

Board Self Assessment

Based on PCSB Board Standards

Vision- *The Board creates a shared vision to enhance student achievement*

<i>4- Outstanding</i>	<i>3- Effective</i>	<i>2- Needs Improvement</i>	<i>1-Ineffective</i>
1.1 The Board develops a dynamic shared vision for education that reflects student needs and reflects community priorities.			
(a)	The Board encourages community/staff involvement in setting a vision or mission statement to ensure a broad sense of ownership.	The Board has developed a vision or mission statement, but has not included outside involvement in the process.	The Board has not established a vision or mission statement for the district.
1.2 The Board keeps the district and community focused on educating students.			
(a)	The Board typically asks the question "Is It Good for Kids?" during discussions and before voting on issues.	The Board holds intelligent debate during discussions but doesn't often discuss what actual effects their decisions may have on kids.	The Board's deliberations tend to focus on adult issues and concerns and kids are rarely mentioned in concrete terms.
(b)	The Board frequently refers to the district's vision/mission statement when communicating with the staff and community.	The Board rarely refers to the district's vision/mission statement when communicating publicly.	The Board never refers to the district's vision/mission statement publicly.

<i>4- Outstanding</i>	<i>3- Effective</i>	<i>2- Needs Improvement</i>	<i>1-Ineffective</i>
1.3 The Board demonstrates strong commitment to its vision by using the shared vision to guide decision making.			

(a)	The Board regularly refers to the vision/mission statement as a guide when planning, making decisions or evaluating district operations and budget.	The vision/mission of the district is occasionally referred to in planning, decision making and evaluating operations.	Planning, decision making and evaluation of operations by the Board is reactionary, with no reference to the vision or mission.
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Structure-*The Board provides an organizational structure that supports the vision for student achievement.*

<i>4- Outstanding</i>	<i>3-Effective</i>	<i>2- Needs Improvement</i>	<i>1-Ineffective</i>
2.1 The Board establishes an effective decision making process that enables the district to achieve its vision and make the best use of its resources.			
(a)	Policies and procedures have been established that provide for effective, efficient participation by stakeholders.	Stakeholder participation is solicited as decisions are made, but policies and procedures have not been established to clearly describe how that participation will occur.	The Board and/or administration usually make major decisions in the absence of stakeholder participation.
(b)	The Board has established policy that defines their role and appropriate participation in decision making about students, curriculum, finances, staffing and facilities.	The Board participates in decisions in some of the various areas, but without clear policy or definition of their appropriate role.	The Board does not participate in the decision making process, but only reacts to recommendations...or participates inappropriately.

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2.2 The Board ensures that the District's Strategic Plan, along with long and short term goals, are developed and annually reviewed through a process involving stakeholders, information gathering, research and reflection.			
(a)	The Board establishes policies that require planning on a regular basis and planning occurs according to the Board developed timeline.	Board policies may be in place, but regular planning does not occur.	No board policy on planning exists and no system is in place for regular planning.
(b)	The Board annually engages in setting district goals and objectives through an established planning process that includes staff and community input.	The Board engages in planning occasionally, but without much involvement from staff or community.	The Board has no regular schedule for planning and never invites participation of staff or community.
(c)	Evaluation and revision of district performance indicators are based on measurable information related to student achievement and standards.	District performance indicators are revised, but student achievement data is not a routine part of the process	District performance indicators are not revised on a regular basis.
2.3 The Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.			
(a)	The Board accommodates appropriate participation to offer advice on the establishment, review and revision of district standards.	Instructional standards have been established for the district, but the Board has not included participation from the broader community, including businesses and industry.	No district-specific standards have been established; district defers to minimum state standards.
(b)	The Board makes instructional resource (budget, staffing) decisions based on instructional needs.	The Board does not routinely make reference to instructional standards or needs when making budget decisions.	The Board approves a budget based on what was spent the prior year.

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2.4 The Board establishes policy that ensures the vision and structure comply with legal requirements.			
(a)	The Board conducts tri-annual policy review and revision to insure that district policies are aligned to state and federal statutes and regulations and district standards.	The Board updates individual policies when presented with a problem or issue that indicates it is necessary, but has no procedure for comprehensive policy review.	Regular policy review is not a board priority and seldom occurs.
(b)	The Board uses legal opinions prior to making decisions with legal implications.	The practice of requesting legal opinions may be excessive or sporadic, resulting in unnecessary legal fees or legal exposure.	The Board routinely makes decisions without considering the need for legal counsel.
2.5 The Board encourages, supports and promotes innovative approaches to teaching, learning and the continuous improvement of education.			
(a)	The board invests in staff development clearly tied to district vision of skills students will need in the future.	The Board budgets a set amount for staff development without requirements or assurance that it is tied to the district vision, goals or objectives.	The Board finds it difficult to make staff development a priority because of budget constraints or other considerations.
(b)	The Board has established policy that insures continual curriculum review through a regular review cycle and appropriate participation by stakeholders.	Curriculum review is not addressed in policy and only occurs when the administrations initiates it.	Regular curriculum review is not a board/district priority and has not been addressed in recent years.
(c)	The Board supports a cultural competency program for new staff and encourages their involvement in the community.	The Board provides an orientation program for new staff, but it does not include multi-cultural awareness.	There is no orientation program for new staff.

