

The Board of Education shall review the effectiveness of its internal operations at least once annually. The Superintendent of Schools and others who work regularly with the Board shall be asked to participate in this review and to suggest ways by which the Board can improve its functioning as a deliberative and legislative body.

An effective program of evaluation contains many features. The following conditions are crucial to evaluation that has as its primary purpose the improvement of school board leadership:

1. Board members should be involved in development of the standards by which they will evaluate themselves;
2. The evaluation should be a composite of the individual Board members' opinions, but the Board as a whole should meet to discuss the results;
3. The evaluation should include a discussion of strengths as well as weaknesses;
4. The Board should not limit itself to those items that appear on the evaluation form. No form or set of guidelines could encompass the totality of a school board's responsibilities; and
5. Each judgment should be supported by as much rational and objective evidence as possible.

When the Board has received the composite profiles from the evaluation, the Board members will discuss the results in detail and formulate a series of objectives for the ensuing year. These objectives will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that a board of education is capable of improvement. The chances that the Board will improve are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

Board operational procedures are presented in Series 9000 "School Board Governance and Operations".

BOARD EVALUATION

The board believes that periodic, formal and informal evaluations of its operational procedures will improve the board's performance, exemplify the kind of constructive evaluations the board encourages for all school personnel and programs, and promote a spirit of team work throughout the district. Formal evaluations also provide the board with suggestions useful to the board in establishing objectives it will strive to accomplish.

At least once each year, board members will evaluate their own performance, and that of the board as a whole, according to standards presented in the board's self-evaluation instrument. All of this information should be used by the board each year when it establishes priorities or goals it will strive to accomplish during the coming year. How well the board accomplishes its priorities or goals will be a measure of its performance in any year.

PROCEDURES FOR BOARD OF EDUCATION SELF-EVALUATION

As a regular and scheduled activity, the Board of Education will evaluate its performance.

In the discharge of this responsibility, the Board shall be guided by the following principles:

1. The instrument to be used shall be developed by the Board and include the following areas of responsibility:
 - a. Educational Leadership
 - b. Board Operations
 - c. Relationship with Superintendent
 - d. Staff: Personnel Relationship
 - e. Student Relationship
 - f. Community Relationships
 - g. instructional Program
 - h. Business & Finance
 - i. Non-Instructional Program
 - j. Board Qualities
 - k. Performance on Board Goals
 - l. Overall Effectiveness
2. Each Board member should individually complete the evaluation instrument. The evaluation of record should be a composite of the separate inputs, prepared by the Board President or a designee.
3. The Board may request the Superintendent or other staff personnel to participate in the evaluation process.
4. All Board members as a group should meet to discuss the evaluation. This discussion should cover the strengths as well as shortcomings. This discussion may be conducted during an open Board meeting.
5. The evaluation should be conducted at least annually. A follow-up discussion may be conducted during the year to discuss progress of work on areas identified for improvement.
6. All Board members should prepare for the evaluation by performing a rigorous self- evaluation of his/her involvement and activities as a member of the Board.
7. Each judgment should be supported by as much rationale and objective evidence as possible. The opinion of one Board member should not be the sole basis for judgment on an appraisal item.
8. The evaluation process should be completed no later than the end of each school year (June 30).
9. The evaluation process should be considered as one input to the process of formulating plans and Board priorities for the following year or years.
10. The President of the Board, or his/her designee, will prepare annually a written summary report of the evaluation process and present it to the Board for their information.

The evaluation instrument agreed upon shall become a part of this document, and shall be available for review by any individual not later than August 1 of the year for which it has been adopted.

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