

**MONTGOMERY COUNTY BOARD OF EDUCATION
SELF-EVALUATION
2013-2014**

For each of the seven performance criteria listed, please provide a rating of either:

1. **IN PROGRESS**—Work performance does not yet meet stated Board expectations. Further development is needed
2. **MEETS EXPECTATIONS**—Work performance consistently fulfills stated Board expectations. Performance is professional and appropriate and work is of high quality in all significant areas of responsibility
3. **EXCEEDS EXPECTATIONS**—Work performance consistently exceeds stated Board expectations. Performance is exceptional and work noticeably exceeds expectations in all areas of responsibility

A. ESTABLISH/PROMULGATE DISTRICT VISION AND VALUES

Performance criteria:

Rating: 2

3 Board members 3

5 Board members 2

1. We have formally adopted a mission, vision, and a set of core values for the school system that guide us in our work on behalf of children, including strategic planning, budget decisions, and policy matters.
2. We annually revisit our mission, vision, and core values to ensure constancy of purpose and to reaffirm our values with the community.
3. Our mission, vision, and core values are the focus of reflection and deliberation as we strive for continuous improvement in our governance.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I participate fully in the annual review of our strategic plan, including the mission, vision, core values, and guiding tenets.
2. My decision making is aligned with the district's vision, mission, core values, and system goals.
3. I regularly reflect on the Board's mission, vision, and core values as I go about my work.

Summary Rating — Performance Criteria A:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria A:

Despite the rapid growth of our school system, the Board, as a team, is doing an excellent job of pursuing its core values: learning, relationships, respect, excellence, and equity, as we work hard to maximize the success of every child. The Board also followed up on last year's self-evaluation, which was evidence of the Board's commitment to continuous improvement. The Board is learning to operate better as a team with meaningful collaboration through respecting varied opinions among Board members.

The Board, working with the superintendent, worked hard this year to translate the vision of the Strategic Planning Framework into actionable and measurable targets. This followed up on our commitment last year to ensure that the Strategic Planning Framework would guide our monitoring of school system performance and progress. The Strategic Planning retreat and the subsequent work of the committee and MCPS staff resulted in clear goals and renewed the element of urgency in our work through the adoption of aggressive gap reduction targets. The Board has been a powerful driver of the equity agenda through the encouragement of these gap reduction targets. In addition, the Board has been keeping dedicated attention on the need to better support some of our most vulnerable students including those who are enrolled in the Alternative Programs and those receiving instruction through Interim Instructional Services. Indeed, the Board's stated budget interests and approved funding are a reflection of our values and beliefs as outlined in the Strategic Planning Framework. By vigorously pursuing a common interest to improve our instructional options for these students, the Board has facilitated and accelerated the system's work in this area.

B. DEVELOP AND PROMULGATE RELEVANT GOVERNING POLICIES

Performance criteria:

Rating: 2

1 Board member 3

5 Board members 2

1 Board member 1.5

1 Board member 1

1. Our Board operates as a policy-making body using our written policies as the framework for our decision making concerning the instructional and business operations of the school district.
2. We develop Board policies that give the administration sufficient authority and latitude to manage the day-to-day instructional and business operations of the school system.
3. Our policies reflect our core commitment to equity, excellence, and a culture of respect, as well as promote the highest expectations for our diverse student body and workforce.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am knowledgeable about the Board's policies and use Board policy as a basis for decision making.
2. I recognize and respect the prerogative and authority of the superintendent and administrative staff to implement the Board's policies.
3. In adopting new or reviewing existing Board policies, I look to ensure that they are consistent with our mission, vision and core values.

Summary Rating — Performance Criteria B:

- | | |
|---|----------------------|
| 1 | IN PROGRESS |
| 2 | MEETS EXPECTATIONS |
| 3 | EXCEEDS EXPECTATIONS |

Specific evidence or reasons to support your rating of Performance Criteria B:

The Board's Policy Management Committee had a productive year. The Board is overseeing an ongoing review of policies such as CNE, *Facility Improvements That Are Not Funded with Montgomery County Revenues*, as well as Policy DNA, *Management of Board of Education Property*, in order to discharge its responsibilities with care. With Policy CNE, for example, the Board required a very broad-based community outreach effort in order to benefit from the input and expertise of our diverse community in reaching recommendations for policy reform.

