

EVALUATION OF BOARD EFFECTIVENESS

In order to better ensure that the Board of Education is functioning as effectively as possible, it will conduct an annual assessment of its effectiveness using the following criteria and rating scale.

E = Excellent
S = Satisfactory
U = Unsatisfactory

BOARD MEETINGS:

THE BOARD:

	E	S	U
1. reviews agenda and background materials well in advance of meeting	_____	_____	_____
2. makes public feel welcome; provides agenda, minutes, and related materials	_____	_____	_____
3. assures facilities are functional and accessible	_____	_____	_____
4. does not present new issues of complex nature for immediate action	_____	_____	_____
5. does not abuse privilege of tabling important issues	_____	_____	_____
6. follows proper parliamentary procedure	_____	_____	_____
7. makes proper distinctions between Board's governing role and the administrative role of Superintendent and his/her staff	_____	_____	_____
8. allows for staff input and Superintendent's recommendation on key issues	_____	_____	_____
9. ensures that a good public participation policy is in effect and uses it appropriately	_____	_____	_____

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|-----|--|-------|-------|-------|
| 10. | endeavors to make productive use of meeting time | _____ | _____ | _____ |
| 11. | selects officers on basis of ability | _____ | _____ | _____ |
| 12. | conducts all meetings in accordance with the statute regarding public meetings | _____ | _____ | _____ |
| | | _____ | _____ | _____ |
| | | _____ | _____ | _____ |

BOARD-COMMUNITY RELATIONS:

THE BOARD:

- | | | | | |
|----|---|-------|-------|-------|
| 1. | actively seeks input from community in establishing goals and objectives | _____ | _____ | _____ |
| 2. | provides productive support to parent and other school support organizations | _____ | _____ | _____ |
| 3. | maintains close working relationship with other units of government | _____ | _____ | _____ |
| 4. | monitors State/Federal education legislation and takes action when necessary or appropriate | _____ | _____ | _____ |
| 5. | maintains effective two-way communication with residents within the District area | _____ | _____ | _____ |
| 6. | supports a productive relationship between District and the media | _____ | _____ | _____ |
| 7. | provides for the use of facilities and resources in meeting needs of community | _____ | _____ | _____ |
| 8. | secures community support for the District's educational program | _____ | _____ | _____ |
| 9. | makes use of an effective complaint policy and procedure | _____ | _____ | _____ |
| | | _____ | _____ | _____ |
| | | _____ | _____ | _____ |

BOARD-ADMINISTRATOR RELATIONS:

THE BOARD:

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|----|--|-------|-------|-------|
| 1. | evaluates the Superintendent and the _____ on a regular basis | _____ | _____ | _____ |
| 2. | assures that all other personnel are evaluated on a regular basis | _____ | _____ | _____ |
| 3. | works with the administration in a spirit of mutual trust and confidence | _____ | _____ | _____ |
| 4. | recognizes the Superintendent as chief executive officer and educational leader of the District | _____ | _____ | _____ |
| 5. | provides encouragement and adequate opportunities for professional growth | _____ | _____ | _____ |
| 6. | avoids interfering with the administrative duties of the District and its schools | _____ | _____ | _____ |
| 7. | solicits input from the Superintendent and members of his/her staff in the development of Board policies | _____ | _____ | _____ |
| 8. | addresses potential problems between Board and administrators at earliest opportunity | _____ | _____ | _____ |
| 9. | defends administrators from unjust and unfounded criticism | _____ | _____ | _____ |

BOARD-STAFF RELATIONS:

THE BOARD:

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|----|---|-------|-------|-------|
| 1. | adopts appropriate personnel policies | _____ | _____ | _____ |
| 2. | refers complaints to appropriate personnel for discussion | _____ | _____ | _____ |
| 3. | establishes and maintains necessary management rights in labor agreements | _____ | _____ | _____ |

EDUCATIONAL PROGRAM:

THE BOARD:

- 1. establishes and then reviews annually a set of educational goals which clearly defines what students should accomplish as a result of their experience in school _____
- 2. uses a clear, complete set of criteria and standards to assess educational goals and outcomes _____
- 3. conducts a regular, periodic assessment of progress toward accomplishment of educational goals and outcomes _____
- 4. reviews and approves additions and deletions to the curriculum _____
- 5. provides for equal access to all curricular and co-curricular activities and programs _____
- 6. encourages suggestions for curriculum improvement from students, staff, and community _____
- 7. balances the overall needs of students and community with the concerns of special interest groups _____
- 8. maintains policies that ensure privacy of student records _____
- 9. encourages a positive approach to student discipline, and safeguards the rights of students to due process _____

PERSONAL QUALITIES:

EACH BOARD MEMBER:

- 1. abides by the Bylaws of the Board and its Code of Ethics _____

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|----|---|-------|-------|-------|
| 2. | keeps the education and welfare of children as a primary concern | _____ | _____ | _____ |
| 3. | understands the use of compromise and abides by decisions reached through compromise | _____ | _____ | _____ |
| 4. | channels complaints and potential problems to appropriate parties | _____ | _____ | _____ |
| 5. | makes the time commitment necessary to become an informed and effective Board member | _____ | _____ | _____ |
| 6. | reaches decisions on the merits of issues and on the basis of best available evidence | _____ | _____ | _____ |
| 7. | participates in useful in-service programs at regional, State, and national levels | _____ | _____ | _____ |
| 8. | maintains open and honest communications with other Board members and administrators | _____ | _____ | _____ |

ADDITIONAL COMMENTS: