

South Coast Education Service District



Board Evaluation Process

TABLE OF CONTENTS

Goal of the Evaluation Process	3
Professional Growth Plan Timeline	4
Evaluation Process	5
Measurement Process.....	6
Self-Evaluation Tool.....	7-8
Board Rubric.....	9-18
Board Summative Evaluation	19-20

GOAL OF THE EVALUATION PROCESS

SCESD is committed to creating a transparent, collaborative and trusting relationship with our ESD staff and component districts. We will constantly strive to create a work environment that is efficient, promotes collective problem solving and honors and respects all people we serve. We are dedicated to developing open communication pathways with all of our partners, aligning our goals and organizational systems and working as a team to meet the needs of our stakeholders.

The goal of the evaluation process is to create an environment in which the Board can realize personal satisfaction and fulfillment while working to accomplish the mission and goals of SCESD.

The goal of the evaluation process is to:

1. Assist Board members to develop and strengthen their professional abilities.
2. Foster a reciprocal professional growth relationship between ESD Staff, Component Districts and the Superintendent that cultivates a shared organizational vision and development of research based practices.
3. Improve the organization as a whole, programs and services.
4. Improve the management of the ESD.

As Board members, we understand that we share in the responsibility for our own professional growth and performance. We believe that in order to make consistent and relevant progress we must have detailed evaluation procedures, explicit rubric expectations and a system to hold ourselves accountable as individuals and as a whole Board.



A special thank you to the members of the committee:
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BOARD EVALUATION TIMELINE

ACTIVITY	TIME FOR COMPLETION
Board Reviews Prior Year Goals and Data Board discusses Current Year Goals	Completed by August 31
Adopt Goals	Completed by September 30
Self-Assessment	One time a year at Committee Meetings
Mid-Year Check In Meeting Regarding Goals	Discuss with full Board by January 30
Summative Board Evaluation Tool <ul style="list-style-type: none"> • Train on tool • Discuss Data 	Board Evaluation Tools turned into Board Executive Assistant by June 30
Review Evaluation	Present results to the full Board by the beginning of the next school year.

EVALUATION PROCEDURES

A priority of the South Coast Education Service District is to have a robust Board that embodies professionalism and is actively engaged at all levels of the organization. In order to meet this priority, individual Board members will be evaluated in accordance with a well-defined set of goals and expectations on an annual basis (See Board Goal/Evaluation timeline attached).

The goals are in the following areas:

- Leadership
- Policy and Governance
- Cultural Responsiveness and Education Equity
- Accountability and Performance Monitoring
- Board Operations
- Sustainable Organization

Evaluation Scale

The performance of each individual Board member toward each goal will be rated on a four point scale; Exemplary (4 points), Proficient (3 points), Basic (2 points) and Does Not Meet Standards (1 point).

4-Exemplary

The Board member consistently exceeds expectations for good performance, demonstrates highly effective practices and impact on student learning, and continually expands expertise through professional learning and leadership opportunities. “Consistently” and “continually” are words commonly used when describing the Board members performance at this level.

3-Proficient

The Board member clearly understands the concepts and underlying components of the standard and implements it well. “Regularly” “independently” and the “majority of the time” are words used to describe the Board members performance at this level.

2-Basic

The Board member appears to understand the concepts and underlying components of the standard and attempts to implement the elements. Implementation is sporadic, intermittent or otherwise no entirely successful. The Board members performance is inconsistent and improvement is likely to come with experiences “Inconsistently” “sometime” and “at times” are commonly used to describe the Board members performance at this level.

1-Does Not Meet

The Board member does not demonstrate an understanding of the concepts underlying the standards. Working in the fundamental practices associated with the elements of the standards. “Seldom” or “rarely” are often used to describe the Board members performance at this level.

Evaluation Process

Step 1: The Board will set goals each year as a team, using pre-evaluation data and the evaluation rubric.

Step 2: Each Board member will complete a self-assessment.

Step 3: The Board member will utilize the results of the self-assessment to:

- Understand where their skills fall on the rubric.
- Determine what areas they need to concentrate on for growth during the evaluation year.
- Work with fellow Board members on a growth item to increase their skills.
- Determine what areas where they need to obtain professional development to increase skills.

