

BOARD SELF-EVALUATION AND GOAL SETTING

Waunakee Community School District

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The Board of Education believes it can benefit substantially from an evaluation of its own functioning and performance in light of the vision, strategic priorities, and specific goals that have been established for the District as a whole. Further, just as the Board believes that every programmatic, instructional, and operational area of the District should establish and monitor area goals that are aligned with District-wide goals and priorities, the Board can also benefit from establishing and monitoring progress toward specific goals that the Board sets for itself.

In the absence of a self-evaluation and goal-setting process and timeline that has been expressly adopted by the Board as a whole, the Board directs the Superintendent and Board President (1) to include the Board's self-evaluation and Board goal-setting processes on the agenda and notice of at least one Board meeting each school year, and (2) to prepare and present to the Board one or more proposals or recommendations for a process that the Board may use to conduct a self-evaluation and to establish, review, and/or revise Board goals. From that point, the Board as a whole has the responsibility to determine the extent to which the Board will approve and implement a specific self-evaluation and/or goal-setting process.

In presenting process proposals or recommendations to the Board, the Superintendent and Board President should be prepared to address the extent to which a proposal or recommendation leads to an evaluation of the progress being made in the following areas:

- The extent to which the Board has approved and sufficiently communicated a vision, current strategic priorities, and key District-wide goals.
- The extent to which the District's leadership team has an accountability plan in place with identified accountability measures (1) that are linked to student achievement whenever appropriate, and (2) that the Board is assessing on a timely basis in order to determine progress in areas of direct Board oversight and responsibility.
- An assessment of how well the Board's own operational policies, processes, and practices (e.g., policy-making and other key decision-making processes, board meetings, etc.) are functioning.
- The status of the Board-Superintendent relationship, including the extent to which (1) the Board is fostering and contributing to a cohesive leadership team that is focused on common priorities and goals, and (2) the members of the District's leadership team are mutually comfortable with how the Board understands and performs its role and responsibilities in light of administrative roles and responsibilities.
- The extent to which the Board is (1) fostering strong and collaborative connections with different stakeholder groups in the local community; (2) acting as a strong advocate for the District and its students in the community; and (3) acting as a strong advocate for the District and its students with legislators and other officials.
- The availability and value of Board development activities, including the orientation of new Board members to their role and duties.

The goals that the Board sets for itself, and any Board-development activities that may be planned to help achieve Board goals, should generally be an outgrowth of the Board's self-evaluation(s).

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Legal References:

Wisconsin Statutes

[Section 120.12](#) [a partial list of school board duties]
[Section 120.13](#) [a partial list of school board powers]

Cross References:

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Adoption/Revision Dates:

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