

**BAA-E**

*October 5, 2017 Consensus*

**EXHIBIT**

**EVALUATION OF SCHOOL BOARD /  
BOARD SELF-EVALUATION  
(Annual Self-Appraisal of the Governing Board)**

The following list of items pertaining to the operation of the Governing Board is the basis for an annual self-evaluation. This may be carried out in conjunction with the annual evaluation of the Superintendent.

Please check the appropriate box for each item (S = satisfactory, N = needs improvement, U = unsatisfactory).

**A. Board Relationship with the Superintendent:**

S N U

- (1) The Board imparts information on issues, needs, and complaints in a manner allowing the Superintendent the opportunity to solve related problems in a professional manner.
- (2) The Board clearly interprets its position on controversial matters pertaining to the District, thereby enabling the Superintendent to properly carry out the wishes of the Board.
- (3) The Board disregards personalities and considers the recommendations of the Superintendent in an unbiased and objective manner.
- (4) The Board communicates views of personnel effectiveness, including views related to the Superintendent, in a confidential and professional manner.

**B. Board Relationship with the Community: (Commitment to continuous improvement)**

S N U

- (1) The Board recognizes that the citizens have entrusted them with the educational development of the children and youth of this community.
- (2) The Board recognizes that the community expects their first and greatest concern to be in the best interest of each and every one of the young people without distinction as to who they are or what their background may be.

- (3) The Board enacts policies supporting the efforts of the administration in helping the people of this community to have the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.

**C. Board Relationships Between Members During Meetings:**

S N U

- (1) Individual members of the Board treat other members of the Board and professional staff with respect during Board meetings.
- (2) Differences of opinion influencing Board member votes are based on the issues at hand and not on a personality basis.
- (3) All members of the Board conduct themselves 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.

**D. Board Relationships with Staff and Personnel:**

S N U

- (1) The Board requires the Superintendent to recommend personnel for their consideration and consistently adheres to this procedure.
- (2) The Board members make every effort to become acquainted with the personnel of the District.
- (3) The Board members' personal friendships with District personnel are maintained without allowing them to affect overall Board decisions and/or policies.

**E. Board Relationship to the Instructional Program: (Commitment to continuous improvement)**

S N U

- (1) The Board makes an effort to keep informed about the instructional program by providing for periodic reports as deemed necessary and by periodic visitation in the schools.
- (2) The Board attempts to gain information from the community pertaining to instructional program needs.
- (3) The Board maintains policies necessary to enable the educational staff to develop the educational program required to meet the needs of the community.

## **F. Board Relationship to the Financial Management of the Schools:**

### S N U

- (1) The Board establishes the policies and provides the necessary resources to properly manage the finances of the District.
- (2) The Board requires the proper accountability for the expenditure of funds in the District.
- (3) The Board provides justified funding to maintain a high quality educational program in this District.
- (4) The Board keeps the community informed about the financial needs of the District.

## **G. General Statements:**

(1) List ~~in order of priority~~ the ~~four~~ (4) major problems the Board faces:

- Attracting and Retaining qualified and highly skilled teachers
- Implementing responsible fiscal practices for a sustainable budget- reducing vs. adding; ensuring that dollars are spent for an educational purpose.
- Focus on Product vs. Process - Our product is an “educated student”; Are we inhibiting effectiveness by overemphasizing process? Have we defined our “product”?
  - How do we measure Success?
    - Academic
    - Social/Emotional
    - Physical
- Enforce our Policies – e.g., dress policy for staff; dress policy for students
- Appropriate use of Technology / resources - what are the instructional priorities? The parameters?
- Mental Health Crisis

(2) List any weaknesses you have observed in the operation of the school system:

- How do we stimulate parent involvement outside of PTA?
- How do we ensure our program articulates with post secondary expectations?

(3) List any significant accomplishments made by the school system during the past year:

- Override and Bond Passage
- More Open Communication
- Employee Benefit Trust Reorganization and Streamlining
- Mission Statement
- Greater Financial Transparency
- Professional Leadership