As a Board, we continue to study the impact of the policies on students and reassess their compliance with our core values, including equity and excellence. For example, the Board has recently revised its Policy JGA, *Student Discipline*, to reflect its longstanding commitment to reducing reliance on suspensions and expulsions. The Board has been outspoken for years regarding its desire to better serve our mission and vision by significantly reducing the number of suspensions and expulsions, particularly for students of color. The proposed revisions to Policy JGA reflect the culmination of discussions and data analysis undertaken by the Board and the school system (and are also designed to respond to reform urged by the State Board of Education). The Board is also making progress through plans for comprehensive reviews of the special needs program and consortia and magnet programs.

The Board has used its policy-making capacity to recognize and respond to concerns in the community that have an impact on our students. For example, in its recent revision of Policy IGN, *Preventing Alcohol, Tobacco, and Other Drug Abuse in Montgomery County*, the Board was mindful of the community concern and attention to the issue of student experimentation with drugs and alcohol. Policy revisions stressed the need to build stronger community partnerships in order to address a serious risk to our students but one which the school system can never effectively address alone.

Finally, although the Board has made progress in this area, it will need to continue to work with the administration as a team to make sure there is an alignment between our major responsibilities and the overall implementation. An area that the Board should focus on is ensuring that the school system is aligning technological change and innovation with classroom instruction. While the Board needs to ensure that all students are held to the same academic standards and that subject mastery would mean the same thing across all schools, we will have a role going forward in studying the impact of our current grading policy on student performance within MCPS. In summary, the Board must continue to be proactive in ensuring that its instructional policies further the interests of teaching and learning.

C. MONITOR EXPECTED STUDENT ACHIEVEMENT RESULTS

Performance criteria:

Rating: 2

2 Board members 3
3 Board members 2
1 Board member 1.5
2 Board member 1

1. We collaborate with the superintendent to regularly monitor a mutually agreed upon set of meaningful indicators that are aligned with the strategic plan and that assess achievement and engagement for all students.
2. We monitor the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data with particular attention to progress toward closing achievement gaps among all racial and ethnic groups, and meeting the educational needs of students in special populations.
3. We use our student achievement data to make decisions and establish district priorities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am actively engaged in working with the superintendent to develop appropriate performance indicators that align with the school system's strategic plan.
2. I carefully review student achievement data presented by staff and use it as a basis for setting Board policy and budget priorities.
3. Improving achievement for all students drives my educational decision making.

Summary Rating — Performance Criteria C:

- | | |
|---|----------------------|
| 1 | IN PROGRESS |
| 2 | MEETS EXPECTATIONS |
| 3 | EXCEEDS EXPECTATIONS |

Specific evidence or reasons to support your rating of Performance Criteria C:

The Board, working with the superintendent, has completed a significant effort to develop and publish actionable and measurable targets for monitoring the milestones incorporated into the Strategic Planning Framework. This is a good step forward and will ground the Board's oversight for years to come. The Board was particularly careful to design the targets to yield information about trends—how does performance compare to the past—as well as context—how does the district compare with similar districts. In this manner, the work follows best practices for performance monitoring. It is equally important to note that by deliberately selecting the MAP-R

and MAP-M data as indicators of student progress, the Board, working with MCPS staff, has ensured that it will have a valid and consistent means for gauging student performance even in this time of testing transition at the state level. Given the uncertainties still surrounding the PARCC assessments and the misalignment between MSA and the Common Core, it was critical for the Board to ensure that it would have reliable data to track progress over time. The decision to focus monitoring on the MAP data, coupled with the Board's insistence that the MAP testing be consistently given to students all across the district, has created a useful platform that should be capable of providing reliable information irrespective of external factors. The Board will continue to monitor and make adjustments in this area recognizing the shifting landscape and evolving nature of state and federal standards and assessments (Common Core standards and PARCC).

With the targets in place, the Board can bring greater clarity and focus to its data analysis. In addition to the milestones identified in the Strategic Planning Framework, the Board must continue to grapple with its preferred means for assessing the effectiveness of ongoing district-wide initiatives, such as the intervention schools and early warning indicators. With these initiatives in their first years, the quality of implementation must be assessed before results can be measured; however, the Board must remain vigilant in its focus to ensure that resources invested are yielding the desired results. In addition, the Board will have to devote additional attention in the year to come on the social/emotional learning competency included in the Strategic Planning Framework and tied to student engagement. The Board has already had public discussion of the means by which the district will move forward to support and assess this competency building upon the work of the PELP team, but it is still in a very preliminary stage and will require more work.

