

# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 37 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **Friday, October 3, 2025**

### REQUIRED CRITERIA

#### 1. Board Leadership/Student Achievement

##### Level One (minimum of three)

- |                                                                                                                                                                                          |                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. The Board has developed district goals for this year. <b>(provide copy of goals)</b>                                                                         | <input type="checkbox"/> D. The Board uses data to make informed decisions regarding student achievement. <b>(provide examples)</b> |
| <input type="checkbox"/> B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. <b>(provide copy of plan or descriptive narrative)</b> | <input type="checkbox"/> E. The Board addresses issues of diversity, equity, and inclusion. <b>(provide examples)</b>               |
| <input type="checkbox"/> C. The Board has conducted a superintendent evaluation in past 12 months.                                                                                       |                                                                                                                                     |
| <input type="checkbox"/> D. The Board monitors its performance against a Board of Education code of conduct. <b>(provide copy of code)</b>                                               |                                                                                                                                     |
| <input type="checkbox"/> E. The Board has conducted meetings pursuant to Board policy.                                                                                                   |                                                                                                                                     |
| <input type="checkbox"/> F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. <b>(provide copy of meeting calendar)</b>                |                                                                                                                                     |
| <input type="checkbox"/> G. The Board ensures that student voice is part of its decision-making process. <b>(provide bylaws that allow for student voice)</b>                            |                                                                                                                                     |
| <input type="checkbox"/> H. The Board models civil discourse while conducting Board business. <b>(provide examples)</b>                                                                  |                                                                                                                                     |
| <input type="checkbox"/> I. The Board conducts orientation for new Board members. <b>(provide agenda or bylaws)</b>                                                                      |                                                                                                                                     |

##### Level Two (minimum of three)

- |                                                                                                                                        |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. The Board of Education works to improve student achievement. <b>(provide description)</b>                  | <input type="checkbox"/> D. A majority of Board members have taken part in workshops or other in-service training during the last year. <b>(provide list of workshops and/or in-service training)</b> |
| <input type="checkbox"/> B. The Board relates the mission statement and goals to agenda items. <b>(provide examples)</b>               | <input type="checkbox"/> E. The Board provides adequate funds to permit Board members to take part in training. <b>(provide budget or listing for Board professional development)</b>                 |
| <input type="checkbox"/> C. The Board supports the appropriate use of technology in educational programming. <b>(provide examples)</b> | <input type="checkbox"/> F. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. <b>(provide list of Convention participants)</b>                                        |
|                                                                                                                                        | <input type="checkbox"/> G. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. <b>(provide list of programs and board members who attended)</b>             |
|                                                                                                                                        | <input type="checkbox"/> H. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. <b>(provide agenda)</b>                                        |
|                                                                                                                                        | <input type="checkbox"/> I. New Board members are provided orientation, including attending CABE New Board Member Orientation. <b>(provide list of 2024-2025 participants)</b>                        |
|                                                                                                                                        | <input type="checkbox"/> J. The Board has participated in professional development about issues of diversity, equity and inclusion. <b>(provide a list of workshops and provider)</b>                 |

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### Level Two (minimum of two)

- A. The Board has developed district goals and reviews them on a regular basis. **(provide examples)**
- B. The Board has incorporated Board professional development into policy. **(provide examples)**
- C. The Board holds a retreat outside of a regular meeting with a component offering professional development. **(provide copy of agendas)**

### 3. Policy

#### Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. **(provide procedure)**
- B. The Board has a regular process for reviewing policies every three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as “living documents,” by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version. **(provide URL)**
- H. The Board has a Code of Ethics. **(provide Code of Ethics)**

#### Level Two (minimum of three)

- A. The Board relates applicable agenda items to appropriate policies. **(provide sample agendas that show this practice)**
- B. Policy discussions are a regular part of Board meetings. **(provide agendas where this takes place)**
- C. The Board has adopted a policy addressing diversity equity, and inclusion. **(provide policy)**
- D. The Board has adopted a policy on civility. **(provide policy)**

### 4. Community Relations

#### Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. **(provide copy)**
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. **(provide copies of two recent agendas)**
- C. The Board seeks active community involvement with the schools. **(provide examples)**
- D. The Board demonstrates cooperation with news media. **(describe)**

- E. The Board promotes the school system to the public. **(provide copies of information disseminated)**
- F. The Board disseminates information to the public on its decisions in a unified, timely manner. **(provide copy of information provided)**

#### Level Two (minimum of two)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. **(provide agenda and report the end results of the program)**
- B. The Board has successfully worked with other community leaders. **(provide description and/or supporting documentation)**
- C. The Board works with the community’s local cable access channel. **(provide description)**
- D. The Board works with other Boards of Education. **(provide description)**

### 5. Related Organizational Leadership

#### Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors. **(provide name)**
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. **(provide name(s))**
- C. One or more Board members actively serve on a RESC Board. **(provide name(s) and RESC)**
- D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. **(provide name(s))**
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. **(provide name(s))**
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. **(provide resolution(s))**
- G. The Board ensures that all collective bargaining agreements and the superintendent’s contract are sent in a timely manner to CABE’s Negotiations Service. **(provide date information sent)**





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To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application. If the majority votes in favor, the Board Chair and Superintendent should sign below **(please attach minutes)**.

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date