

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES**

<u>Areas of Responsibility</u>	<u>Degrees of Success</u>				
	Poor	Inadequate	Adequate	Good	Excellent
<b>A. RELATIONSHIP WITH SUPERINTENDENT</b>					
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 available background data and consideration of the recommendation of the superintendent.	—	—	—	—	—
5. Requests information through the superintendent and only from staff members with the knowledge of the superintendent.	—	—	—	—	—
6. Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary.	—	—	—	—	—
7. Matters tending to alienate either board members or superintendent are discussed immediately rather than being permitted to fester and deteriorate.	—	—	—	—	—
8. Provides opportunity and encouragement for professional growth of the superintendent.	—	—	—	—	—
9. Provides time for the superintendent to plan.	—	—	—	—	—
10. Takes the initiative in maintaining a professional salary for the superintendent comparable with salaries paid for similar responsibility in and out of the profession.	—	—	—	—	—
11. Does not overly involve itself in administrative management of the school district and recognizes the distinction between administration and policy setting.	—	—	—	—	—
<b>B. COMMUNITY RELATIONSHIPS</b>					
12. Encourages attendance at board meetings.	—	—	—	—	—

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13. Actively fosters cooperation with various news media for the dissemination of information about the school program.	___	___	___	___	___
14. Insures a continuous planned program of public information regarding the schools.	___	___	___	___	___
15. Participates actively in community affairs.	___	___	___	___	___
16. Channels all concerns, complaints, and criticisms of the school system through the superintendent for study with the expectation that he will report back to the board if action is required.	___	___	___	___	___
17. Protects the superintendent from unjust criticism and the efforts of vocal special interest groups.	___	___	___	___	___
18. 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 requires merely a recitation of facts about the school system.	___	___	___	___	___
19. Encourages citizen participation in advisory capacity in the solution of specific problems.	___	___	___	___	___
20. Is aware of community attitudes and the special interest groups which seek to influence the district's program.	___	___	___	___	___
<b>C. BOARD MEETINGS</b>					
21. Has established written procedures for conducting meetings which include ample provision for the public to be heard but prevents a single individual or group from dominating discussions.	___	___	___	___	___
22. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the board and its administrative staff effectively.	___	___	___	___	___
23. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.	___	___	___	___	___
24. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda.	___	___	___	___	___
25. Definitive action is withheld until asking if there is a staff recommendation and what it is.	___	___	___	___	___
26. Care is used in criticizing a staff recommendation.	___	___	___	___	___
27. The privilege of holding over matters for further study is not abused.	___	___	___	___	___
28. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.	___	___	___	___	___
29. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.	___	___	___	___	___

	Poor	Inadequate	Adequate	Good	Excellent
<b>D. STAFF AND PERSONNEL RELATIONSHIPS</b>					
30. Develops sound personnel policies, involving the staff when appropriate.	—	—	—	—	—
31. Authorizes the employment or dismissal of staff members only upon the recommendation of the superintendent.	—	—	—	—	—
32. 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.	—	—	—	—	—
33. Is receptive to suggestions for improvement of the school system.	—	—	—	—	—
34. Encourages professional growth and increased competency through:					
a. Attendance at educational meeting.					
b. Training on the job.					
c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.	—	—	—	—	—
35. Makes the staff aware of the esteem in which it is held.	—	—	—	—	—
36. Provides a written policy protecting the academic freedom of teachers.	—	—	—	—	—
<b>E. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM</b>					
37. Understands the instructional program and the general restrictions imposed on it by the Assembly, the State Board of Education, and college & university requirements.	—	—	—	—	—
38. Realistically faces the ability of the community to support a quality education for its children.	—	—	—	—	—
39. Resists the efforts of special interest groups to influence the instructional programs if the effect would be detrimental to the students.	—	—	—	—	—
40. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.	—	—	—	—	—
41. Weighs all decisions in terms of what is best for the students.	—	—	—	—	—
42. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.	—	—	—	—	—
43. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.	—	—	—	—	—

Poor      Inadequate      Adequate      Good      Excellent

**F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS**

44.	Equates the income and expenditure 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.	___	___	___	___	___
45.	Takes the leadership in suggesting and securing community support for additional financing when necessary.	___	___	___	___	___
46.	Establishes written policies which will insure efficient administration of purchasing, accounting, and payroll procedures, and the insurance program.	___	___	___	___	___
47.	Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.	___	___	___	___	___
48.	Makes provision for long-range planning acquisition of sites, additional facilities, and plant maintenance.	___	___	___	___	___

**G. PERSONAL QUALITIES**

49.	A sincere and unselfish interest in public education and in the contribution it makes to the development of children.	___	___	___	___	___
50.	A knowledge of the community which the school system is designed to serve.	___	___	___	___	___
51.	An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.	___	___	___	___	___
52.	A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.	___	___	___	___	___
53.	A respect for, and interest in, people and ability to get along with them.	___	___	___	___	___
54.	A desire to work through defined channels to authority and responsibility.	___	___	___	___	___
55.	A willingness to devote the necessary time to become an effective board member.	___	___	___	___	___