

- Required
- Local**
- Notice

BOARD SELF-EVALUATION

The Board of Education is committed to the continuous improvement of the District and its own functioning. Accordingly, the members of the Board shall conduct an annual evaluation to determine the degree to which they are meeting their responsibilities as Board members and the needs of their educational community.

This self-evaluation shall be positive, frank and honest, and shall focus on evaluating the Board as a whole, not as individuals. The self-evaluation shall be based on the goals the Board sets for itself, not on goals it sets for the entire district. The results of the evaluation shall be used to establish priorities for action and specific goals and objectives to strengthen the operation of the Board.

The Board shall use a written self-assessment survey.

The District Governance team (the Board and Superintendent) recognize the value of conducting annual Board retreats for purposes including, but not limited to: professional development of School Board members, School Board/Superintendent relations, education for School Board members about particular topics, and discussions about improving the functioning of the School Board. Retreats are not for the purpose of arriving at a decision on any public business within the jurisdiction of the School Board and no votes will take place at Board retreats.

Governance Team Self-Assessment Survey

Parishville-Hopkinton Central School District

(Please check which group you represent)

School Board Member

Administrator

Superintendent

District Clerk

As you read through the questions, there are no "right" or "wrong" answers; your personal views are what are important. To ensure the anonymity of all responses; please do not put your name anywhere on the form. At the meeting, we will collaboratively discuss the tally of combined views.

**Strongly
Agree**

Agree

Disagree

**Strongly
Disagree**

**No
Answer**

Acting Strategically

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The board makes decisions that are consistent with the district's mission and goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The board sets clear organizational priorities for the year ahead. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The board periodically discusses where the district should be headed three or more years into the future. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The board is actively involved at both local and state levels in advocating for education legislation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The board adopts appropriate personnel policies for employment, evaluation, reduction in force and related matters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The board works to ensure equity in all curricular and co-curricular programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The board balances the needs of students and community when dealing with special interest groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The board develops policies and maintains programs that promote a safe, supportive and respectful learning environment for students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The board ensures that school resources are effectively utilized to achieve educational goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The board has adopted some explicit goals for itself, and connects these goals with school district priorities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The board has developed an ongoing system to review and update all policies every five years. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strongly
Agree**

Agree

Disagree

**Strongly
Disagree**

**No
Answer**

Functioning

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. The board and superintendent generally advocate for the same actions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. At least once every two years, our board has a retreat or special session to examine our performance as a board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Board members don't say one thing in private and another thing in public. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The board follows a consistent process when making decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Board meetings include at least as much dialogue among board members as there is with administrators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Board members consistently maintain confidentiality regarding privileged executive session information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I feel free to openly communicate my opinions in board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Board meetings are efficient, effective and generally no more than three hours. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Once a decision is made, all board members work together to support and carry it out. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Board members are respectful in their comments to other board members, administrators, and visitors at board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Board members make a distinction between board and administrative roles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Board members and administrators work hard to create and maintain a cohesive leadership team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strongly
Agree

Agree

Disagree

Strongly
DisagreeNo
Answer**Connecting To The Community**

24. If the board thinks that an important group of constituents is likely to disagree with an action to be considered, the board will make sure to learn how they feel before making a decision.
25. The board and its members maintain channels of communication with specific key school and community leaders.
26. The board directs that program effectiveness be evaluated and results be reported to parents and community members.

Working Toward Board Improvement

27. Board members increase their leadership skills by participating in development activities within and outside the school district.
28. The board allocates funds for the purpose of board member education and development.
29. When a new member is elected or appointed, we make sure that someone serves as a mentor to help this person learn the ropes.
30. The board encourages parents and community leaders to run for open board positions.
31. The board is routinely informed about best practices in curriculum and instruction by administrators and teachers.

Exercise Authority

32. The board doesn't delay action until an issue becomes urgent or critical.
33. The board ensures that clear procedures are developed and utilized by the administration when implementing school policies.
34. The board is not a "rubber stamp" board.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
35. Board meetings are held in accordance with the "Open Meeting" law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. The board adopts policies, which ensure sound management and fiscal control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The board maintains an effective evaluation policy for administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The board maintains an effective policy that ensures all teachers are evaluated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The board encourages professional development opportunities for administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Making Decisions

40. The board often requests additional information from administrators before making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. The board addresses in advance the potential impact its decisions will have on the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The board uses data as well as current best practices to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. The board's primary concern is the education and welfare of all of the district's children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. The board strives to focus all decisions on increasing student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you could identify any issues that might impact members of the board to work successfully as a unified team, what would these issues be?

Are there any recent actions, behaviors, or issues that have occurred which would be helpful for members of the board to openly discuss? (All members might not be aware of an identified issue.)

Do board members communicate openly and share information with all members?

Yes No

If NO, why might this occur?

Do you feel that misunderstanding or indifference to individual communication styles may create conflict amongst members of the board?

Yes

No, an understanding and respect of individual communication styles exists amongst the board.