This year the Board also embraced an important tool for assessing the achievement of student success by requesting and funding an external audit of our special education processes and services. Looking at the development and implementation of IEPs, as well as the adequacy of our continuum of services, will yield important information for the Board's consideration and action regarding how well we serve our special education students.

There is a sense that the development of the milestones took longer than necessary. Furthermore, there is a sense that the Board needs to ensure that in the long run, there is accountability and that

our parents, teachers, and the larger community understand the content and implications of the milestones. The Board will continue to work on improving transparency and reduce, if not eliminate, ambiguity in terms of how we disseminate results to the community at large. In some instances, as a school system, we may have sent mixed messages to the community as evidenced by the recalibration of some final math exams by adding 15 points to students' scores.

Finally, with respect to the Algebra exam failure rate, in addition to any policy implications, the Board will bear responsibility for following through on the performance of students who failed both the exam and the course. The Board must continue to ask questions and push the system forward to fill any gaps and support the ability of those students who must repeat Algebra to achieve ultimate mastery. The superintendent has set in motion a 5 -point plan to attack the systemic problem, and the Board will have to seek and analyze data to ensure that the plan moves us in the right direction. Reflecting upon the lessons learned from the math exam failure work group and the extensive inquiry, the Board should use this year to engage the superintendent in further conversation about the implications in other subject areas, if any, and what this means for the future of countywide formative assessments and final exams.

D. RESPONSIBLE MANAGEMENT OF RESOURCES

Performance criteria:

Rating: 2
6 Board members 2
1 Board member 1.5
1 Board member 1

1. We regularly appraise the educational and administrative management of the school system to ensure that resource allocations and decisions support the strategic priorities of the school system.
2. Our fiscal and resource management is transparent to the community and provides assurance that dollars and resources are aligned and deployed to reflect the district's priorities as outlined in the strategic plan.
3. We regularly monitor financial data to ensure meaningful accountability and communicate to the community that educational dollars are spent in the most efficient and effective manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I understand the relationship between our budgets and our system's core values, and I advocate for our students' and schools' needs.
2. I carefully review all system resource audits and other financial data in order to better discharge my fiduciary obligations.
3. I understand and actively participate in our district's budgeting process.

Summary Rating — Performance Criteria D:

- | | |
|---|----------------------|
| 1 | IN PROGRESS |
| 2 | MEETS EXPECTATIONS |
| 3 | EXCEEDS EXPECTATIONS |

Specific evidence or reasons to support your rating of Performance Criteria D:

The Board continues to manage the MCPS budget and resource allocation with a deep commitment to its fiduciary obligation. Indeed, the FY15 budget adopted by the County Council relied heavily upon the fund balance that had resulted from the Board's prudent fiscal stewardship during the recent difficult recession. Savings realized from self-imposed hiring freezes and stringent cost savings measures made it possible to accumulate a fund balance. By using the fund balance to maintain the FY15 budget at the Maintenance of Effort level, the County Council was able to

benefit from the Board's fiscal discipline while recognizing that significant additional county contribution will be needed to meet MCPS' future need.

The Board advocates effectively for students with the greatest needs and does a commendable job of promoting equity through the allocation of resources, such as funding the Kennedy Cluster Project's expansion. At the September 9, 2014 and July 28, 2014 Board meetings, discussion of Fiscal Year 2016 Board Operating Budget Interests focused around ensuring student success through the interests agreed upon by the Board and superintendent. These interests are exactly where this year's money should go.

This past year the Board, working in tandem with the superintendent, also completed successful negotiations for multi-year contracts with each of our employee associations. These contracts made important strides in containing rising benefit costs while at the same time continuing to value and compensate our outstanding employees. Multi-year agreements negotiated through an interest-based bargaining process bring stability to the budgeting process and allow MCPS to be able to plan appropriately for future needs. The contract negotiations are a key responsibility of the Board working closely with the superintendent. This Board has undertaken this responsibility with professionalism and excellent result.

