

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Instruction

Each board member and each administrator asked to evaluate the board's effectiveness is to rate the board on each criterion, using a number on a scale from 1 to 5.

The Key: 1--Poor 2--Inadequate 3--Adequate 4--Good 5--Excellent

The board chairman or superintendent will collect all copies of the rating instrument, tally the scores, determine the composite average, and record it on the graph provided. Each member of the board will be given a copy of the composite results.

Individual Rating Composite Rating

A. RELATIONSHIP WITH SUPERINTENDENT

- 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 expectation of performance and personal qualities against which he/she will be measured periodically.
3. Engenders confidence in the superintendent by inviting communication from the superintendent.
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the superintendent.

Individual Rating Composite Rating

<u>Individual Rating</u>	<u>Composite Rating</u>	
_____	_____	13. Insures a continuous planned program of public information regarding the schools.
_____	_____	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. 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.
_____	_____	17. Encourages citizen participation in an advisory capacity in the solution of specific problems.
_____	_____	18. 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

19. Has established written procedures for conducting meetings which include ample provision of the public to be heard but prevents a single individual or group from dominating discussions.

20. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the board and its administrative staff effectively.

21. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.

22. 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.

23. Care is used in criticizing a staff recommendation.

24. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.

25. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

<u>Individual Rating</u>	<u>Composite Rating</u>	D. <u>STAFF AND PERSONNEL RELATIONSHIPS</u>
_____	_____	26. Develops sound personnel policies, involving the staff when appropriate.
_____	_____	27. Authorizes the employment or dismissal of staff members only upon the recommendation of the superintendent.
_____	_____	28. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.
_____	_____	29. Is receptive to suggestions for improvement of the school system.
_____	_____	30. Encourages professional growth and increased competency through: <ul style="list-style-type: none"> a. Attendance by staff members at educational meetings. b. Training on the job.
_____	_____	31. Makes the staff aware of the esteem in which it is held.
_____	_____	32. Provides a written policy protecting the academic freedom of teachers.

Individual Rating	Composite Rating	E. <u>RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM</u>
_____	_____	33. Understands the instructional program and the general restrictions imposed on it by the legislature, the state board of education, and college and university requirements.
_____	_____	34. Realistically faces the community to support a quality education for its children.
_____	_____	35. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
_____	_____	36. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.
_____	_____	37. Weighs all decisions in terms of what is best for the students.
_____	_____	38. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.
_____	_____	39. Keeps abreast of new development in course content and teaching techniques through attendance and participation in school boards association conferences and meetings of other educational groups and by reading of selected books and periodicals.

Individual Rating	Composite Rating	F. <u>RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS</u>
_____	_____	40. Equates the income and the 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
_____	_____	41. Takes leadership in suggesting and securing community support for additional financing when necessary.
_____	_____	42. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.
_____	_____	G. <u>PERSONAL QUALITIES</u>
_____	_____	43. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
_____	_____	44. A knowledge of the community which the school system is designed to serve.
_____	_____	45. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willing-ness to hear and consider all sides of a controversial question.
_____	_____	46. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.
Individual Rating	Composite Rating	

47. A respect for, and interest in, people and the ability to get along with them.

48. A desire to work through defined channels of authority and responsibility.

49. A willingness to devote the necessary time to become an effective board member.

ADOPTION: October 1994