

Board Self-Evaluation

<b>Scoring Guide:</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>No Opinion</b>
	<b>V</b>	<b>S</b>	<b>I</b>	<b>N/A</b>

- **V= Very Good**
- **S= Satisfactory**
- **I= Needs Improvement**
- **N/A= No opinion (*please only use this option if you have no experience regarding the statement*)**

**Enter a V, S, I, or N/A next to each statement.**

<b>Board Meeting/ Operations Board Performance</b>	<b>Score</b>
Our board refrains from misuse of the executive session provision as defined in the Open Meeting Law.	
We conduct our business ONLY at a properly called meeting.	
Each of our regular meeting's agendas has a purposeful focus on student learning and achievement, demonstrated through student/staff presentations, student/staff recognition and dialogue connected to students' learning and achievement.	
Our board members can honestly say, " <i>We made decisions based on information provided (and/or requested) and not on preconceived ideas.</i> "	
We as a board receive agenda material in the timeframe established in our policy allowing for adequate time to study information before the scheduled board meeting.	
COMMENTS:	

<b>Board / Superintendent</b>	<b>Score</b>
Our team has a specific and purposeful process for defining our superintendents' performance expectations and corresponding evaluation, including reflection of our district goals and the superintendent's responsibility and role in administering and leading our school towards those goals.	
The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.	
Our board maintains ongoing open lines of communication and observes the chain of command.	

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Our board understands the distinction between the board’s role and the function of the administration. We understand their primary role as policy-maker and delegate day-to-day leadership of the district to the superintendent. (ie... the board is “the navigator giving direction to the superintendent who steers the ship.)	
COMMENTS:	

<b>Student Achievement/ Instruction</b>	<b>Score</b>
Our board utilizes multiple types of student achievement data and district needs assessments to assess student success, reduce achievement gaps, and plan for improvements.	
We understand the local instructional program and the curriculum goals of the district.	
Our board requires systematic evaluation of, and feedback on the instructional program.	
Our board supports social/emotional and employability skills that increase readiness for learning and employment.	
COMMENTS:	

<b>Board and Staff</b>	<b>Score</b>
Our board provides for public recognition of staff achievements.	
Our board recognizes the importance of staff development and provides the necessary time and funds.	
Our board ensures that our actions and decisions are quickly and effectively communicated to the staff.	
COMMENTS:	

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<b>Budget</b>	<b>Score</b>
Our annual budget reflects the strategic plan and supports the district's goals and objectives for student achievement.	
Our board has a good understanding of the basic elements of the district budget.	
The board encourages input from the staff, parents, students and community members throughout the budgeting process.	
COMMENTS:	

<b>Planning / Goals/ Strategic Planning</b>	<b>Score</b>
Our board annually reviews and revises the board's goals and the district's long range plan (strategic plan) and then adopts or reaffirms district goals each year through formal board action.	
Our vision statement is widely disseminated in the district.	
The superintendent's evaluation tool and the evaluation process considers how well the superintendent has addressed the district goals.	
COMMENTS:	

<b>General/Other/ Board Development/ Team</b>	<b>Score</b>
We use data to make decisions for the betterment of youth.	
Our board takes advantage of training opportunities such as conferences and workshops relevant to board responsibilities.	
Differences and disagreements between members of the board are worked through rather than being neglected and allowed to continue.	
Each member of the board feels responsible for attaining the goals of the board ie. Our board self-improvement plan.	
Our board significantly affects what happens in our school district.	
Our board considers the superintendent's recommendation in every decision.	

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Our board is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.	
The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.	
Board members keep the importance of student achievement as their primary focus.	
COMMENTS:	

<b>Community Engagement and Communication</b>	<b>Score</b>
Our Board supports the district and schools to meaningfully engage families in ways which are linked to learning that demonstrate relational skill-building, collaborative and interactive processes (or are informed by effective practice).	
Our Board prioritizes opportunities within the district and statewide for youth to take a leadership role in decision-making, governance, climate building, and school improvement.	
Our Board ensures community, family, and youth engagement measures are built into annual accountability structures.	
The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.	
COMMENTS:	

<b>Policy</b>	<b>Score</b>
The Board ensures the District policy manual is up-to-date and comprehensive.	
The board makes updated policy manuals available for district employees, students and the public.	
Our board uses board policy as a basis for decision-making.	
We provide for periodic policy review and revision as appropriate.	

