

DOCUMENT RESUME

ED 158 475

EA 010 843

AUTHOR Wynn, Richard; Guerrieri, Donald J.
TITLE Manual for the Self Evaluation of School Boards.
INSTITUTION Tri-State Area School Study Council, Pittsburgh, Pa.
PUB DATE 78
NOTE 48p.
AVAILABLE FROM Tri-State Area School Study Council, 5R29 Forbes Quadrangle, University of Pittsburgh, 230 South Bouquet Street, Pittsburgh, Pennsylvania 15260 (\$2.00; \$1.50 if prepaid; discount of 10% for 10 or more copies)

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Board Administrator Relationship; *Boards of Education; Questionnaires; School Community Relationship; *Self Evaluation

ABSTRACT

Developed for use with 90 school systems in Western Pennsylvania, this manual was field tested and modified in some of those systems. It allows school board members to test themselves on six important aspects of school board operation: (1) the conduct of meetings, (2) relationship with the administrative staff, (3) educational program improvement, (4) personnel function, (5) school funds and facilities, and (6) school-community relations. Each section includes a number of criteria against which the board's performance may be evaluated. It is suggested that after each board member and the superintendent complete each section of the evaluation form, working sessions be scheduled to discuss the criteria and to search for means of making improvements where necessary. Making these improvements may call for workshops, outside consultants, task force committees, and further evaluation procedures. A six-page bibliography dealing with school board operation is included. (Author/JM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED158415

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Richard Wynn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM.

MANUAL FOR THE
SELF EVALUATION OF SCHOOL BOARDS

by

RICHARD WYNN
Professor of Education
University of Pittsburgh

with the assistance of

DONALD J. GUERRIERI
Teacher
Norwin School District
Irwin, PA

Published By
Tri-State Area School Study Council
Tri-State Area School Study Council
5R29 Forbes Quadrangle
University of Pittsburgh
230 South Bouquet Street
Pittsburgh, PA 15260

1978

Individual Copy - \$2.00 (\$1.50 if prepaid)
Discount of 10% for 10 or more copies

EA 010 813

TABLE OF CONTENTS

	PAGE
INTRODUCTION.....	1
USE OF THE MANUAL.....	5
THE CONDUCT OF SCHOOL BOARD MEETINGS.....	9
THE BOARD AND ITS RELATION WITH THE ADMINISTRATIVE STAFF.....	13
THE BOARD AND THE EDUCATIONAL PROGRAM.....	18
THE BOARD AND THE PERSONNEL FUNCTION.....	22
THE BOARD AND FUNDS AND FACILITIES.....	26
THE BOARD AND SCHOOL COMMUNITY RELATIONS.....	34
SOURCES OF ADDITIONAL HELP.....	40

INTRODUCTION

Faith in the local governance and administration of our schools is deep in the American tradition. Although the states commonly exercise legal authority over schools, much of the responsibility for the operation of schools has been delegated to local school districts in most states. Serving on school boards is a difficult task, a demanding obligation, and an awesome responsibility. It can be rewarding, not in terms of material recompense for the many hours devoted to it, but in terms of personal satisfaction from the improvement of the human condition through better education for children, youth, and adults.

But local governance of public schools is sorely troubled. In a recent Gallup Poll, only one-fourth of the respondents felt that their local school boards were doing an excellent job. Two-thirds of the respondents said that they would not be interested in serving on their respective local school boards. There are those who believe that local school boards have outlived their usefulness and that we must turn increasingly to state and federal government for fundamental solution of the problems of our schools.

In this milieu, it is inspiring to discover advocates who have not lost their faith in the local school board. Ruth H. Page an eminently effective local school board member and president, a county board member and president, president and executive secretary of the New Jersey School Boards Association, and a member of the Board of Directors of the National School Boards Association and as a member of many committees of that organization, has devoted a quarter of a century of her life to the improvement of public education through the strengthening of school boards.

Mrs. Page laments that she has been

discouraged and distressed because so many board members, though men and women of good will, did not fully comprehend their role and thus wasted time and energy in useless pursuits and endless discussion of trivialities...Unless board members can function effectively to bring about change in education, either they will become merely diploma-conferring, cornerstone-laying dignitaries or they will simply become obsolete. It is no longer enough to be willing to serve on a school board and hope to bring about improvement in education, or to return education to the three Rs, or to improve discipline in schools. We need dedicated, effective, contributing members committed to finding ways of making education meet the needs of today's children.

Success in re-election is not necessarily a criterion of effective service. Alas, too often exactly the opposite is true. An effective member is sometimes not re-elected because he has pushed for needed change which the system is not ready to accept.

Is this reason for remaining ineffective?
Far from it. It is reason for searching
for ways to promote educational improvement
with the sanction of the community, and
I know it can be done. I have seen it done
successfully again and again.

Mrs. Page believes that self-evaluation is the key to
strengthening the performance of school boards.

