

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 33

School Board Self-Evaluation

Using the existing printed scale, rate each area considering the TOTAL SCHOOL BOARD. Remember, this does not rate individual school board members or yourself.

LEVEL OF PERFORMANCE			
(1) Does not meet the indicators.	(2) Partially meets the indicators.	(3) Meets the indicators.	(4) Exceeds the indicators.

A. PURPOSE OF THE BOARD	1	2	3	4
--------------------------------	---	---	---	---

Indicators:

1. Bases decisions on what is best for children.
2. Makes no disparaging remarks about other members of the board.
3. Recognizes that individual board members have no legal authority outside of board meetings.
4. Recognizes that board member responsibility is not to operate the district but to see it is well-operated.

B. BOARD DEVELOPMENT	1	2	3	4
-----------------------------	---	---	---	---

Indicators:

1. Orients new members and provides ongoing training and professional development opportunities.
2. Keeps abreast of trends in education.
3. Participates in state, regional, and national association functions.

C. MEETING OF THE BOARD	1	2	3	4
-------------------------	---	---	---	---

Indicators:

1. Receives the agenda and background information in a timely manner.
2. Refrains from adding items to the agenda at the last minute.
3. Is prepared to conduct a productive meeting, meetings start on time and are reasonable in length.
4. Welcomes the public.
5. Has a chair who is in control of the meeting.
6. Allows all sides to be heard before a decision is made.
7. Listens to recommendations prepared by the administration.
8. Withholds definitive action until reviewing staff recommendations.
9. Directs questions about operating procedures to the superintendent.
10. Remains calm under pressure.
11. Respects differences of opinions and beliefs.
12. Displays a spirit of compromise and cooperation.
13. Supports a majority decision.
14. Does not abuse the privileges of executive sessions, tabling issues, committee meetings, and special meetings.

D. FISCAL MANAGEMENT	1	2	3	4
----------------------	---	---	---	---

Indicators:

1. Participates in long-range financial planning.
2. Reviews the budget periodically.
3. Budgets according to the total needs of the system.
4. Assists community in understanding the budget.
5. Seeks available outside funds.
6. Establishes policy for fiscal management.

E. SCHOOL-COMMUNITY RELATIONS AND COMMUNICATIONS	1	2	3	4
--	---	---	---	---

Indicators:

1. Encourages attendance of citizens at board meetings.
2. Encourages citizen participation in an advisory capacity in the solution of specific problems and subsequent development of appropriate policy.
3. Actively fosters cooperation with various news media.
4. Communicates systematically with residents.
5. Represents the total public interest in decisions, not self-interest.
6. Designates representatives of the board to meet with other local governing bodies and community groups.
7. Protects the superintendent and staff from unjust criticism.
8. Adheres to channels of communication through the superintendent.
9. Makes facilities and resources available to the community.
10. Participates actively in community affairs.

F. RELATIONSHIP WITH THE SUPERINTENDENT	1	2	3	4
---	---	---	---	---

Indicators:

1. Establishes written policies.
2. Provides the superintendent with a clear statement of its expectations.
3. Communicates with the superintendent within the spirit of mutual trust and confidence.
4. Provides time for the superintendent to plan.
5. Provides opportunity for the professional growth of the superintendent.
6. Requests information from staff members through the superintendent.
7. Discusses potential problems between and among board and administrators at the earliest opportunity.
8. Provides for an annual evaluation of the superintendent.

G. INSTRUCTIONAL MANAGEMENT	1	2	3	4
-----------------------------	---	---	---	---

Indicators:

1. Reviews program requirements and approves curriculum changes.
2. Requests regular reports on new programs and problem areas and refers to appropriate committee.
3. Requires follow-up studies of the district's graduates.
4. Visits the schools to see the physical plant and observe the educational process.

H. PLANNING AND GOAL SETTING	1	2	3	4
------------------------------	---	---	---	---

Indicators:

1. Involves community, students, parents, teachers, and administrators in goal setting.
2. Consults with community groups, service organizations, local governing bodies, the state department of education and others as needed.
3. Reviews the district's progress towards meeting its goals and revises them as necessary.
4. Establishes new goals based on its own evaluation, the evaluation of the superintendent, and the evaluations of the administrative staff.

I. STAFF RELATIONS	1	2	3	4
--------------------	---	---	---	---

Indicators:

1. Develops sound personnel policies involving the staff.
2. Requires clearly defined job descriptions.
3. Encourages professional growth.
4. Adheres to a well-defined plan for staff evaluations.
5. Respects staff.

J. LEGISLATIVE LEADERSHIP	1	2	3	4
---------------------------	---	---	---	---

Indicators:

1. Meets with area legislators.
2. Informs the state school boards association of legislative priorities.
3. Takes public positions on pending state and federal education legislation.
4. Reviews legislative reports regularly.

K. POLICY	1	2	3	4
-----------	---	---	---	---

Indicators:

1. Operates according to its board member code of ethics.
2. Operates according to its written policies.
3. Reviews and updates policies and regulations.
4. Involves administrators, teachers, students, parents, and community members in the development of policy.
5. Makes available copies of its policies and regulations.
6. Adheres to the role of policy-maker.

History:

Adopted

Meeting #923

February 4, 2013