

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES
INSTRUCTIONS**

Each Board Member and each administrator is asked to evaluate the Board’s effectiveness and to rate the Board on each criterion, using a number on a scale from 1 through 5, as follows:

1 = poor 2 = inadequate 3 = adequate 4 = good 5 = excellent

The Board Chairperson will collect all copies of the rating instrument (to be completed by March 1st), tally the scores, determine the composite average and record it on a graph. Each member of the board will be given a copy of the composite results. The results will be discussed and explained at the annual goal-setting meeting (April/May).

<u>Individual Rating</u>	<u>Composite Rating</u>	
_____	_____	A. <u>RELATIONSHIP WITH THE SUPERINTENDENT</u>
_____	_____	1. Establishes written policies for the guidance of Superintendent in the operation of the schools.
_____	_____	2. Provides the Superintendent with a clear statement of the expectations of performance and personal qualities against which he/she will be measured periodically.
_____	_____	3. Engenders confidence in the Superintendent by inviting communication from him/her.
_____	_____	4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent.
_____	_____	5. Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent.
_____	_____	6. Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when needed.
_____	_____	7. Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.
_____	_____	8. Provides opportunity and encouragement for professional growth of the Superintendent.
_____	_____	9. Provides time for the Superintendent to plan.
_____	_____	10. Takes the initiative in maintaining a professional salary for the Superintendent comparable with salaries paid for familiar responsibility in and out of the profession
_____	_____	11. Encourages attendance of citizens at Board meetings.
_____	_____	12. Actively fosters cooperation with various news media for the dissemination of information about the school program.
_____	_____	13. Insures a continuous planned program of public information regarding the schools.

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES
INSTRUCTIONS (Continued)**

Individual Rating **Composite Rating**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. COMMUNITY RELATIONSHIPS

- 14. Participates actively in community affairs
- 15. Channels all concerns, complaints, and criticisms of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required.
- 16. Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.
- 17. An individual Board member does not commit him/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.
- 18. Encourages citizen participation in an advisory capacity in the solution of specific problems.
- 19. Is aware of community attitudes and the special interest groups which seek to influence the district's program.

Individual Rating **Composite Rating**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C. BOARD MEETINGS

- 20. Has established written procedures for conducting meetings which include ample provision for the public to be heard but prevents a single individual or group from dominating discussions.
- 21. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively.
- 22. Selects a chairman on the basis of his/her ability to properly conduct a meeting rather than on seniority or rotation.
- 23. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.
- 24. Definitive action is withheld until asking if there is a staff recommendation and what it is.
- 25. Care is used in criticizing a staff recommendation.
- 26. The privilege of holding over matters for further study is not abused.

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES
INSTRUCTIONS (Continued)**

Individual Rating **Composite Rating**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

D. STAFF AND PERSONNEL RELATIONSHIPS

- 27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.
- 28. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.
- 29. Develops sound personnel policies, involving the staff when appropriate.
- 30. Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.
- 31. Makes provision for the complaints of employees to be heard and after full study if staff dissatisfaction is found to exist and takes action to correct the situation through appropriate administrative channels.
- 32. Is receptive to suggestions for improvement of the school system.
- 33. Encourages professional growth and increased competency through: A. attendance by staff members at educational meetings; b. training on the job; c. salary increments which recognize training and experience beyond minimum qualifications for a given position.
- 34. Makes the staff aware of the esteem in which it is held.
- 35. Provides a written policy protecting the academic freedom of teachers.

Individual Rating **Composite Rating**

_____	_____
_____	_____
_____	_____
_____	_____

E. RELATIONSHIP TO INSTRUCTIONAL PROGRAMS

- 36. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements.
- 37. Realistically faces the community to support a quality education for its children.
- 38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
- 39. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES
INSTRUCTIONS (Continued)**

- | | | |
|--|--|---|
| | | 40. Weighs all decisions in terms of what is best for the student. |
| | | 41. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated. |
| | | 42. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in school boards, associations, conferences, and meetings of other educational groups and by reading selected books and periodicals. |

<u>Individual Rating</u>	<u>Composite Rating</u>
---------------------------------	--------------------------------

F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

- | | | |
|--|--|--|
| | | 43. Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program. |
| | | 44. Takes the leadership in suggesting and securing community support for additional financing when necessary. |
| | | 45. Establishes written policies which will ensure efficient administration of purchasing, accounting, and payroll procedures, and the risk management program. |
| | | 46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district. |
| | | 47. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance. |

<u>Individual Rating</u>	<u>Composite Rating</u>
---------------------------------	--------------------------------

G. PERSONAL QUALITIES EACH BOARD MEMBER EXHIBITS.

- | | | |
|--|--|---|
| | | 48. A sincere and unselfish interest in public education and in the contribution it makes to the development of children. |
| | | 49. A knowledge of the community which the school system is designed to serve. |
| | | 50. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question. |

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES
INSTRUCTIONS (Continued)

- | | | |
|-------|-------|---|
| _____ | _____ | 51. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached. |
| _____ | _____ | 52. A respect for, and interest in, people and ability to get along with them. |
| _____ | _____ | 53. A desire to work through defined channels of authority and responsibility. |
| _____ | _____ | 54. A willingness to devote the necessary time to become an effective Board member. |

Reference Policy BA