Step 4: The Board will work on the growth items as individual Board members and the Board as a whole for the given year.

Step 5: Board members will complete the end of the year evaluation.

Step 6: Board members will review one's own evaluation data and the Board as a whole's evaluation data to determine future year goals.

SELF – ASSESSMENT: BOARD

Self-Evaluation Procedures

Complete the self-assessment by reading the rubric for the domain and scoring yourself in each sub domain.

Example:

Domain 6				Sustainable Organization
4	3	2	1	
X				6a ESD Funding Mechanism
		X		6b SCESD Budget
X				6c Long Range Organizational Needs

Please note that specific comments should be included to warrant the given point allocation. Points of constructive feedback to improve within the goal areas are also requested.

Key: E=Exemplary (4) P=Proficient (3) B=Basic (2) DNMS=Does Not Meet Standard (1)

Domain 1				Leadership
4	3	2	1	
				1a Committee and Workgroup Participation
				1b Committee/Workgroup Engagement
				1c Board Meeting Participation
				1d Board Meeting Engagement

Domain 4				Accountability and Performance Monitoring
4	3	2	1	
				4a Conference Participation
				4b State-wide Accountability Measures
				4c Program Visitation and Staff Engagement
				4d Program Monitoring

Domain 2				Policy and Governance
4	3	2	1	
				2a Develop District Policies
				2b Adopt District Policies
				2c Follow District Policies
				2d Uphold District Policies

Domain 5				Board Operations
4	3	2	1	
				5a Board Operating Agreement
				5b Stays Current on ESD business
				5c Communicates Professionally

Domain 3				Cultural Responsiveness and Education Equity
4	3	2	1	
				3a Program Understanding
				3b Understanding ESD district systems and procedures
				3c Community/Organization Engagement

Domain 6				Sustainable Organization
4	3	2	1	
				6a ESD Funding Mechanism
				6b SCESD Budget
				6c Long Range Organizational Needs

Overall Comments/Recommendations:

SCESD Board Rubric

Domain 1: Leadership: The board annually reviews the Districts vision and mission statements and annually adopts Board and District goals which support the District vision and mission.

Leadership	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
1a Committee and Workgroup Participation	Volunteers for and attends all committee/workgroup meetings.	Volunteers for and attends most committee/workgroup meetings.	Attends some of the assigned committee/workgroup meetings.	Rarely attends assigned committee/workgroup meetings.
1b Committee/Workgroup Engagement	<p>The Board member actively participates in discussions, provides constructive and meaningful input, and researches related information to enhance topic.</p> <p>The Board member is able to communicate to others the committee/workgroup purpose, projects and progress on intended outcomes.</p>	<p>The Board member participates in discussions, and provides constructive and meaningful input.</p> <p>The Board member is able to communicate with support from team members the committee/workgroup purpose, projects and progress on intended outcomes.</p>	<p>When in attendance, the Board member listens and occasionally provides constructive and meaningful input.</p> <p>The Board member rarely communicates or requires a great deal of support to communicate the committee/workgroup purpose, projects and progress on intended outcomes.</p>	<p>When in attendance, the Board member listens but does not provide constructive and meaningful input.</p> <p>The Board member does not or is not able to communicate the committee/workgroup purpose, projects and progress on intended outcomes.</p>
1c Board Meeting Participation	Attends 90% of Board meetings and special sessions (absent no more than one meeting).	Attends 80% of Board meetings and special sessions (absent no more than two meetings).	Attends 70% of Board meetings and special sessions (absent no more than three meetings).	Attends less than 70% of Board meetings and special sessions (absent more than three meetings).
1d Board Meeting Engagement	<p>Prior to the meeting, the Board member consistently reads the Board packet, investigates the impact of agenda topics and asks questions if needed and understands how the decisions at the meeting impacts the district.</p> <p>Consistently engages in positive, professional and productive conversations about agenda topics at the meeting.</p>	<p>Prior to the meeting, the Board member reads the Board packet, investigates the impact of agenda topics and asks questions if needed and understands how the decisions at the meeting impacts the district.</p> <p>Engages in positive, professional and productive conversations about agenda topics at the meeting.</p>	<p>Prior to the meeting, the Board member rarely reads the Board packet, investigates the impact of agenda topics and asks questions if needed and understands how the decisions at the meeting impacts the district.</p> <p>Has lapses in positive, professional and productive conversations about agenda topics at the meeting.</p>	<p>Prior to the meeting, the Board member does not read the Board packet, investigate the impact of agenda topics and asks questions if needed and understands how the decisions at the meeting impacts the district.</p> <p>Frequently has lapses in positive, professional and productive conversations about agenda topics at the meeting.</p>

