

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual Board member is measured at election time. However, that is not enough. Each Board should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

Board Meetings - Official action can be taken only when the Board is in session. Therefore, each meeting must be organized for maximum efficiency.

Adequate	Inadequate	The Board of Education:
_____	_____	receives agenda and background materials well in advance of meeting
_____	_____	makes public fees welcome; provides agenda, minutes and related materials
_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public
_____	_____	does not present new issues of complex nature for immediate action
_____	_____	does not abuse privilege of tabling important issues
_____	_____	demonstrates knowledge and use of good parliamentary procedure
_____	_____	makes distinction between Board's role and function of administrators
_____	_____	expects staff input and Superintendent's recommendation on key issues
_____	_____	ensures that a good public participation policy is in effect
_____	_____	endeavors to make most productive use of meeting time
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

Adequate Inadequate The Board of Education:

Board-Community Relations - The schools belong to the people. As elected officials, Board members have the responsibility to be representative, to be responsive and to be effective as agents of change.

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| _____ | _____ | actively seeks input from community in establishing goals and objectives |
| _____ | _____ | gives full support and cooperation to PTA and other citizens |
| _____ | _____ | establishes close working relationship with other units of government |
| _____ | _____ | is actively involved in State and Federal education legislation |
| _____ | _____ | maintains effective two-way communication between school officials and residents of the District |
| _____ | _____ | ensures best possible relationship between school District officials and the media |
| _____ | _____ | makes best use of facilities and resources in meeting needs of community |
| _____ | _____ | provides leadership in securing maximum community support for a good educational program |
| _____ | _____ | approves annual budget within resources that can be certified in the "fiscal certificate" |
| _____ | _____ | adopts policies which ensure sound management and fiscal control |

Board-Administrator Relations - A good Board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, if a good program will exist in districts with poor Board-administrator relations.

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| _____ | _____ | evaluates performance of Superintendent and Treasurer on a regular basis |
| _____ | _____ | assures that all other personnel are evaluated on a regular basis by Superintendent and staff |
| _____ | _____ | works and plans with administration in spirit of mutual trust and confidence |
| _____ | _____ | recognizes Superintendent as chief executive officer and educational leader of the District |
| _____ | _____ | provides administrators encouragement and opportunity for professional growth |

Adequate	Inadequate	The Board of Education:
_____	_____	avoids interference with duties which are the responsibility of administrators
_____	_____	solicits input from professional staff in development of Board policies
_____	_____	addresses potential problems between Board and administrators at earliest opportunity
_____	_____	is willing to defend administrators from unjust and unfounded criticism
_____	_____	has explored the management team concept of operating the schools

Board-Staff Relations - Good education depends on good teachers. It is incumbent on Boards to seek maximum input from staff on educational issues while retaining the authority and responsibility for the operation of the schools.

_____	_____	approves job descriptions for all approved positions
_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, in-service programs, visitations and conferences
_____	_____	refers complaints to appropriate person for discussion
_____	_____	preserves and maintains adequate management rights in any labor relations agreement

Instructional Program - The purpose of public schools is to provide educational opportunities for all students. To this end, it must be determined what are educationally valuable experiences and how they can best be delivered.

_____	_____	provides equal access to curriculum and co-curricular activities for all students
_____	_____	approves course additions and deletions to the curriculum
_____	_____	balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
_____	_____	encourages suggestions for curriculum improvement from students, staff and community
_____	_____	safeguards the privacy of student records encourages a positive approach to student discipline safeguards the rights of students to due process

Adequate	Inadequate	The Board of Education:
_____	_____	provides policies that implement the educational standards of the State Board of Education

Personal Qualities - Maximum results as a school board member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities.

Adequate	Inadequate	As a Board of Education member, I:
_____	_____	keep the education and welfare of children as my primary concern
_____	_____	represent the best interests of all patrons rather than special interest groups
_____	_____	understand the need for compromise; abide by decisions of the majority
_____	_____	channel complaints and potential problems to proper authority
_____	_____	have made the time commitment necessary to become an informed and effective Board member
_____	_____	reach decisions on the merits of issues and on the basis of best available evidence
_____	_____	participate in inservice programs at regional, State and national levels
_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf
_____	_____	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible
_____	_____	am familiar with and abide by the OSBA Code of Ethics

Additional Comments: _____
