

EVALUATION OF THE BOARD

Each year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations. The Board recognizes the following key factors must be considered when conducting a self-evaluation:

- 1) **Any assessment should be constructive.** The basic assumption is that a board is capable of improvement if the evaluation is carried out systematically with good planning, conscientious follow-through, and careful assessment of results.
- 2) **Board members should develop standards against which they will assess themselves.** Board members should develop the standard/criteria that measure, for instance, their relationship with the Superintendent, how well they conduct Board meetings, how they involve the school districts with the NWESD 189, etc.
- 3) **The Board should recognize the difference between NWESD 189 goals and goals that the Board sets for its own performance.** Some significant areas for developing Board goals are encompassed within three (3) of the main functions of Board members who are to serve as:
 - A) policy makers of the agency, as part of local representative government;
 - B) ambassadors of NWESD 189 programs, explaining the nature of the programs to the member district communities; and
 - C) advocates for the school district with local citizens, generally, and with other local government agencies, and the state and federal governments.
- 4) **The form of the evaluation should be designed to assess, as well as develop a plan of improvement.** The evaluation instrument can be used to set objectives for Board improvement in the coming year.
- 5) **Board self-assessment should not be limited to those items that appear on the assessment form.** While formal assessment forms encourage discussions, informal comments also have value. These comments can come out of the evaluation process or from the community, staff, etc. Assessments should be documented with as much supportive evidence as possible.
- 6) **Formal assessment should take place at least once a year and at a scheduled time and place.** A specific time should be scheduled well in advance of the formal assessment.
- 7) **A composite picture of Board strengths and weaknesses is most accurate.** Each Board member should complete an assessment form independently of other Board members. Then the Board, as a whole, should meet to compare and discuss results. Many times a facilitator can be very useful in this process.

- 8) **When results have been discussed and tabulated, the Board should list the objectives it will attempt to accomplish before its next assessment.**

- 9) **The Board should provide itself with appropriate training to ensure it meets its own objectives.**

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