Domain 2: Policy and Governance: The Board establishes and follows local policies, procedures and good governing practices.

Policy & Governance	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
2a Develop District Policies	The Board member lead committee consistently looks for updates and communicates when district policies need to be developed and then develops new policies using OSBA guidance, a local community mindset and with staff involvement.	The Board member lead committee consistently develops district policies when updates or new policies are required using OSBA guidance, a local community mindset and with staff involvement.	The Board member lead committee inconsistently develops district policies when updates or new policies are required using OSBA guidance, a local community mindset and with staff involvement.	The Board member lead committee rarely develops district policies when updates or new policies are required using OSBA guidance, a local community mindset and with staff involvement.
2b Adopt District Policies	The Board member consistently reads, investigates the impact, understands how the policies apply/impact the district and how they are carried out in the organization before they are adopted.	The Board member consistently adopts local policy after reading, understands how it applies/impacts the district and how it is carried out in the organization.	The Board member inconsistently adopts local policy after reading, understands how it applies/impacts the district and how it is carried out in the organization.	The Board member rarely adopts local policy after reading, understands how it applies/impacts the district and how it is carried out in the organization.
2c Follow District Policies	The Board member consistently follows all of the policies as an individual and as part of a collective group and supports others in following the policies through mentorship and reminders to others.	The Board member consistently follows all of the policies as an individual and as part of a collective group.	The Board member inconsistently follows all of the policies as an individual and as part of a collective group.	The Board member rarely follows all of the policies as an individual and as part of a collective group.
2d Uphold District Policies	The Board member is aware of and communicates to the Superintendent when the district potentially is not following its policies and requests that he/she investigate and report back on district policies that may not accurately be implemented.	The Board member consistently requests when concerns arise from others that the Superintendent investigate and report back on all district policies that may not be implemented accurately.	The Board member occasionally attempts to solve policy implementation concerns on their own and inconsistently requests that the Superintendent investigate and report back on all district policies when concerns arise from others on policies may not be implemented accurately.	The Board member attempts to solve policy implementation concerns on their own and rarely requests when concerns arise from others that the Superintendent investigate and report back on all district policies that may not be implemented accurately.

Domain 3: Cultural Responsiveness and Education Equity: The Board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Cultural Responsiveness and Education Equity	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
3a Program Understanding	<p>The Board member is knowledgeable about ESD programs, understands how programs can be culturally responsible and have education equity and is able to articulate how they are demonstrated in those programs.</p> <p>The Board member takes opportunities to see programs on a ground level and how they are implemented on a day to day basis.</p>	<p>The Board member is knowledgeable about most of the ESD programs, understands how programs can be culturally responsible and have education equity and is able to somewhat articulate how they are demonstrated in those programs.</p>	<p>The Board member is knowledgeable about some of the ESD programs, understands how programs can be culturally responsible and have education equity but is not yet able to articulate how they are demonstrated in those programs.</p>	<p>The Board member is knowledgeable about a few ESD programs, does not yet understand how programs can be culturally responsible and have education equity and is unable to articulate how they are demonstrated in those programs.</p>
3b Understanding ESD district systems and procedures	<p>The Board member is knowledgeable about ESD district systems and procedures, understands how those systems can be culturally responsible and have education equity and is able to articulate how they are demonstrated.</p> <p>The Board member is engaged in policy and committee work that supports/develops culturally responsible and equitable operational systems.</p>	<p>The Board member is knowledgeable about most ESD district systems and procedures, understands how those systems can be culturally responsible and have education equity and is able to somewhat articulate how they are demonstrated.</p>	<p>The Board member is knowledgeable about some of the ESD district systems and procedures, understands how those systems can be culturally responsible and have education equity and but is unable to articulate how they are demonstrated.</p>	<p>The Board member is knowledgeable about a few ESD district systems and procedures, does not yet understand how those systems can be culturally responsible and have education equity and is unable to articulate how they are demonstrated.</p>
3c Community/Organization Engagement	<p>The Board member is active and participates in organizational and community events. The Board member has an understanding of the socioeconomics and culture of</p>	<p>The Board member is active and participates in most organizational events by zone and some community events. The Board member has an</p>	<p>The Board member stays a tune to the community/organization through only ESD Board sponsored events when solicited to do so. They do not seek</p>	<p>The Board member is not involved in community or ESD events.</p>

