		1	2	3	4	
18. Meetings begin on time, and are efficient and productive.		XX	X	XX	3.0		XX		XX	3
19. Agendas are focused on the district's priorities and goals.			XX	XXX	3.6			XX	XX	3.5
20. Deliberations are productive, surface various points of view, and provide trustees opportunities to be informed by one another.			XXX	XX	3.4			X	XXX	3.75
21. GTMs actively listen to each other and demonstrate understanding of different opinions.			XX	XXX	3.6		X	X	XX	3.25
22. All GTMs actively participate in board deliberations.		X	XX	XX	3.2	X		X	XX	3

Managing Transitions

Rating Scale	1	2	3	4		1	2	3	4	
23. All trustees understand the board's plan for identifying officers.	X	X	XX	X	2.6	X		X	XX	3
24. The board effectively orients new trustees.		X	XX	XX	3.2			XXX	X	3.25
25. The board reviews its written agreements for board operations.			XXX	XX	3.4			XXX	X	3.25

Anonymous Comments

"No surprises" needs to be more consistently followed. The Superintendent frequently attempts to give direction to board members and treats them as though they work for her.

#5 As far as I know they don't attempt to direct staff.

#8 I feel sometimes that remarks are made and it makes me feel uncomfortable.

#18 We are sometimes late with good reason. It is productive and efficient.

#10 I believe I have been informed about everything.

I feel now we have established a very good group.

It's a continuous learning experience. The present Board is learning to communicate much better than we did a year ago.

Governing Board Self Evaluation June, 2018

Purpose: The intent of this instrument is to record the range of perceptions regarding internal functions of the board as the first step in a self-evaluation process. These results should be tabulated and shared with trustees to inform a productive discussion regarding how the board can increase its effectiveness.

Definitions:

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Governance Team Members (GTMs): The elected trustees with the superintendent.

Rating Scale Never 1 2 3 4 5 6 7 8 9 10 Frequently

DIMENSION I: CONTEXTUAL

Rating Scale	June 2018										AVE
	1	2	3	4	5	6	7	8	9	10	
Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students and administrators to report at meetings.							X	X		XX	8.75
Board discusses and researches events and trends in the larger community that may affect schools.					X		X	X		X	7.5
Board reviews district's mission statement.					X	X			X	X	7.5
Board recognizes the superintendent as chief executive officer and educational leader of the district.							X	X	X	X	8.5
I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.					X		X	X		X	7.5

Rating Scale	1	2	3	4	5	6	7	8	9	10	
Board communicates its decisions to all affected by them.		XX						X		XX	8
Board keeps abreast of policies mandated by state and federal law, Department of Public Instructions, attorney general opinions, and the courts.								X	X	XX	9.25
Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or cancelled.		X					X		X	X	7
Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.								X		XXX	9.5
Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate reserve.					X		X			XX	8

DIMENSION II: EDUCATIONAL

												AVE
Rating Scale	0	1	2	3	4	5	6	7	8	9	10	
Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the boards' mission.				XX		XX						4
Board requests a decision be postponed until further information can be obtained.						XX				X	X	7.25
Board conducts an explicit examination of its responsibilities, discussing its role in district management.		X	X						XX			4.75
At least once every two years, the board has a retreat or special session to examine its performance.										X	XXX	9.75
Board is given and reads the agenda and background materials well in advance of meeting.									X		XXX	9.5
Board participates in in-service programs at regional, state and national levels.									X	X	XX	6.75
I have participated in board discussions about what the board should do differently as a result of the mistakes made.	X					X				X	X	6
Board leadership goes out of its way to make sure that all members have the same information on important issues.				X						X	XX	8
I read through the board's policies, procedures and employee contracts.		X							X	X	X	7
Board has discussions about the effectiveness of its performance.						X	X	X		X		6.75

