

**SERIES 100
BOARD OF EDUCATION**

Administrative Exhibit 152

BOARD SELF-EVALUATION FORM

Part I - Individual School Board Member Performance Worksheet

Please complete the following personal assessment of your boardsmanship before completing Part II - the School Board Evaluation. This individual evaluation will not be shared, but is for your review only.

	Always	Frequently	Sometimes	Occasionally	Never
I familiarize myself with school policies and laws which are important for meetings.					
I attend all School Board Meetings.					
I read the agenda and supporting material prior to the Board meeting.					
I reserve all decisions on matters until the Board is in session.					
I keep personal matters personal and discuss non-related concerns at appropriate times and places.					
I use the chain of command and direct questions to the superintendent when contacted by a district resident.					
I attend WASB workshops and meetings.					
I read school publications sent to my home.					
I visit schools within the district.					
I am informed about community feelings toward the schools.					
I respect the superintendent's office and refrain from unwarranted interferences in the administrator's affairs.					
I believe in long-range planning and recognize that changing trends change school needs.					
I believe the district should place great emphasis on professional growth.					
I know that I have no authority as a Board member except when the Board is legally in session. Board officers have specific duties that are occasionally performed outside of Board sessions.					

I rely on the superintendent to provide the Board with accurate information on the school system.					
I take part in Board in-service and orientation programs.					
Even though I may disagree, I support publicly positions taken by the whole Board.					
I work toward mutual trust between Board members and administration and keep criticism of either to private sessions.					
I recognize that governance and policy duties belong to the Board and administrative duties belong to the district's administrators.					
I support budgetary provisions and encourage the professional growth of the superintendent.					
I support strong professional growth programs for all school personnel.					
I attend PTA, concerts, plays, athletic contests, and other school events.					
I am familiar with the budgeting process of the district.					
I am familiar with the curriculum and graduation requirements of the district.					

Part II – Assessment of School Board’s Performance

The following list pertains to the operation of the school Board and is the basis for an annual self-evaluation of the Board. Please rate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>Board Relationship with the Superintendent</i>				
The Board keeps the superintendent informed on issues, needs, and complaints in a manner allowing him/her the opportunity to solve related problems in a professional manner.				
The Board clearly interprets its position on controversial matters pertaining to the school district, thereby enabling the superintendent to properly carry out the wishes of the Board.				
The Board supports the superintendent’s administrative regulations and decisions to the public and staff members and relays and disagreement in a private or executive session.				
The Board disregards personalities and considers the recommendations of the superintendent in an unbiased and objective manner.				
<i>Board Relationship with the Community</i>				
The Board recognizes that their fellow citizens have entrusted them with the educational development of the children and youth of this community.				
The Board recognizes that the community expects their first and greatest concern to be in the best interest of all students in the district without distinction as to who they are or what their background may be.				
The Board enacts policies supporting the efforts of the administration in helping all the people of this community to have all the facts all the time about their schools including the status of student performance in the district.				
<i>Board Relationship Between Members During Meeting</i>				
Individual members of the Board treat other members of the Board and professional staff with respect during Board meetings.				
Differences of opinion influencing Board member votes are based on the issues at hand and not on personalities.				
Each member of the Board conducts himself/herself in such a manner as to emphasize that individual Board members have authority only when convened in a legally conducted Board meeting with at least a quorum present.				
<i>Board Relationships with Staff and Personnel</i>				

The Board delegates hiring of the staff to the superintendent and holds him/her accountable to broad parameters defined in policies.				
The Board creates a climate of support for staff in the district.				
The Board members maintain personal friendships with district personnel without allowing them to affect overall Board decisions and/or policies.				
<i>Board Relationship to the Financial Management of the Schools</i>				
The Board establishes the policies and provides the necessary resources to properly manage the finances of the school district.				
The Board requires the proper accountability for the expenditure of funds in the school district.				
The Board provides justified funding to maintain an educational program in this district that is based on the belief that all students can learn at high levels.				
The Board keeps the community informed about the financial needs of the school				

Summary:

1. List areas of strength. In what areas are we doing really well?

2. List areas where the Board could improve.

3. What would be the most important thing the board needs to work on first? What will have the greatest impact on student learning?

4. What do we need to learn as a Board team? Where can we get the information we need to improve? Who will teach us? When can we take the time to learn?

Legal Reference:
Cross References:

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