Similarly, the Board has demonstrated foresight and fiscal restraint in the management of much needed support resources. For example, the Board identified the need to revisit the staffing allocations of psychologists, PPWs, and guidance counselors in light of our continued rapid enrollment growth. Rather than simply add positions, the Board worked with the superintendent to develop a plan that studied best practices in terms of staffing ratios and then proposed a sequenced roll out to achieve a shared goal. This careful planning and staging of resource allocations over a few years allows the Board to address system-wide needs within the reality of finite and constrained resources. A similar process was put in place to sequence reform of our Interim Instructional Services. This approach serves the system well; is transparent to the community; and provides assurance that resources are aligned and deployed to reflect the district's social/emotional and academic priorities as outlined in the Strategic Planning Framework.

This year the Board faced, and quickly addressed, a serious inquiry into the processes and protocols by which it guides credit card use and reimbursement for Board member expenses. The review was conducted with integrity and seriousness including hiring external counsel to conduct a thorough and proper audit. The demonstrated willingness to examine our practices critically and to seek objective external feedback reflects the high expectations to which we hold our conduct and the scrutiny we give to all expenditures of taxpayer dollars. The changes put into place will help to assure the community that all our fiscal processes are designed to maximize efficiency even as we continue to support and encourage the important outreach work and professional development of the Board.

Finally, even as the Board continues to monitor resource allocations and use, there is much room for improvement in the area of other fiscal management to ensure that funds are used appropriately and not wasted through poor management. We will need to better align resource allocations on initiatives with outcome measures of their efficacy. The Board needs to continue to work with the administration to eke out additional savings and efficiencies through being more environmentally conscious and less wasteful. The Fiscal Management Committee does an excellent job in regularly reviewing audits; however, the Committee's work needs to be more clearly stated and advertised to the public. While the Fiscal Management Committee does an excellent job reviewing the audit reports from various sources, we should actively seek ways to improve upon and strengthen our oversight of the system through a review of current school system processes and structures and the Board office staffing.

E. COMMUNITY ENGAGEMENT AND COMMUNICATION

Performance criteria:

Rating: 2

1 Board member 3
1 Board member 2.5
5 Board members 2
1 Board member 1.5

1. We communicate clearly and regularly with a broad base of internal and external stakeholders about the Board's work and to share our vision, mission and core values.
2. We employ multiple strategies for reaching out to the community in an effort to directly engage in two-way communication and dialogue with diverse populations to solicit their input on relevant decisions and to ensure that their perspectives inform our priorities.
3. We are strategic in our advocacy to help mobilize and sustain community support for school system progress and work with elected officials to promote our needs.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I promote the interests of the system within the community and with elected officials, including through the promotion of our legislative agenda.
2. I listen to, and carefully consider, broad-based community input while exercising my statutory decision-making authority.
3. I participate actively in the Board's outreach efforts, including public forums, hearings, and cluster visits.

Summary Rating — Performance Criteria E:

- | | |
|---|----------------------|
| 1 | IN PROGRESS |
| 2 | MEETS EXPECTATIONS |
| 3 | EXCEEDS EXPECTATIONS |

Specific evidence or reasons to support your rating of Performance Criteria E:

Overall, the Board is effective at communicating clearly and regularly with a broad base of stakeholders. Through the united message and vision we share through the public, to televised Board meetings, to the materials sent to schools, such as the new Code of Conduct booklet, the Board is able to communicate with a wide range of stakeholders from business owners, to parents, to students. Over the course of the year, several strategies are employed to reach out to multiple stakeholder groups; students, ethnic communities, employees, parents, and businesses. However,

there is room for improvement to sustain community support for school system progress; the Board needs to continue to work on sustaining community support, even through the tough issues to ensure community buy-in.

This coming year the Board should also work on relationship building with elected officials, namely our state legislators, to obtain additional CIP funding, and County Council members to fully fund our operating budget. An area for exploration may be more effective partnerships with community-based organizations and faith-based organizations and with organizations that can help facilitate exchanges between the Board and the greater community. Working as a team, we need to set aside dedicated time to review the effectiveness of our strategic efforts and to come to consensus on future efforts. This will require an increased effort at further coordinating and refining strategies between the Board and the superintendent's office on community engagement and outreach. The Board also has focused additional attention on how to increase and improve solicitation of public feedback in our policy-making role. One area noted for improvement in last year's self-evaluation that remains unaddressed deals with how the Board can more effectively utilize all available communication tools to push information out to the public with greater impact. The Board does not currently utilize social media tools or even a regular blog or newsletter (although some sites have been suggested) to push out updates. Such an effort would have a significant impact on our limited staff resources, but we might want to look at models used in other jurisdictions and institutions for consideration as additional communications mechanisms. We may wish to consider televising our committee meetings and explore targeted community conversations on specific topics as a means of gathering feedback.