DIMENSION III: INTERPERSONAL

DIMENSION III: INTERPERSONAL											AVE
Rating Scale	1	2	3	4	5	6	7	8	9	10	
Board's split decisions do not result in a split board.								XX		XX	9
Board members are able to hold confidential items in confidence.								X	X	XX	9.25
Board president and superintendent confer so that differences of opinion are identified.								X		XXX	9.5
Board members are able to speak their minds without fear of being ostracized.		X			X					XX	6.75
I have discussed with fellow members common interests we share outside the boardroom.				X			XX	X			6.5
Once a decision is made, the board works together to see that it is accepted and carried out.						X			X	XX	8.75
At our board meetings, there is at least as much dialogue among members as there is among members and staff.					X			XX		X	7.75
Board has adopted some explicit goals for itself, distinct from district goals.			X		XX			X			5.25
Board provides biographical information that helps members get to know one another better.					XX	X	X				5.75
Board handles conflict openly and constructively.					XX			X		X	7

DIMENSION IV: ANALYTICAL

DIMENSION IV: ANALYTICAL												AVE
Rating Scale	0	1	2	3	4	5	6	7	8	9	10	
I have been in board meetings where subtleties of issues dealt with escaped the board.	X							X		X	X	6.5
Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make.				X	X				X		X	6.25
Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.						XX		XX				6
Board is attentive to how it reaches conclusions.						X		X		XX		7.5
Decisions of the board on one issue tend to influence how it handles other issues.			X			X		X	X			5.5
When faced with an important issue, the board often "brainstorms", generating a list of creative approaches or solutions to the problem.	X			X					X		X	5.25
Board seeks outside assistance from consultants or other districts when considering its work.							X			X	XX	8.75
Board does not present new issues of a complex nature for immediate action.		X								X	XX	7.5
Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.			X						X	X	X	7.25
Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	X		X					X			X	4.75

DIMENSION V: POLITICAL

											AVE
Rating Scale	1	2	3	4	5	6	7	8	9	10	
Board shows an awareness of the impact its decisions will have on the community.							X		X	XX	9
Board encourages the public to attend board meetings.							X			XXX	9.25
Board actively cooperates with the news media to spread information about school programs.					X					XXX	8.75
Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.					X			X		XX	8.25
Board offers committees referenced in #4 opportunities to report at meetings.			X							XXX	8.25
Board and its members maintain channels of communication with key community leaders.					X			XX		X	7.75
If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering a decision.		X			X			X		X	6.25
Board has adopted a policy on parent and public relations/involvement, which it references and reviews.			X		X				X	X	6.75
Board withstands the pressure of special interest groups.					X		X		X	X	7.75
Board is actively involved in State and Federal education legislation.					XX					XX	7.5

DIMENSION VI: STRATEGIC

												AVE
Rating Scale	0	1	2	3	4	5	6	7	8	9	10	
Board devotes more time to putting out fires than it devotes to preparing for the future.	X		X	X						X		3.5
Board sets clear organizational priorities for the year ahead.				X				X			XX	7.5
At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.							X			X	XX	8.75
Board discusses where the school district will be five years from now.				X		X		X			X	6.25
Within the past year, board has reviewed school district strategies for attaining long-term goals.							X		X		XX	8.5
I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses.						X	X		X		X	7.25
Board makes explicit use of long-term priorities of the school district in dealing with current issues.								X	X		XX	8.75
Board compares reports on schools' progress with the district's long-term goals.					X				X		XX	8
Board has a procedure in place for conducting superintendent evaluations.									X		XXX	9.5
Board is periodically advised of availability of outside funds, such as State and Federal grants, special programs, community resources, research programs and special construction funds.								X	X		XX	8.75

Anonymous Comments

On an important issue, anyone can speak their mind and it is encouraged[□]. I like to hear what they have to say about it. This helps me make my decision.

A great personal frustration is lack of affordable Wi-Fi internet access at home, making it difficult to receive district info in a timely manner.

I feel that the financial needs of the system and maintaining an adequate reserve is being well taken care of by Jared.

EDUCATIONAL:

Student board members were assigned mentors. New Board members were helped by everyone.

Board will request a decision to be postponed when needed.

INTERPERSONAL:

Common interests outside boardroom? Personal or board related?

Did not understand explicit goals of Board, distinct from district goals.

Not quite sure what was wanted. Got to know each Board member at a Board retreat.

Everything takes time. With almost all new Board, Staff, Cabinet, Teachers and Superintendent, the future looks very good for Amador County Students.

GOALS:

To attain more training in order to be a more knowledgeable member of the board.