SCHOOL BOARD SELF-EVALUATION

As an elected body, the M.S.A.D. No. 75 Board is accountable to the public for the education of its children and the stewardship of the district's resources. The Board believes that in order to be most effective in its governance role, it should continuously monitor and evaluate its own performance, processes, and practices. The Board believes that periodic self-evaluation is essential to improved leadership, support of student achievement, and the attainment of the district's vision and goals.

The Board will annually conduct a self-evaluation at a scheduled time and place. The Board encourages all of its members to attend. No other Board business will be taken up at this session. Consistent with the Freedom of Access Act, the Board's self-evaluation will be held in open session. The Superintendent is expected to participate in the process.

During self-evaluation, the Board will evaluate itself as a whole. The self-evaluation should emphasize areas of strength as well as those identified for improvement. Board members are encouraged to use the evaluation process as an opportunity to assess their own personal performance.

The Board will determine the areas of competence and/or Board responsibilities and relationships that will be used as the basis for the self-evaluation. The Board will select an evaluation method or instrument that will include a reasonable number of criteria or performance indicators by which to appraise the Board's functioning and effectiveness. The Board may also identify specific topics for discussion that are related to its meeting processes, communications, Board-Superintendent relations, and "boardsmanship" skills.

The Board may seek the assistance of the Superintendent in identifying standards for assessment and topics for discussion and/or in selecting an evaluation method or instrument that meets its needs.

If a self-evaluation instrument/form is used, a composite profile of responses may be tabulated to provide a more detailed analysis of Board performance. As no single instrument or form may encompass all of the Board's responsibility or sufficiently address the relationship between responsibilities, the Board need not limit itself to those items that appear on the instrument or form, but should use it as means of structuring and stimulating Board discussion.

A different method or instrument may be used from year to year, but must be agreed upon by a majority of the Board.

The areas of Board responsibility and relationships that may be appropriate to consider during the self-evaluation may include but are not limited to:

- Board "visioning," strategic planning, and long-range planning skills and processes;
- Board meeting management, conduct, and decision-making processes;
- Policy development and implementation;
- Fiscal oversight and resource allocation;
- Oversight of curriculum and instruction;
- Monitoring of student achievement;
- Board subcommittee structure, responsibilities, and processes;
- Board member development;
- New Board member orientation;
- Board-Superintendent relations;
- Board-community relations and communications;
- Board relations with the media; and
- Board legislative involvement and advocacy.

Following a discussion of the evaluation results or identified topics, the Board will establish priorities and objectives for the following year's self-evaluation.

The Board may, as desired, schedule interim self-evaluation sessions to assess progress toward achieving identified priorities and objectives.

CROSS REFERENCE: BBAB-E – School Board Self-Evaluation Tool

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