The Board took a critical step forward this year in scheduling a dedicated retreat so that the full Board, working as the Committee of the Whole, had an opportunity to articulate our interests for improving our communications and community engagement strategy. Time at the retreat was well spent and yielded several ideas regarding how to enhance the impact of the Board's outreach. A consensus emerged for working more diligently to meet students and families "where they are" which has the potential to transform practice and build stronger connections to communities that have previously been disconnected due to cultural barriers or other unintended obstacles. The

Board readily accepts its responsibility for creating a welcoming environment and for moving its efforts into the community.

This year has also seen the implementation of the Board's efforts to respond to action requests from the public with greater transparency and improved follow through. The implementation of the "quarterly deliberations" allows us to come together as a full board to deal with any action requests from the public; determine what, if any, action should be taken; assign that action, if any, the appropriate priority given our other ongoing work obligations; and then report our decision out to the public as a routine report at a subsequent Board meeting. This process allows us to be more responsive to constituents who bring items of concern and who request action so that they can be assured their requests have been carefully considered and can understand the reason why the Board will or will not take action. It is a hallmark of this Board that it actively engages in efforts to enhance the quality of its interactions with the public.

There are many ideas that come to mind for additional community engagement and communication. The Board should continue to work with the administration to communicate with and educate our community on all issues affecting our students.

In all other respects, the Board continues its good work with our existing community partners. Over the year, the Board has strengthened, in particular, its collaborative deliberations with our higher education partners, Montgomery College and the Universities at Shady Grove. Over time these meetings have become more substantive and allow the bodies to combine their experience and expertise in the interest of our students. Joint efforts such as ACES and the Middle College initiative (now at Northwood and Northwest high schools) have been vetted and shaped through these exchanges which should be even further refined as we work together to define career readiness "pathways" for our students.

F. BOARD OPERATIONS

Performance criteria:

Rating: 2

2 Board members 3

4 Board members 2

2 Board members 1

1. Our agendas and work sessions are aligned with our core values, and we have effective and efficient processes for doing Board work to ensure that Board member time is spent in furtherance of our vision and values.
2. We are as attentive to how we reach conclusions as to what is decided with respect to both our policy work and our quasi-judicial actions, and we execute our responsibilities in keeping with the highest ethical standards.
3. We are using effective strategies for working productively with each other and with the Superintendent, and honor the differences between and among acting/speaking as a whole Board and as individual Board members.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I regularly engage in continuous improvement and professional development activities related to Board work and make every effort to attend all meetings having done my homework and prepared to contribute in a positive manner.
2. I maintain the confidentiality of Board proceedings and adhere to ethical standards in my role.
3. I am a productive member of the team, work well with my colleagues, and work within the parameters of my authority as a Board member.

Summary Rating — Performance Criteria F:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria F:

The Board remains committed to the continuous improvement of our Board processes. In order to ensure proper focus to our Board meetings, the Board developed and followed a monitoring calendar that anchors agendas to regular review of the Strategic Planning Framework milestones. We looked at elementary and secondary indicators this year and allotted time for in- depth analysis

and discussion. By building our agenda around these performance indicators, the Board keeps its attention on its key work, namely the responsibility to monitor outcomes.

This year also saw the hiring of our in-house General Counsel. The Board had worked actively to develop this position in order to ensure that, with respect to critical decisions, the Board and superintendent had full-time access to sound legal advice. The integration of the General Counsel into the MCPS Executive team, and his active participation in Board meetings, allows for prompt vetting of issues of concern, as well as the in-house expertise to anticipate challenges that should be considered in Board decision making. Going forward, the Board will have the opportunity to work closely with the General Counsel to strengthen and further enhance the quality of the information and advice available in weighing options prior to Board action.

