

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

## KEY:

4.

- Commendable
- Exceeds normal standards
- A real strength
- Almost always true

3.

- Satisfactory
- Acceptable
- Meets standards
- True most of the time

2.

- Needs improvement to meet standards
- Seldom true

1.

- Unsatisfactory and fails to meet standards
- Really needs improvement
- Almost never true

0.

- Insufficient knowledge on which to evaluate
- Non-applicable

I. RELATIONSHIP WITH SUPERINTENDENT

- \_\_A. Establishes written policies for the guidance of the superintendent in the operation of the schools.
- \_\_B. Provides the superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.
- \_\_C. Engenders confidence in the superintendent by inviting communication from the superintendent.
- \_\_D. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the superintendent.
- \_\_E. Requests information through the superintendent and only from staff members with the knowledge of the superintendent.
- \_\_F. Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary.
- \_\_G. Matters tending to alienate either board members or superintendent are discussed immediately rather than being permitted to fester and deteriorate.
- \_\_H. Provides opportunity and encouragement for professional growth of the superintendent.
- \_\_I. Provides time for the superintendent to plan.
- \_\_J. Takes the initiative in maintaining a professional salary for the superintendent comparable with salaries paid for similar responsibility in and out of the profession.
- \_\_K. Does not overly involve itself in the administrative management of the school district and recognizes the distinction between administration and policy setting.

## II. COMMUNITY RELATIONSHIPS

- A. Encourages attendance at board meetings.
- B. Actively fosters cooperation with various news media for the dissemination of information about the school program.
- C. Insures a continuous planning program of public information regarding the schools.
- D. Participates actively in community affairs.
- E. Channels all concerns, complaints, and criticisms of the school system through the superintendent for study with the expectation that he/she will report back to the Board if action is required.
- F. Protects the superintendent from unjust criticism and the efforts of vocal special interest groups.
- G. An individual Board member does not commit himself/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/her requires merely a recitation of facts about the school system.
- H. Encourages citizen participation in an advisory capacity in the solution of specific problems.
- I. Is aware of community attitudes and the special interest groups which seek to influence the district's program.

## III. BOARD MEETINGS

- A. Has established written procedures for conducting meetings, which include ample provision for the public to be heard and prevents a single individual or group from dominating discussion.
- B. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively.
- C. Selects a chairperson on the basis of his or her ability to properly conduct a meeting rather than a seniority or rotation.
- D. New items of a complex nature are not introduced for action if they are not listed on the agenda but are represented for listings on a subsequent agenda.
- E. Definitive action is withheld until asking if there is a staff recommendation and what it is.
- F. Care is used in criticizing a staff recommendation.
- G. The privilege of holding over matters for further study is not abused.
- H. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.
- I. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

## IV. STAFF AND PERSONNEL RELATIONSHIPS

- A. Develops sound personnel policies, involving the staff when appropriate.
- B. Authorizes the employment or dismissal of staff members only upon the recommendation of the superintendent.
- C. 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.
- D. Is receptive to suggestions for improvement of the school system.
- E. Encourages professional growth and increased competency through:
  1. Attendance at educational meetings
  2. Training on the job
  3. Salary increments which recognize training and experience beyond minimum qualifications for a given position
- F. Makes the staff aware of the esteem in which it is held.
- G. Provides a written policy protecting the academic freedom of teachers.

V. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

- A. Understands the instructional program and the general restrictions imposed on it by the Assembly, The State Board of Education, and the college and university requirements.
- B. Realistically faces the ability of the community to support a quality education for its children.
- C. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
- D. Encourages the participation of the professional staff and, in certain cases, the public in the development of the curricula.
- E. Weighs all decisions in terms of what is best for the students.
- F. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.
- G. 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.

VI. RELATIONSHIP TO FINANCIAL MANAGEMNT OF THE SCHOOLS

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

VII. PERSONAL QUALITIES

- A. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
- B. A knowledge of the community which the school system is designed to serve.
- C. 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.
- D. A deep sense of loyalty to the other board members and respect for group decisions cooperatively reached.
- E. A respect for and interest in people and ability to get along with them.
- F. A desire to work through defined channels to authority and responsibility.
- G. A willingness to devote the necessary time to become an effective board member.