Accountability-The Board measures district performance toward accomplishing the vision and reports the results to the public.

<i>4- Outstanding</i>	<i>3-Effective</i>	<i>2-Needs Improvement</i>	<i>1-Ineffective</i>
3.1 The Board receives regular reports on student progress and needs based on a variety of measures to evaluate the quality and equity of the educational program.			
(a)	The Board ensures assessments are appropriate, accurate and relevant.	Assessments are reviewed, but there is little discussion related to the district.	Assessments are provided but are not relevant to the district.
(b)	The Board receives a variety of reports on student progress linked directly to the vision for student achievement.	Assessments are simply used to identify needs.	Assessments are not used to identify needs nor are they linked to the district vision.
(c)	The Board uses needs based allocation of resources.	The Board receives information on needs, but does not use it in resource allocation.	He Board does not use needs based allocation of resources.
(a)	The Board seeks input on evaluation of plans' progress and effectiveness.	The Board seldom seeks input.	No input is requested.
(b)	The Board ensures a variety of indicators are used for evaluations.	Indicators are not used.	Plans are not evaluated.
(c)	The Board establishes a review process that allows and supports reasoned decision making based on sound information.	Information is not used for decision making.	No review process is developed or implemented.

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3.3 The Board evaluates the superintendent, general counsel and board performance annually and reports the results to the public.			
(a)	The Board has established policies and procedures for routine evaluation of the superintendent and general counsel that are rigorously followed.	The board policy for evaluating the superintendent and general counsel exists, but is seldom followed.	There is no policy or practice of superintendent and general counsel evaluation.
(b)	Written performance expectations for the superintendent, general counsel and board are developed and communicated to the community.	Expectations are sometime developed but seldom communicated.	Expectations are not identified.
(c)	The Board solicits public opinion regarding its performance toward achieving performance expectations.	An effort is made to solicit public opinion on board performance.	No effort is made to solicit public opinion on board performance.
(d)	The Board routinely carries out self-evaluations and sets goals for improvement.	The Board seldom completes or makes use of self-evaluations.	There is no systematic approach to board self-evaluations.
3.4 The Board uses an understandable format to periodically report district performance to the public.			
(a)	The Board insists all reports are written and presented in a way that is understandable and useful to the public.	Reports often lack structure and are seldom presented in written form.	Reports are seldom presented to the Board or the public.

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(b)	The Board hosts informal opportunities for the public to discuss all district performance.	The public has little opportunity to formally address the board regarding student achievement.	The public has no opportunity to discuss student achievement.
(c)	The Board routinely provides the public with information regarding district finances and budget.	The Board provides financial information only when requested.	The public is not provided with information about the district's finances or budget.

Advocacy-*The Board champions the vision.*

<i>4- Outstanding</i>	<i>3- Effective</i>	<i>2- Needs Improvement</i>	<i>1- Ineffective</i>
4.1 The Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.			
(a)	The Board has established policy to ensure individuals and groups are meaningfully recognized for accomplishments.	Recognition occurs occasionally in the district, but is not identified as board policy.	The Board has no policy on recognition and recognition activities rarely occur.
(b)	The Board recognizes students and others as part of their regularly scheduled meetings.	Recognition of students and others occurs at the school level, but not at the board level.	Recognition of students and others is not a routine occurrence for the Board.

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4.2 The Board advocates for children and families and establishes strong relationships with parents and other mentors who help support students.			
(a)	The Board has adopted policies that encourage parental involvement with their children and the school in a variety of meaningful ways.	The Board encourages parental involvement, but it is not reflected in board policy.	Parental involvement is not a major consideration in business handled by the board.
(b)	The Board promotes strategic partnerships to provide support for students in need.	The Board promotes, but does not monitor, partnerships for continuous improvement.	Strategic partnerships are not important to the Board.
(c)	The Board encourages the coordination of educational programs and services with other local and regional entities.	Local and regional entities are sometimes asked for input.	Local and regional entities are not asked to be involved in schools.
4.3 The Board establishes partnerships with individuals, groups and organizations to promote educational opportunities for all students.			
(a)	The Board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.	The Board relies solely on staff at the school level to establish partnerships that bring community individuals and other groups into contact with the schools.	The Board is not aware of partnerships occurring in the district or its schools.
(b)	The Board identifies community resources that help provide basic academic and enrichment activities that will extend learning opportunities for students.	Community resources are utilized, but the Board is not involved in causing that to happen.	The Board is not aware of community resources being used in the schools.

