

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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 an evaluation that has as its primary purpose the improvement of school board leadership:

1. Board members shall be involved in development of the standards by which they will evaluate themselves;
2. evaluation shall be at a scheduled time and place, at a study or executive session and with all Board members present, if possible;
3. the evaluation shall be a composite of the individual Board members' opinions, but the Board as a whole should meet to discuss the results;
4. the evaluation shall include a discussion of strengths as well as weaknesses;
5. the Board shall not limit itself to those items that appear on the evaluation form. No form or set of guidelines would encompass the totality of a school board's responsibilities; and
6. each judgment should be supported by as much rational and objective evidence as is possible.

When the Board has received the composite profiles from the appraisal, 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 school boards, as well as individuals, are capable of improvement. The chances for improvement are enhanced if appraisal is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

Cross-ref: 2000, Board Operational Goals

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