

Academy Charter School

Governing Board Evaluation

The following statements describe an effective assessment of a good Governing Board. Individual Board members are encourage to go through each section and rate each statement as part of our self analysis. The Dean, teachers, and staff are also requested to use this evaluation tool. Ultimately, some portion of this evaluation should also be presented to the parent population.

The purpose of all evaluations is to establish goals and improve performance. The Academy Charter School is seeking to become a “School of Excellence,” and in keeping with that goal, an evaluation of all aspects of the school is a significant step in reaching our goals.

Please note that you are evaluating the Board as a whole, not individual members. Therefore, your responses should be based on how you see the total Board, although one member’s behavior can raise or lower your rating of the entire Board.

Rate each function as **S** (Satisfactory) or **N** (Needs improvement);

I. RELATIONSHIP WITH DEAN

1. Establishes written polices for the guidance of the Dean in the operation of the school.
2. Provides the Dean with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.
3. Develops confidence in the Dean by inviting communication from the Dean.
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Dean.
5. Requests information through the Dean and only from staff members with the knowledge of the Dean.
6. Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.
7. Matters tending to alienate either Board members or Dean are discussed immediately rather than being permitted to fester and deteriorate.

8. Provides opportunity and encouragement for professional growth of the Dean.
9. Provides time for the Dean to plan and work.
10. Takes the initiative in maintaining a professional salary for the Dean comparable with salaries paid for similar responsibility in and out of the profession.

II. COMMUNITY RELATIONS

11. Encourages attendance at Board meetings.
12. Actively fosters cooperation with various news media for the dissemination of positive information about the school.
13. Insures a continuous planned program of public information regarding the school.
14. Participates actively in community affairs.
15. Channels all concerns, complaints, and criticisms of the school through the Dean for study and reports back to the Board if action is required.
16. Protects the Dean from unjust criticism and the efforts of local special-interest groups.
17. An individual Board member does not commit himself/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school.
18. Encourages citizen participation in an advisory capacity in the solution of specific problems.
19. Is aware of community attitudes and the special-interest groups which seek to influence the school's program.
20. Takes leadership in developing a school-wide effort to find and persuade its most capable members to file for candidacy for the Governing Board.

III. BOARD MEETINGS

21. Has established written procedures for conducting meetings, which include provisions for the public to be heard, but prevents a single individual or group from dominating discussions.
22. Conducts its meetings in such room and setting arrangements as to allow the school's business affairs to be conducted by the Governing Board. The audience is placed in such a position as to make a clear line demarcation between themselves and the Board.
23. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on rotation.
24. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.
25. Definitive action is withheld until asking if there is a staff recommendation and what it is, when relevant.
26. Care is used in criticizing a staff recommendation in terms of implying a criticism of the Dean or a member of his/her staff.
27. The privilege of holding over matters for further study is not abused.
28. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.
29. When a Board member misses a meeting, he/she makes an effort to find out what items were discussed and actions taken.
30. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only prior to consideration for adoption.

IV. STAFF AND PERSONNEL RELATIONSHIPS

31. Develops sound personnel policies involving the staff when appropriate.
32. Authorizes the employment or dismissal of staff members in conjunction with the recommendation of the Dean.
33. Makes provision for the complaints of employees to be heard, and after full study, if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

34. Displays a deep sense of loyalty to associates and respect for group decisions cooperatively reached.
35. Displays respect for and interest in people and ability to get along with them.
36. Shows a willingness to work through defined channels of authority and responsibility.
37. The Board devotes the necessary time to become an effective Governing Board.
38. Is receptive to suggestions for improvement of the school originating with the staff and approved by the Dean.
39. Encourages professional growth and increased competency of staff through their attendance at staff meetings and relevant educational conferences and meetings.
40. Makes the staff aware of the esteem in which it is held.

V. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

41. Understands the instructional program.
42. Realistically faces the ability of the community to support a quality education for its children.
43. Encourages the participation of the professional staff and school community in the development of the curricula.
44. Weigh all decisions in terms of what is best for the students.
45. Provides a policy outlining the school's educational objections against which the instructional program can be evaluated.
46. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in applicable conferences and meetings of other educational groups and by reading selected books and periodicals.

VI. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOL

47. Equates the income and expenditures of the school in terms of the quality of education that should be provided and the ability of the budget to support such a program.
48. Takes the leadership in suggesting and securing community support for additional financing when necessary.
49. Establishes written policies, which will insure efficient administration of purchasing, accounting, payroll procedures, and the insurance programs.
50. Authorizes individual budgetary allotments and special non-budget expenditures only after considering the total needs of the school.
51. Make provisions for long-range planning for acquisition of sites, additional facilities, maintenance of facilities, etc.

VII. PERSONAL QUALITIES

52. Demonstrates a sincere and unselfish interest in public education and in the contribution it makes to the development of the children.
53. Demonstrates a knowledge of the community which the school is designed to serve.
54. Demonstrates an ability to think independently, to grow in knowledge, to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.
55. Demonstrates integrity and competence in his/her interpersonal skills.

PERSONAL BOARD MEMBER GOALS: