

The Board of Education may annually complete a self- evaluation of how the board operates. During self-evaluation, the Board shall evaluate itself as a whole. The self-evaluation should emphasize areas of strength as well as those identified for improvement. Board members are also encouraged to use the evaluation process as an opportunity to assess their own personal performance.

The Board shall determine the areas of competence and/or Board responsibilities and relationships that will be used as the basis for the self-evaluation, and 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-administrator relations, and other leadership skills.

Following a discussion of the evaluation results, the Board shall 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.

The evaluation process is to focus on total board operations and not the performance of individual board members. It is the responsibility of the president to discuss concerns about the performance of individual board members (e.g. excessive absence, lack of preparation for meetings) with that member privately.

Legal References:

Cross References:

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