

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 Board's responsibilities.
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 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.

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