	<p>a region that allows the Board member to engage in policy and committee work that develops systems that are culturally responsive and educationally equitable.</p> <p>The Board member not only attends multiple community events, they seek opportunities around the state and are proactive with being involved.</p>	<p>understanding of the socioeconomics and culture of the region that allows the Board member to engage in policy and committee work that develops systems that are culturally responsive and educationally equitable.</p>	<p>opportunities and do not provide any input.</p>	
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Domain 4: Accountability and Performance Monitoring: The Board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

Accountability and Performance Monitoring	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
4a Conference Participation	<p>The Board member attends at least one leadership or workshop conference during the year. They seek additional learning opportunities that allow them to be further educated Board members.</p> <p>The Board member reports to the full board pertinent information learned for every workshop attended.</p>	<p>The Board member attends at least one leadership or workshop conference during the year.</p> <p>The Board member reports to the full board pertinent information learned for most workshops attended.</p>	<p>The Board member does not attend at least one leadership or workshop conference during the year.</p> <p>The Board member reports to the full board pertinent information learned for some workshops attended.</p>	<p>The Board member does not attend at least one leadership or workshop conference during the year.</p> <p>The Board member did not attend any workshops.</p>
4b State-wide Accountability Measures	<p>The Board member understands the expectations of state-wide accountability measures required of the ESD and how it relates to the ESD.</p> <p>The Board member is engaged in committee/workgroups that support the implementation of the state-wide accountability measure and systematically check in and solicits feedback on the implementation and monitoring of the ESD Achievement Compact.</p>	<p>The Board member understands the expectations of the state-wide accountability measures and how it relates to the ESD.</p> <p>They regularly check in and solicit feedback on the implementation and monitoring of the ESD state-wide accountability measures.</p>	<p>The Board member somewhat understands the expectations of the state-wide accountability measures and how it relates to the ESD.</p> <p>They participate in conversations regarding the state-wide accountability measures when at meetings.</p>	<p>The Board member does not understand the expectations of the state-wide accountability measures and how it relates to the ESD.</p> <p>They rarely participate in conversations regarding the state-wide accountability measures when at meetings.</p>
4c Program Visitation and Staff Engagement	<p>Schedules and visits a variety (more than two and of different types) of programs at the ESD in an effort to understand the program services and program recipient's needs.</p>	<p>Visits at least two programs at the ESD in an effort to understand the program services and program recipient's needs.</p> <p>Develops an understanding of the program, is somewhat able to</p>	<p>Visits less than two programs at the ESD in an effort to understand the program services and program recipient's needs.</p>	<p>Does not visit a program at the ESD in an effort to understand the program services and program recipient's needs.</p> <p>Is not able to articulate the program and its needs.</p>

	Develops an understanding of the program and its needs, is able to participate in conversations about its development and builds a professional rapport with staff.	participate in conversations about its development and knows program staff.	Understands the program but is unable to participate in a conversation about its needs. Has a polite relationship with staff.	Has a cursory relationship with staff.
4d Program Monitoring	Given the ESD accountability tools, the Board member understands the tools, how they relate to the goals and ESD outcomes, can use the data to gauge progress, can give insight into district and program needs/services.	Given the ESD accountability tools, the Board member is aware of the tools, how they relate to the goals and ESD outcomes, and use the data to engage in progress monitoring with Board members and ESD administration.	Given the ESD accountability tools, the Board member is aware of the tools, have minimal understanding of how they relate to the goals and ESD outcomes, and minimally engage in progress monitoring with Board members and ESD administration.	Given the ESD accountability tools, the Board member knows that tools exist, do not know how they relate to the goals and ESD outcomes, and rarely engages in progress monitoring with Board members and ESD administration.

