

Quarterly Board Self-Assessment

The Steamboat Springs Board of Education is responsible for its own Governance Excellence. The point of this assessment is for the board to reflect on how it is governing in relationship to the Board's *Governance Process Policies* and *Board Superintendent Relations Policies*.

Rate the Board's performance over the past quarter on a scale of 1 to 5.

1 = Never/Strongly Disagree

2= Rarely/Somewhat Disagree

3 = Sometimes/Neutral

4= Evidence of/Somewhat Agree

5 = Always/Strongly Agree

dginesta@ssk12.org [Switch account](#)



Not shared

* Indicates required question

[B/SR-2 Unity of Control](#)

Collective Authority: As a Board, do we consistently ensure that only official decisions made by the Board *acting as a whole entity* are communicated as binding directives to the District Superintendent?

*

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree



Always/Strongly Agree



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Individual Restraint: Have individual Board members, officers, and committees refrained from giving independent instructions or mandates to the Superintendent (outside of rare, explicitly authorized, or emergency situations)? *

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

Respecting Boundaries on Staff Resources: When individual members or committees request information or assistance, do we respect and support the Superintendent's right to refuse requests that require a material amount of staff time, resources, or create operational disruptions? *

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

B/SR-2 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

GP-2 Governing Style

Assessment Tip for the Board

This policy explicitly states that the Board—*not the Superintendent*—is responsible for governance excellence. If the Board finds itself unprepared or distracted by administrative details, it cannot blame staff workload or a packed agenda. Use this assessment to identify where the Board needs to practice greater collective self-discipline.

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*

Strategic Leadership: Does the Board focus its time and energy on long-term vision and strategic leadership rather than getting entangled in administrative details or operational means?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Student Outcomes ("Ends"): Are our policy discussions and decisions primarily focused on the long-term benefits for students rather than *how* the staff executes those goals?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Diversity of Viewpoints: Do we actively encourage and respect diverse viewpoints during discussions before arriving at a decision?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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*

Mission over Interpersonal Issues: Do we maintain a governance style that prioritizes organizational vision over any interpersonal conflicts or politics among Board members?

Rate the Board's performance over the past quarter

12345

Never/Strongly Disagree

☐

☐

☐

☐

☐

Always/Strongly Agree

*

Governance Ownership: Does the Board take full, independent responsibility for its own excellence in governance, rather than relying on the District Superintendent or staff to manage or police us?

Rate the Board's performance over the past quarter

12345

Never/Strongly Disagree

☐

☐

☐

☐

☐

Always/Strongly Agree

*

Individual Discipline: Do individual members demonstrate the self-discipline required for effective governance (e.g., regular attendance, thorough meeting preparation, and respect for defined roles)?

Rate the Board's performance over the past quarter

12345

Never/Strongly Disagree

☐

☐

☐

☐

☐

Always/Strongly Agree



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GP-2 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

GP-5 President's Role

Assessment Tip for the Full Board

Evaluating the President can feel awkward for some boards. To ensure total candor, remember that this is an assessment of the *role*, not a personal critique. The President welcomes this feedback to ensure they are serving as the protector of the Board's process—not its dictator.

Meeting Environment: Did the President chair meetings using Robert's Rules of Order and legal frameworks in a way that ensured debates were fair, open, thorough, efficient, and orderly?

*

Rate the Board President's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

Administrative Execution: Did the President efficiently fulfill their administrative obligations, including acting as the agenda liaison with the Superintendent, signing authorized contracts, maintaining monitoring data, and compiling the Superintendent's annual evaluation?

*

Rate the Board President's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

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GP-5 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

GP-10 Board Member Covenants

Assessment Tip for the Board

Covenants are easily broken when under pressure. When reviewing this section, pay special attention to areas where the board might score themselves highly during "peace time" but struggle during high-stakes, controversial debates. True adherence to these covenants is measured by how the board treats one another during a crisis.

Constructive Dialogue: Do we consistently focus on issues rather than personalities, demonstrate respect for each other's opinions, and assume a posture of trust?

*

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

Processing Information: Do we practice "seeking first to understand rather than be understood," and do we withhold judgment on complex issues until we are fully informed?

*

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

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*

Proactive Transparency: Do we share information and knowledge openly, voice our personal concerns and agendas clearly, and communicate in a timely manner to avoid catching other members or staff by surprise?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Critique and Praise: Do we actively practice the covenant to criticize one another privately and praise one another publicly?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Safeguarding Boundaries: Do we strictly maintain confidentiality, use executive sessions appropriately and judiciously, and rigorously follow the established chain of command?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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Defensive Postures: Do we approach disagreements with a non-defensive posture, taking the initiative to ask questions for clarification rather than making negative assumptions?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Public Support of Board Decisions: Once the Board has taken final action on a matter, do all members publicly support the collective decision, regardless of their personal vote or minority opinion during debate?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Protecting District Integrity: Do we make every reasonable effort in our public and private lives to protect the integrity and promote the positive image of the district, staff, and one another?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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GP-10 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

[GP10-E Handling Concerns Raised by Parents, Community Members and Staff](#)

Assessment Tip for the Board

The hardest part of this policy is resisting the urge to do independent research. When a constituent hands you a compelling problem, it is human nature to want to investigate. Remind the Board during this assessment that independent research undermines the Superintendent and breaches this policy. Success means being a compassionate listener who fiercely protects the chain of command.

Protecting the Chain of Command: When approached by an individual with an operational complaint, do we consistently ask if they have spoken to the person closest to the problem and help direct them to the appropriate staff member?

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

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*

Educating the Public on our Role: Do we use stakeholder complaints as an opportunity to explain that the Board's job is long-term vision and policy, not resolving operational day-to-day issues?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Refraining from "Playing Detective": Do individual Board members strictly refrain from undertaking their own independent investigations, research, or formal fact-finding when a constituent complains?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Respectful Escalation: If a Board member is unsatisfied with how the Superintendent resolved a constituent's concern, do they have a private, 1-on-1 conversation with the Superintendent *before* bringing it to the rest of the Board?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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*

Discerning Policy vs. Operations: When an individual's concern genuinely relates to a systemic Board policy issue, do we properly elevate it to the full Board for discussion rather than attempting to handle it individually?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Group Boundary Setting: When approached by a group (two or more people), do we explicitly inform them that we do not represent the full Board and have no individual authority to make decisions or direct action?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Prompt Board/Superintendent Notification: Following a group meeting or a high-level concern, do we promptly communicate the full context (issues discussed and persons involved) to both the Superintendent and the full Board?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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GP-10 E Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

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