



FORM - 210.1

BOARD SELF-EVALUATION

The purpose of this self-evaluation is for each member of the board to assess his/her performance and to determine the areas on which a board member needs to have more focus to. This self-evaluation is created in anticipation to achieve the following:

- recognize individual and group accountabilities
- have open communications among the members of the Board
- gain insight into decision-making
- improve Board professionalism
- have a clear understanding of roles and responsibilities
- identify strengths and weaknesses
- to have an effective and productive goal setting

The information that will be gathered herein should be utilized in a positive and productive manner by focusing on self-improvement and effectiveness.

Board self-evaluation shall be performed annually and a summary of the evaluation results will be used to identify the areas of strength and weaknesses in order to improve.

BOARD SELF-EVALUATION

Section 1 Board						
1. Displays a sincere and unselfish interest in education, which develops and contributes to the growth of students.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
2. Possesses an understanding of the educational needs of the community.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
3. Weighs all decisions in terms of what is best for the students of the school system.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
4. Is independent and open-minded and respects the decisions of individual board members and administrators on various issues.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
5. Strives to improve boardsmanship skills by keeping abreast of educational issues and attending educational workshops and conferences.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
6. Conducts all board meetings in a business-like manner, following accepted procedures and rules.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
7. Devotes time to matters pertaining to policy, planning and evaluation.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
8. Has procedures, as agreed upon between the board and the superintendent, for developing the agenda and getting materials to board members in advance of meetings.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
9. Makes a sincere effort to be informed on all agenda items prior to meetings.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
10. Treats its own members and the professional staff with respect during the meetings.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
11. Adheres to its adopted code of ethics.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
12. Board members are able to speak their minds without fear of being ostracized.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
13. When faced with an important issue, the board often "brainstorms," generating a list of creative approaches or solutions to the problem.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
14. Board leadership goes out of its way to make sure that all members have the same information on important issues.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	

BOARD SELF-EVALUATION

Section 2 Board/Superintendent Relations										
1. Recognizes the superintendent as its chief executive officer and seeks his or her recommendations on all pertinent matters.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					
2. Works with the superintendent in a spirit of mutual confidence. The board respects the daily executive responsibility of the superintendent and the superintendent respects the governance responsibility of the board.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					
3. Delegates to the superintendent and staff the responsibility of administering board policy and implementing board decisions.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					
4. Doesn't infringe on the superintendent's area of administration and follows procedures as agreed upon by the board and superintendent in communicating with the staff.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					
5. Refrains from public criticism of the superintendent /staff.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					
6. Encourages the superintendent to participate in professional associations and activities.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					
7. Provides, through policy, a clear set of expectations of performance and personal qualities against which the superintendent will be measured periodically.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A					

BOARD SELF-EVALUATION

Section 3 Policy and Planning										
1. Understands its function and role as a policy-making body.	Frequently	Occasionally			Rarely			Never		N/A
	10 9 8	7	6	5	4	3	2	1	0	
2. Develops sound written policies and maintains an up-to-date, organized policy manual, which provides a read access to each policy.	Frequently	Occasionally			Rarely			Never		N/A
	10 9 8	7	6	5	4	3	2	1	0	
3. Cooperatively establishes policies with the administration for the operation of the schools.	Frequently	Occasionally			Rarely			Never		N/A
	10 9 8	7	6	5	4	3	2	1	0	
4. Provides for periodic policy review and revision.	Frequently	Occasionally			Rarely			Never		N/A
	10 9 8	7	6	5	4	3	2	1	0	
5. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	Frequently	Occasionally			Rarely			Never		N/A
	10 9 8	7	6	5	4	3	2	1	0	

BOARD SELF-EVALUATION

Section 4 Financial Management												
1. Equates the income and expenditures of the school system in terms of the quality of education that should be provided.	Frequently 10 9 8			Occasionally 7 6 5			Rarely 4 3 2			Never 1 0		N/A
2. Requires proper accountability for the expenditure of school funds.	Frequently 10 9 8			Occasionally 7 6 5			Rarely 4 3 2			Never 1 0		N/A
3. Takes the leadership in suggesting and securing additional financing when necessary.	Frequently 10 9 8			Occasionally 7 6 5			Rarely 4 3 2			Never 1 0		N/A
4. Understands the basic principles of school finance,	Frequently 10 9 8			Occasionally 7 6 5			Rarely 4 3 2			Never 1 0		N/A
5. Adopts a process and timeline for the preparation of the budget.	Frequently 10 9 8			Occasionally 7 6 5			Rarely 4 3 2			Never 1 0		N/A
6. Monitors the financial status of the school system monthly.	Frequently 10 9 8			Occasionally 7 6 5			Rarely 4 3 2			Never 1 0		N/A

BOARD SELF-EVALUATION

Section 5 Personnel Relations						
1. Has sound personnel policies, including job descriptions.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
2. Approves the employment and assignment of staff members only upon the recommendation of the superintendent.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
3. Encourages professional growth and increased competency of the staff through attendance at educational meetings and staff development activities.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
4. Ensures that personnel policies provide clear guidelines for employment and for employee grievances and benefits.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
5. Ensures that an effective evaluation system is in use for all employees, including the superintendent of schools.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
6. Provides input from school system personnel when relevant.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
7. Adopts a compensation plan that draws and/or retains a highly qualified staff.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	

BOARD SELF-EVALUATION

Section 6 Board/Instructional Programs					
1. Ensures that school educational goals are established and communicated to all concerned.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A
2. Recommends that recommendations to modify the instructional program include a statement of desired program outcomes and a plan for evaluating the academic and fiscal impact of the program.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A
3. Provides a mechanism to continually revise/update the instructional program.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A
4. Understands the local instructional programs and the basic curriculum goals of the school.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A
5. Encourages the participation of the professional staff, the public, and students in the development of the curricula where appropriate.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A
6. Keeps abreast of new developments in curricula content and teaching strategies through participation in conferences and meetings.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A

BOARD SELF-EVALUATION

Section 7 Board/Community Relations						
1. Refrains from committing to a position on an issue before all relevant facts are presented.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
2. Refrains from speaking for the board on issues on which the board has no official position.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
3. Has an established procedure whereby members of the school community may speak regarding items on (or not on) the agenda at board meetings.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
4. Has an established procedure for disseminating information on crisis situations and controversial issues.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
5. Provides, through policy, a procedure by which the board deals with complaints from the public.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	
6. Strives to maintain an open dialogue with the state governmental leaders.	Frequently 10 9 8	Occasionally 7 6 5	Rarely 4 3 2	Never 1 0	N/A	