Domain 5: Board Operations: Board meetings are effective, efficient, orderly and respectful. The Board Members focus on the policy and governance roles of the Board.

Board Operations	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
5a Board Operating Agreement	<p>Actively participates in the development of the operating agreement. Researches other Board operating agreements to enhance and support the development process.</p> <p>The Board member consistently follows and supports all of its operating agreements and supports others in following the agreement through mentorship and reminders to others.</p>	<p>Participates in the development of the operating agreement.</p> <p>The Board member consistently follows and supports all of its operating agreements.</p>	<p>Somewhat participates in the development of the operating agreement.</p> <p>The Board member has lapses of adherence to the operating agreement.</p>	<p>Does not participate in the development of the operating agreement.</p> <p>The Board member has lapses of adherence to the operating agreement.</p>
5b Stays Current on ESD business	<p>Consistently reads/responds to ESD communication.</p> <p>Routinely takes opportunities to engage with the Superintendent, Central Office Staff/Administrators on ESD business outside of Board meeting.</p> <p>Stays current on state-wide issues that affect ESDs/School Districts and researches/investigates the impacts and potential solutions.</p>	<p>Consistently reads and occasionally responds to ESD communication.</p> <p>Consistently takes opportunities to engage with the Superintendent, Central Office Staff/Administrators on ESD business outside of Board meeting.</p> <p>Is aware of state-wide issues that affect ESDs/School Districts and understands impact.</p>	<p>Rarely reads/responds to ESD communication.</p> <p>Occasionally takes opportunities to engage with the Superintendent, Central Office Staff/Administrators on ESD business outside of Board meeting.</p> <p>Is aware of the state-wide issues that affect ESDs/School Districts, but does not understand impacts.</p>	<p>Does not read/respond to ESD communication.</p> <p>Does not take opportunities to engage with the Superintendent, Central Office Staff/Administrators on ESD business outside of Board meeting.</p> <p>Is not aware of state-wide issues that affect ESDs/School Districts and does not understand impacts.</p>
5c Communicates Professionally	<p>Consistently follows laws governing Board members. Assists other Board members in understanding and following the laws.</p>	<p>Understands and primarily follows laws governing Board members with occasional reminders/training.</p> <p>Communicates effectively with all ESD partners, listens to others and</p>	<p>Understands some of the laws governing Board members and needs consistent reminders/training to understand and follow the laws.</p> <p>Communicates effectively with</p>	<p>Needs training and reminders to understand laws governing Board members and/or consistently needs reminders to follow the laws.</p> <p>Does not communicate</p>

	<p>Communicates effectively with all ESD partners, listens to others and respects opinions/viewpoints, speaks professionally and considers the needs of the with communication partner.</p> <p>The Board member understands and utilizes the technical procedures for Board meetings.</p> <p>The Board member understands and utilizes the technical procedures for Board meetings and assists other Board members in following the procedures.</p>	<p>respects opinions/viewpoints, speaks professionally and considers the needs of the with communication partner.</p> <p>The Board member understands and utilizes the technical procedures for Board meetings.</p>	<p>some ESD partners, has lapses in listening to others and occasional does not respect opinions/viewpoints of others. The Board member has lapses in speaking professionally and occasionally does not understand or care about the needs of the communication partner.</p> <p>The Board member somewhat understand and occasionally has lapses in the use of technical procedures for Board meetings.</p>	<p>effectively with ESD partners, has consistent lapses in listening to others and does not respect opinions/viewpoints of others. The Board member does not speak professionally and does not understand or care about the needs of the communication partner.</p> <p>The Board member does not understand and does not follow technical procedures for Board meetings.</p>
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Domain 6: Sustainable Organization

