

BOARD PARTICIPATION AND PERFORMANCE SURVEY
Judson Independent School District
2019-2020

Part I – Self Evaluation of Individual Performance as a Judson ISD Board Member

Please respond to the following questions as they relate to your governance in the 2018-2019 school year – particularly in the last 5-10 official Board activities. The questions are organized into specific categories of best practices in order to better target the training needs of the Board.

Preparation and Participation	Always	Frequently	Sometimes	Never
• I understand the policies and laws that govern both Board meetings and school district operations.				
• I understand the school district’s budgeting process.				
• I understand the curriculum and graduation requirements of both the state and the school district.				
• I read the agenda and supporting material prior to Board meetings.				
• I reserve all decisions on matters until the Board is in session.				
• I attend all regular and special Board meetings.				

Limitations of Authority	Always	Frequently	Sometimes	Never
• I am able to identify which issues relate to governance and policy and which issues relate to administrative duties of school district employees.				
• I avoid involvement in issues that relate to administrative duties of school district employees.				
• I use the chain of command and direct questions to the Superintendent when contacted by a district resident.				
• I am able to separate my authority as a Board member from that of the Superintendent.				
• I am judicious and prudent in the use of funds allocated for Board member activities, including for travel.				
• I refrain from exercising my authority as a Board member when the Board is not legally in session.				

Board Unity	Always	Frequently	Sometimes	Never
• I refrain from engaging in personal matters during Board activities.				
• I participate in Board team building activities.				
• I participate in training sessions, budget discussions, and work sessions.				
• I publicly support positions taken by a majority of the Board even if have expressed disagreement in non-public Board session.				
• I work toward building mutual trust between the Board and school district administration by refraining from public disputes.				

Part II – Assessment of the Total School Board Performance

Please respond to the following questions as they relate to your assessment of the overall operation of the School Board in the 2018-2019 school year. The questions are organized into specific categories of best practice for overall Board function in order to better target the training needs of the Board.

Board Relationship with the Superintendent	Strongly Agree	Agree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> The Board keeps the Superintendent informed on issues, needs, and complaints in a manner allowing him/her the opportunity to solve related problems in a professional manner. 				
<ul style="list-style-type: none"> The Board is able to compromise on controversial matters and clearly communicate its final position to the Superintendent. 				
<ul style="list-style-type: none"> The Board supports the Superintendent’s administrative regulations and decisions to the public and staff members and relays disagreement in a private or executive session. 				
<ul style="list-style-type: none"> The Board is able to set aside personality conflicts and consider the recommendations of the Superintendent in an unbiased and objective manner. 				

Board Relationship with the Community	Strongly Agree	Agree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> The Board acts in a way that upholds the trust of their fellow citizens to promote the educational development of the children and youth of this community. 				
<ul style="list-style-type: none"> The Board acts in a way that demonstrates that their first and greatest concern is for the academic success and safety of all students in the district without distinction to any particular group or individual. 				
<ul style="list-style-type: none"> The Board supports the efforts of the administration to inform the community about the performance and safety of all schools. 				

Board Relationship with other Board Members	Strongly Agree	Agree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> Individual members of the Board treat others members of the Board with respect during Board meetings. 				
<ul style="list-style-type: none"> Differences of opinion influencing Board member votes are based on what is best for the school district rather than personality conflicts. 				
<ul style="list-style-type: none"> Each member of the Board only exercises his/her authority when convened in a legally conducted Board meeting. 				
<ul style="list-style-type: none"> Board members meet to discuss district matters only when a quorum is present. 				

Board Relationship with District Staff and Personnel	Strongly Agree	Agree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> The Board refrains from participation in the hiring of staff. 				
<ul style="list-style-type: none"> The Board creates a climate of support for district staff. 				
<ul style="list-style-type: none"> The Board members do not allow personal friendships with district personnel to affect Board decisions. 				

Part IV – Evaluate Your School Board Team Effectiveness

How do you rate your team’s progress? (Circle Rating)

Communication						
Too little too late	1	2	3	4	5	Getting what I need

Respect between team members						
Little	1	2	3	4	5	Much

Conflict within the team						
Difficult issues not discussed	1	2	3	4	5	Issues are timely discussed

Working on relationships within the team						
Little effort	1	2	3	4	5	Much effort

TOTAL SCORE: _____