

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES**

**Instructions**

Each Board member and each administrator asked to evaluate the Board's effectiveness is to rate the Board on each criterion, using a number on a scale from 1-5.

The Key: 1 – Poor 2 – Inadequate 3 – Adequate 4 – Good 5 – Excellent

The Board Chairperson or superintendent will collect all copies of the rating instrument, tally the scores, determine the composite average, and record it on the graph provided. Each member of the Board will be given a copy of the composite results.

<b>Individual Rating</b>	<b>Composite Rating</b>	<b>A. <u>RELATIONSHIP WITH SUPERINTENDENT</u></b>
_____	_____	1. Establishes written policies for the guidance of the 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 all 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 member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate..

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES  
(continued)**

Individual Rating	Composite Rating
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|-------|-------|---|
| _____ | _____ | 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. |

**B. COMMUNITY RELATIONSHIPS**

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|-------|-------|--|
| _____ | _____ | 11. Encourages attendance of citizens at Board meetings.   |
| _____ | _____ | 12. Actively fosters cooperation with various news media for the dissemination of information about the school program.  |
| _____ | _____ | 13. Ensures a continuous planned program of public information regarding the schools.  |
| _____ | _____ | 14. Participates actively in community affairs.  |
| _____ | _____ | 15. 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. |
| _____ | _____ | 16. Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.  |

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES  
(continued)**

<b>Individual Rating</b>	<b>Composite Rating</b>	
_____	_____	17. 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/her requires merely a recitation of facts about the school system.
_____	_____	18. Encourages citizen participation in an advisory capacity in the solution of specific problems.
_____	_____	19. Is aware of community attitudes and the special interest groups which seek to influence the district's program.
 <b>C. <u>BOARD MEETINGS</u></b>		
_____	_____	20. Has established written procedures for conducting meetings which include ample provision of the public to be heard but prevents a single individual or group from discussions.
_____	_____	21. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively.
_____	_____	22. Selects a chair person on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.
_____	_____	23. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.

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(continued)**

<b>Individual Rating</b>	<b>Composite Rating</b>	
_____	_____	24. Definitive action is withheld until asking if there is a staff recommendation and what it is.
_____	_____	25. Care is used in criticizing a staff recommendation.
_____	_____	26. The privilege of holding over matters for further study is not abused.
_____	_____	27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.
_____	_____	28. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.
<b><u>D. STAFF AND PERSONNEL RELATIONSHIPS</u></b>		
_____	_____	29. Develops sound personnel policies, involving the staff when appropriate.
_____	_____	30. Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.
_____	_____	31. 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.
_____	_____	32. Is receptive to suggestions for improvement of the school system.

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES  
(continued)**

<b>Individual Rating</b>	<b>Composite Rating</b>	
_____	_____	33. Encourages professional growth and increased competency through: <ul style="list-style-type: none"> <li>a. Attendance by staff members at educational meetings.</li> <li>b. Training on the job.</li> <li>c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.</li> </ul>
_____	_____	34. Makes the staff aware of the esteem in which it is held.
_____	_____	35. Provides a written policy protecting the academic freedom of teachers.
<b><u>E. RELATIONSHIP TO INSTRUCTIONAL PROGRAM</u></b>		
_____	_____	36. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements.
_____	_____	37. Realistically faces the community to support a quality education for its children.
_____	_____	38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
_____	_____	39. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES  
(continued)**

<b>Individual Rating</b>	<b>Composite Rating</b>	
_____	_____	40. Weighs all decisions in terms of what is best for the students.
_____	_____	41. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.
_____	_____	42. Keeps abreast of new development in course content and teaching techniques through attendance and participation in School Boards association conferences and meetings or other educational groups and by reading of selected books and periodicals.
<b><u>F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS</u></b>		
_____	_____	43. 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.
_____	_____	44. Takes the leadership in suggesting and securing community support for additional financing when necessary.
_____	_____	45. Establishes written policies which will ensure efficient administration of purchasing, accounting, and payroll procedures and the risk management program.
_____	_____	46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.
_____	_____	47. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES  
(continued)**

**Individual  
Rating**

**Composite  
Rating**

**G. PERSONAL QUALITIES**

**Each Board Member Exhibits:**

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 48. A Sincere and unselfish interest in public education and in the contribution it makes to the development of children.   |
| _____ | _____ | 49. A knowledge of the community which the school system is designed to serve.  |
| _____ | _____ | 50. 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. |
| _____ | _____ | 51. A deep sense of loyalty to other Board members and respect for group decisions cooperatively reached.   |
| _____ | _____ | 52. A respect for, and interest in, people and ability to get along with them.  |
| _____ | _____ | 53. A desire to work through defined channels of authority and responsibility.  |
| _____ | _____ | 54. A willingness to devote the necessary time to become an effective Board member.   |

**See Policies BA and BAC**

**LONDONDERRY SCHOOL BOARD**

Adopted: March 29, 2005