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4.4 The Board actively informs district staff and the public about the governance structure and purpose of the school board.			
(a)	The Board routinely provides information to students, staff and community about the school board's role and its regular activities.	The Board occasionally provides information to the public about board actions at board meetings.	The Board does not communicate information about its roles, activities or decisions to the public in any planned way.
(b)	The Board invites community members to participate in committees and task forces that assist in board decision making.	The Board is open to public opinion, but does not solicit input in any organized fashion.	The Board conducts its business without considering effective ways to gain public opinion or participation.
4.5 The Board proactively identifies and addresses issues that affect the education of students.			
(a)	The Board studies and discusses educational trends and issues that may impact student achievement.	The Board deals with issues as they occur, but doesn't provide time or opportunity for looking at the larger educational environment.	The Board tends to be reactive and deals mainly with crisis or items that have to be handled immediately.
(b)	The Board takes an active leadership role in representing student educational interests and needs to government and agencies.	The Board occasionally participates in legislative lobbying, but doesn't have a defined strategy for effective representation.	The Board deals with local issues as needed, but doesn't take an active role in representing student needs to local or state policy makers.
(c)	The Board makes effective use of the media and other public information opportunities to represent student interests.	The Board occasionally uses media and other opportunities, but has no comprehensive communications plan.	The Board makes no focused effort to communicate with the public.

CONDUCT AND ETHICS-*The Board and its individual members conduct district business in a fair, respectful and responsible manner.*

<i>4- Outstanding</i>	<i>3- Effective</i>	<i>2- Needs improvement</i>	<i>1- Ineffective</i>
5.1 The Board and its individual members perform in a manner that reflects service to the community on behalf of the students.			
(a)	Board members understand the significance of their role as models for students and representatives of the community and act accordingly.	The Board's conduct is sometimes embarrassing to the district.	The Board often fails to act in a civil manner to each other or the public.
(b)	Board members support decisions of the majority after honoring each member's individual right to express opposing views and state their convictions, and to disagree without being disagreeable.	Individual board members sometimes work against the majority decision of the board.	Board members do not have an opportunity to express their opposing views, or if given that opportunity, work against the majority decision.
(c)	The Board makes decisions as a group, only at properly called meetings and recognizes that individual members have no authority to take individual action.	Individual members overstep their authority and make requests that should best be made by the board as a whole.	The Board does not understand or accept the authority of the whole.
(d)	The Board and superintendent understand and respect each other's area of responsibility and work together in a spirit of mutual trust and confidence.	Some members do not understand, or do not accept their governance role, which leads to a breakdown of trust.	The Board does not fulfill its governance role.
(e)	The Board seeks and receives timely recommendations from the superintendent.	Recommendations are sometimes expected without sufficient time for their development.	Recommendations are often not asked for or expected or sufficient time is not allowed for their development.

(f)	The Board communicates directly with the superintendent without bringing surprises to the board meeting.	Board members sometimes wait until the meeting to communicate.	There is no systematic approach to communication between board members and the superintendent.
(g)	The Board understands and adheres to the Sunshine Laws and observes the confidentiality of executive sessions.	Individual members sometimes fail to act within the constraints of the Sunshine Laws or fail to hold the confidentiality of executive sessions.	The Board consistently flaunts Sunshine Laws or fails to hold the confidentiality of executive sessions.
(h)	The meeting agenda proactively addresses the Board's attention on the district's vision and goals.	The agenda occasionally reflects issues linked with the district's vision and goals.	The agenda is reactive and does not support the district's vision or goals.
(i)	Regular meeting attendance is the norm for all board members.	Quorum is usually met, but without the full board in attendance.	Meeting attendance is not a priority; often hard to get a quorum present.
(j)	The Board comes to meetings prepared to contribute to the discussion in a meaningful manner.	Individual members sometimes come to the meeting unprepared to conduct the business of the board.	The first sound heard at the meeting is the opening of board packets.
(k)	There is opportunity for appropriate public participation at board meetings.	Public participation is not defined by the board and is regulated based on the issues being discussed.	Public participation at board meetings is either not structured by the board or is not permitted to occur.
(l)	The Board directs complaints through appropriate channels and does not attempt to address the problem.	Individual members sometimes attempt to address complaints themselves.	The Board usurps the administrative chain of command on a regular basis.

5.2 The Board demonstrates a commitment to continually improving teamwork, problem solving and decision making skills through a planned program of board development.			
(a)	The Board participates in annual board development activities to develop their governance skills.	Some board members participate in development activities.	The Board seldom participates in development activities.
(b)	Individual members report the results of those activities to other members and community during board meetings.	The Board occasionally hears reports from members who attend development activities.	The Board does not schedule time for reports on development activities.
(c)	Board members attend and participate fully in all board development functions paid for with district funds.	Members attend the sessions, but seldom participate actively.	The Board seldom attends sessions for which they have registered.
(d)	The Board takes responsibility for orientation of all new members.	The Board does not participate in the orientation of new members.	There is no orientation program for new members.
5.3 Expenditures for board activities are clearly identified in the budget, related to the district's vision and open to public scrutiny.			
(a)	The budget for all board expenditures is easily identifiable and open to public scrutiny.	Expenditures are not grouped within one area of the budget.	There is no specific category for board activities in the budget.
(b)	All board expenditures are compared against "IS IT GOOD FOR KIDS" criteria.	The Board does not link its activities to student achievement.	No rationale is given for board expenditures.