Sustainable Organization	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>6a ESD Funding Mechanism</p>	<p>Understands and can accurately share/teach an unfamiliar listener about the ESD funding mechanism.</p> <p>Can articulate and accurately share/teach to an unfamiliar listening program budget mechanisms and how it relates to processing the LSP/Resolution dollars.</p>	<p>Understands and can share/teach with some outside supports effectively to an unfamiliar listener about the ESD funding mechanism.</p> <p>Can articulate and share/teach with some outside supports effectively to an unfamiliar listening program budget mechanisms and how it relates to processing the LSP/Resolution dollars.</p>	<p>Partially understands and needs outside supports to share/teach ESD funding mechanism to an unfamiliar listener.</p> <p>Can somewhat articulate and share/teach, program budget mechanisms and how it relates to processing the LSP/Resolution dollars but needs outside supports to accurately present information.</p>	<p>Does not understand and needs outside supports to share/teach ESD funding mechanism to an unfamiliar listener.</p> <p>Cannot articulate and share/teach, program budget mechanisms and how it relates to processing the LSP/Resolution dollars.</p>
<p>6b SCESD Budget</p>	<p>Prior to the budget/Board meeting, the Board member consistently reads the financial information, investigates the impacts areas of concern if needed, and seeks information prior to making decisions that impact the district. In addition, the Board members makes suggests that enhance the budget/budget process.</p> <p>They Board member understands the state of the budget and provides productive input into budget conversations that affect programs, districts and the organization.</p>	<p>Prior to the budget/Board meeting, the Board member reads the financial information and engages in conversation about decisions that impact the district in meetings.</p> <p>They Board member needs some supports to understand the state of the budget and occasionally provides productive input into budget conversations that affect programs, districts and the organization.</p>	<p>The Board member does not read the financial information prior to meetings and minimally engages in budget conversations at meetings.</p> <p>They Board member needs supports to understand the state of the budget and rarely provides productive input into budget conversations that affect programs, districts and the organization.</p>	<p>The Board member does not read the financial information prior to meetings and does not engage in budget conversations at meetings.</p> <p>They Board member does not understand the state of the budget and rarely provides productive input into budget conversations that affect programs, districts and the organization.</p>

<p>6c Long Range Organizational Needs</p>	<p>The Board member understands the long range organizational financial needs of the ESD, seeks out solutions to the needs and provides positive proactive input during planning and decision making meetings.</p>	<p>The Board member needs some supports to understand the long range organizational financial needs of the ESD and provides positive proactive input during planning and decision making meetings.</p>	<p>The Board member has lapses in understanding the long range organizational financial needs of the ESD and rarely provides positive proactive input during planning and decision making meetings.</p>	<p>The Board member does not understand the long range organizational financial needs of the ESD and does not provide positive proactive input during planning and decision making meetings.</p>
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Board Member Summative Evaluation

Board Member Name: _____ Date: _____

Domain 1: Leadership: The Board of Education annually reviews the districts vision and mission statements and annually adopts board and district goals which support the district vision and mission.	4	3	2	1
1a Committee and Workgroup Participation				
1b Committee/Workgroup Engagement				
1c Board Meeting Participation				
1d Board Meeting Engagement				
Comments:				

Domain 2: Policy and Governance: The Board establishes and follows local policies, procedures and good governing practices.	4	3	2	1
2a Develop District Policies				
2b Adopt District Policies				
2c Follow District Policies				
2d Uphold District Policies				
Comments:				

Domain 3: Cultural Responsiveness and Education Equity: The Board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.	4	3	2	1
3a Program Understanding				
3b Understanding ESD district systems and procedures				
3c Community/Organization Engagement				
Comments:				

Board Staff Summative Evaluation

Page 2

Domain 4: Accountability and Performance Monitoring: The Board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.	4	3	2	1
4a Conference Participation				
4b State-wide Accountability Measures				
4c Program Visitation and Staff Engagement				
4d Program Monitoring				
Comments:				

Domain 5: Board Operations: Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the Board.	4	3	2	1
5a Board Operating Agreement				
5b Stays Current on ESD business				
5c Communicates Professionally				
Comments:				

Domain 6: Sustainable Organization	4	3	2	1
6a ESD Funding Mechanism				
6b SCESD Budget				
6c Long Range Organizational Needs				
Comments:				