

ALTOONA BOARD OF EDUCATION EVALUATION FORM

The board evaluation will be completed in the following areas:

- A. Orientation
- B. School Board Meeting
- C. Policy/Planning
- D. The Board and the District Administrator
- E. School-Community Relations
- F. Finance Relations
- G. Personnel Relations
- H. District Planning

Each question should be answered honestly; the appropriate rating should be circled which best describes the board's present operation.

Tabulate your individual evaluations on the score sheet and calculate the average score of each category.

Any category/item with an average score of less than three (3) will require further consideration for board goal development.

Use the following rating scale when circling the number corresponding to your response:

5-Always 4-Frequently 3-Sometimes 2-Occasionally 1-Never

A. ORIENTATION

1.	Thesystemhasanewboardmemberorientation programtoacquaintnewschoolboardmembers withessentialinformationneededtocarryout theirduties.	5	4	3	2	1
2.	Literatureandsubscriptionscontainingeducational materialspertinenttoschoolboardmembersare available.	5	4	3	2	1
3.	Thedistrictadministratorandadministrativestaff continuallyupdateboardmembersonnewandcurrent programsandoperationsoftheschoolsystem.	5	4	3	2	1
4.	Schoolboardinserviceactivitiesconductedareprovided intheschoolbudgetandaremadeavailabletoschool boardmembers.	5	4	3	2	1
5.	Resourcesofrelatedorganizations(DPI,WASB, WASDA,etc.) areutilizedwheninformationisof valuetoschoolboardmembers.	5	4	3	2	1

ORIENTATION AVERAGE SCORE _____ Lowest Item and Score _____ / _____

5-Always 4-Frequently 3-Sometimes 2-Occasionally 1-Never

B. SCHOOL BOARD MEETING

1.	Theboardhasspecificpolicieswhichgovernthe developmentoftheboardagendaandtheformal meetingprocedure,includingaprocessforthehearing ofdelegations,staffandcitizens.	5	4	3	2	1
2.	Meetingsarescheduledatregulartimesandlocations, withsufficentnoticetoencourageparticipationby boardmembers,employees,communitymembers,and themedia.	5	4	3	2	1
3.	Thedistrictadministratorandboardpresidentprepare theagendaandrelevantdocumentation. Thematerials arereceivedpriortothemeetingwithsufficienttime forstudyandpreparation.	5	4	3	2	1
4.	Theboardpresidentbeginsmeetingsontime,provides orderlyprocedures,clarifiesagendaitems,and summarizesdiscussionsandmotionsbeforeavoteis taken.	5	4	3	2	1
5.	Schoolboardmeetingsdiscussitemsrelevanttothe educationalprogram,withprofessionalstaffinvited toaddresstheboardonprogramsofinterest.	5	4	3	2	1
6.	Policyadoption,oritemswhicharecomplex,con- troversial,ornew,arefirstlistedfordiscussion, withactionrequestedatfuturemeetings.	5	4	3	2	1
7.	Theboarddevotesitstimetomatterspertainingto policy,planningandevaluationanddoesnotneedlessly usetimedisussingadministrativematters.	5	4	3	2	1
8.	Boardmemberssupportallactionstakenbytheboard asawhole.	5	4	3	2	1
9.	Afterthemeetings,newsreleasesaregiventothe mediaandareportofthemeetingisavailable.	5	4	3	2	1

SCHOOLBOARDMEETINGAVERAGESCORE_____

_____ LowestItemandScore _____/_____

5-Always 4-Frequently 3-Sometimes 2-Occasionally 1-Never

C. POLICY/PLANNING

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|----|--|---|---|---|---|---|
| 1. | The board maintains a comprehensive, codified, and up-to-date policy manual. | 5 | 4 | 3 | 2 | 1 |
| 2. | The board has a process for involving staff, students, and community in the development of policy. | 5 | 4 | 3 | 2 | 1 |
| 3. | The board receives policy recommendations from the district administrator and the policy committee chairperson, and does not adopt policies without a thorough study and a first and second reading at board meetings. | 5 | 4 | 3 | 2 | 1 |
| 4. | Administrators, staff, and board members are encouraged to review policies annually for need and effectiveness. Additions/deletions are made to conform to current laws, trends and issues. | 5 | 4 | 3 | 2 | 1 |
| 5. | The board adopts policies and assigns the implementation and evaluation of policy to the administrative staff. | 5 | 4 | 3 | 2 | 1 |
| 6. | District policies reflect the school system's philosophy for strategic planning, including the development of system-wide goals and objectives. | 5 | 4 | 3 | 2 | 1 |

POLICY PLANNING AVERAGE SCORE _____ Lowest Item and Score _____ / _____

D. THE BOARD AND THE DISTRICT ADMINISTRATOR

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|----|---|---|---|---|---|---|
| 1. | The board provides comparable compensation for the highest level administrative position in the school system. | 5 | 4 | 3 | 2 | 1 |
| 2. | Budgetary provision is made and encouragement is given for the professional growth of the district administrator. | 5 | 4 | 3 | 2 | 1 |
| 3. | The board has an annual, systematic process, including a board approved evaluation tool, for the evaluation of the district administrator. | 5 | 4 | 3 | 2 | 1 |
| 4. | Areas of controversy and conflict are discussed openly with the district administrator. The board and district administrator disagree respectfully. | 5 | 4 | 3 | 2 | 1 |
| 5. | The district administrator recognizes the governance duties which belong to the board; the board recognizes the administrative duties which belong to the district administrator. | 5 | 4 | 3 | 2 | 1 |