The Board team has also dedicated time and attention to serving the interests of our students by working to elevate issues of general concern within the state that have a direct impact on teaching and learning. Specifically, our Board took action to advocate for state legislation that would delay use of the PARCC assessments as a “high stakes” graduation requirement pending the ability to establish the validity and meaning of PARCC results during the first years of implementation. Though we were not successful in getting legislation passed by the last General Assembly, our actions have encouraged other school districts and MABE to speak out and seek relief from the State Board and/or the legislature in the next session. Our Board remains attentive to ways that we might leverage the power of our office in the interest of our students.

The Board works hard to keep the essence of our agendas and work sessions aligned with our core values. We maximize the use of our time by prioritizing the issues and addressing the most pressing ones first. We are using effective strategies, such as being open to others’ ideas, for working productively with each other. Board members interact productively and demonstrate a high level of professionalism when serious topics are at hand. We have a united front as we remain focused on the combination of equity and excellence, and we are united in a shared goal of accelerating progress toward eliminating all gaps. The chiefs of staff of the Board and superintendent have worked hard to ensure good communication and effective partnership between the offices. Regarding the communication between Board officers and Board members, this could be

strengthened. Individual communication between the officers and Board members is likely to decrease confusion and increase collaboration. This is especially important while coordinating and collaborating with County Council as we work with them on fully funding MCPS this year.

G. BUILDING AND SUSTAINING AN EFFECTIVE RELATIONSHIP WITH THE SUPERINTENDENT

Performance criteria:

Rating: 2

**1 Board member 3
1 Board member 2.5
5 Board members 2
1 Board member 1**

1. We work to build and sustain an effective working relationship with the Superintendent by engaging in two-way communication that articulates expectations on shared governance as well as performance goals for the system.
2. We respect the management responsibilities and administrative prerogatives of the Superintendent and work collaboratively with the Superintendent in a spirit of mutual trust and confidence.
3. We maintain open lines of communication by conducting regular dialogue on progress towards district goals and objectives, student achievement, and community/school issues and concerns.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I respect the management and administrative responsibilities of the Superintendent and work to ensure that the Board has conveyed clear expectations for his/her performance.
2. I communicate with the Superintendent when I have concerns involving the school district and work collaboratively on resolving problems.
3. I participate fully in the Superintendent evaluation process working collaboratively with fellow Board members and approaching the task of evaluation fairly and diligently.

Summary Rating — Performance Criteria G:

- | | |
|---|----------------------|
| 1 | IN PROGRESS |
| 2 | MEETS EXPECTATIONS |
| 3 | EXCEEDS EXPECTATIONS |

Specific evidence or reasons to support your rating of Performance Criteria G:

The Board continues to show a strong commitment in this area and to work as a team in building an effective relationship with the superintendent. Board members communicate openly with the superintendent and share candid feedback. Board members participate actively in the quarterly conversations with the superintendent and take seriously their responsibility to provide him with

meaningful and constructive feedback. The work of clearly articulating and communicating mutual expectations remains critical as we sustain our commitment to strong shared governance.

By engaging in two-way communication, the Board and superintendent are able to articulate expectations and goals for the system. From there we are able to collaborate on creating a shared vision, and through teamwork, make the public aware of that vision. The Board fully respects the management responsibilities and administrative prerogatives of the superintendent. There is room for improvement in maintaining open lines of communication as we work on progress towards district goals and objectives, student achievement, and addressing community and school issues and concerns. The Board needs to work on ways and initiatives that provide more opportunities to communicate with the superintendent and offer both parties more clarity in expectations and improve upon relationships. The work of clearly articulating and communicating mutual expectations is critical as we continue to define the parameters of our shared governance. The superintendent has said that he welcomes regular communication with Board members, and we have taken advantage by alerting him of controversial issues in the community and sharing ideas and plans when appropriate. The quarterly conversations and closed session briefings have been invaluable, but there should be more opportunities to have individual/small group conversations with the superintendent. The Board needs to continue working with the superintendent to improve upon communication and collaboration.

Board members have also articulated a clear expectation for the Board office staff to further foster increased collaboration with the superintendent's staff. The respective Chiefs of Staff have worked hard to ensure regular exchange of information. Weekly updates from the superintendent, including information about his attendance at upcoming community events, have allowed for better coordination of community work between the Board and superintendent and helped to ensure that the Board is kept up to date on emerging issues. Finally, there should be improved communication between Board officers and Board members; it is important that there be clarity and timely communication of information and expectations by Board officers on the work and on issues that require Board members' attention and input.