5-Always 4-Frequently 3-Sometimes 2-Occasionally 1-Never

D. THE BOARD AND THE DISTRICT ADMINISTRATOR (cont)

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|----|---|---|---|---|---|---|
| 6. | The board directs its communication and questions concerning the school system to the district administrator, unless the issue(s) are relative to questions posed by a district resident, and are better addressed by other administrative personnel. | 5 | 4 | 3 | 2 | 1 |
| 7. | A working relationship of mutual trust, respect, and honesty exist between the board and the district administrator. Criticism of either is done in private. | 5 | 4 | 3 | 2 | 1 |
| 8. | The board and district administrator keep each other informed of current issues; no "surprises" occur at board meetings. | 5 | 4 | 3 | 2 | 1 |

THE BOARD AND THE DISTRICT ADMINISTRATOR AVERAGE SCORE _____
 Lowest Item and Score _____ / _____

E. SCHOOL-COMMUNITY RELATIONS

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|----|--|---|---|---|---|---|
| 1. | The board has adopted a comprehensive school-community relations policy which authorizes an official spokesperson for the board. School personnel are assigned to release information and to communicate school activities, programs, and items of interest to the public. | 5 | 4 | 3 | 2 | 1 |
| 2. | Citizen participation in the schools is encouraged and citizen advisory committees are utilized, when appropriate. | 5 | 4 | 3 | 2 | 1 |
| 3. | Board members communicate the board's position and interest in public affairs. | 5 | 4 | 3 | 2 | 1 |
| 4. | Media coverage is encouraged at board meetings and information concerning school programming and operations is routinely disseminated to the media. | 5 | 4 | 3 | 2 | 1 |
| 5. | The board provides support and is involved with parent/teacher groups, various community groups, and other governmental bodies. | 5 | 4 | 3 | 2 | 1 |
| 6. | Board members base decisions on what is best for the entire community and do not represent special interest groups. | 5 | 4 | 3 | 2 | 1 |

SCHOOL-COMMUNITY RELATIONS AVERAGE SCORE _____
 Lowest Item and Score _____ / _____

5-Always 4-Frequently 3-Sometimes 2-Occasionally 1-Never

F. FINANCE

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|----|---|---|---|---|---|---|
| 1. | The board has policies which ensure efficient methods for the purchasing of supplies and equipment, for proper bookkeeping procedures, for adequate insurance coverage, and for the investment of school funds. | 5 | 4 | 3 | 2 | 1 |
| 2. | The board is aware of the financial base of the community and provides the best educational program from available funds. | 5 | 4 | 3 | 2 | 1 |
| 3. | The board directs the administration to actively seek alternative funding sources such as federal Title money, private/business donations, and research grants. | 5 | 4 | 3 | 2 | 1 |
| 4. | The community is kept aware of the financial status of the school system. | 5 | 4 | 3 | 2 | 1 |
| 5. | The board/administration seeks and secures additional funding, when needed. | 5 | 4 | 3 | 2 | 1 |
| 6. | The board oversees financial planning considers building sites, functional uses of school buildings, and the maintenance of equipment, furniture and the plant. | 5 | 4 | 3 | 2 | 1 |

FINANCE AVERAGE SCORE _____ Lowest Item and Score _____ / _____

G. PERSONNEL RELATIONS

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|----|---|---|---|---|---|---|
| 1. | The board maintains professional relations with employees of the school system. | 5 | 4 | 3 | 2 | 1 |
| 2. | The board promotes a healthy relationship with new employees. | 5 | 4 | 3 | 2 | 1 |
| 3. | The board solicits the district administrator's recommendation and documentation in the employment, non-renewal, and dismissal of school employees. | 5 | 4 | 3 | 2 | 1 |
| 4. | Personnel policies provide clear guidelines for employment, employee grievances, and employee benefits. | 5 | 4 | 3 | 2 | 1 |

PERSONNEL RELATIONS AVERAGE SCORE _____ Lowest Item and Score _____ / _____

H. DISTRICT PLANNING

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|----|---|---|---|---|---|---|
| 1. | All board decisions are based upon what is in the best interest of the children. | 5 | 4 | 3 | 2 | 1 |
| 2. | The board does not adopt or abandon programs without a cost/benefit analysis by administration. | 5 | 4 | 3 | 2 | 1 |

5-Always 4-Frequently 3-Sometimes 2-Occasionally 1-Never

H. DISTRICT PLANNING (cont)

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|----|--|---|---|---|---|---|
| 3. | The board does not implement any programs that do not conform to our mission, beliefs, objectives, parameters, and strategies. | 5 | 4 | 3 | 2 | 1 |
| 4. | The board encourages innovative pilot projects by all district staff. | 5 | 4 | 3 | 2 | 1 |

DISTRICT PLANNING AVERAGE SCORE _____ Lowest Item and Score _____ / _____

SHORT ANSWER THOUGHT QUESTION

WHAT CAN THE ALTOONA BOARD OF EDUCATION ACCOMPLISH SO THAT FUTURE BOARDS OF EDUCATION CAN EXPERIENCE SUCCESS IN THEIR ENDEAVORS FOR STUDENTS?