Only through careful, honest, open appraisal
can a board hope to improve its performance
and that of its superintendent. The board
must recognize that the school system can be
no better than the board. The best
superintendent can go no further than the
limitations of the board will allow. Board
members must work to remove their limitations
and strengthen their effectiveness if schools
are to improve. Self-evaluations can be
revealing and strengthening. They should be
undertaken yearly.

The evaluation of school board functioning is what
this monograph is all about. We think this evaluation is
important for several reasons.

Accountability

Accountability is the watchword in education these
days and evaluation is the handmaiden of accountability.
Indeed accountability is impossible without performance
evaluation.

Many boards believe that their credibility and
commitment to accountability and evaluation can be strengthened
through systematic evaluation of the school board itself, not

Ruth H. Page, What Makes an Effective School Board
Member?, Interstate Printers and Publishers, Danville, Illinois,
1975, pp. 1-2.

only because evaluation is the route to improvement but also because it lets the school staff know that the board willingly meets the same accountability tests that it expects of its staff. It would make little sense to suggest that everybody in the educational enterprise should be evaluated except the governing body itself.

Communication

Evaluation can improve communication which is essential to effective governance. Evaluation requires that the criteria for making judgments about the board's performance be made explicit. Systematic evaluation can force attention upon issues and often resolve them rather than letting them fester. The process of specifying the criteria for evaluation improves communication and deepens understanding, as the reader will discover in using this manual.

Orientation of new members

One of the problems common to school boards is the fairly rapid turnover of membership and the discontinuity of operation which may result. The specification of criteria for evaluation provides some enduring guides for school boardsmanship which, like the policies which often result from evaluation, help to provide needed stability even when the turnover of membership is rapid.

Improvement

Finally and most important, evaluation is always prerequisite to improvement. Well-reasoned evaluation identifies shortcomings or failures and suggests means for overcoming failures. Just as schools depend upon report cards to prompt the improvement of student performance, so they might depend upon "report cards" on the board's performance to point the way toward its improvement.

USE OF THIS MANUAL

This manual was first developed for use with ninety school systems in Western Pennsylvania affiliated with the Tri-State Area School Study Council at the University of Pittsburgh. It was tested in some of these school systems and modified as a result of that experience.

The manual is divided into six parts, each dealing with an important aspect of school board operation:

1. the conduct of board meetings
2. the board and its relations with the administrative staff
3. the board and educational program improvement
4. the board and the personnel function
5. the board and school funds and facilities
6. the board and school-community relations.

Each section includes a number of criteria against which the board's performance may be evaluated. These criteria are derived from the literature on school boardsmanship and from the writer's thirty years of experience in working with school boards. The writer believes that all of these criteria are important and sound; that they represent the hallmarks of effective school board performance. They are widely accepted by most authorities in education. However, local circumstances do vary. So do some people's perceptions of the proper role and function of school boards. For these reasons, the first column following each criterion is captioned (0) "not important". By checking this column, one may eliminate any criteria which are considered inappropriate. The remaining columns can be used to indicate whether the criteria are satisfied (1) rarely, (2) often, or (3) always by the board which is being evaluated.

It is suggested that each board member complete each of the sections of the evaluation form. The superintendent should also be asked to complete an evaluation form since, in most school districts, the superintendent is by law a non-voting member of the board. A tally sheet can be used to record the aggregated responses of the board members and the superintendent. Copies of the aggregated responses should be reproduced and distributed to each board member. If the evaluation process is

terminated at that point, it will be of little value. The real value derives from open, frank discussion of the results of the evaluation in working sessions of the board. Six sessions might be scheduled with each devoted to one of the six sections of the evaluation form. We suggest that the discussion might follow in this sequence:

1. Identify those criteria which a significant majority of the board regards as "not important" and see if agreement can be reached to disregard those.

2. Identify those criteria for which there is significant disparity among the responses of board members and superintendent to discover whether further discussion of those items may result in greater consensus.

3. Identify those criteria which are "rarely" satisfied and then those which are "often" satisfied and search for means of improving them. Means for improving might involve:

- a. a change in school board policy or procedure,
- b. a need for workshops for board members to improve their skills or change their behavior,
- c. a need for an outside consultant to observe the board's performance and to suggest ways of improving it,
- d. the creation of board committees to study the problem further and to return with suggestions.
- e. setting a date for a second round of evaluation to assess progress toward improvement.

The manual includes a bibliography which contains material that may be helpful to the board in working to improve its performance.

It is important that the discussions of the board's performance be depersonalized as much as possible. The chairperson should insist that the discussion deal forthrightly with behavior but not with persons. Teachers are taught to evaluate and criticize student behavior without disparaging the student as a person. This is a critical distinction that board members should emulate. The board is a corporate body and should be evaluated as such rather than as a collection of individuals.

PART I - THE CONDUCT OF SCHOOL BOARD MEETINGS

The board meeting is the most conspicuous function of the board. Skilled board watchers are able to make reliable judgments about a board's effectiveness by watching its performance during board meetings. Effective boards are distinguishable from less effective ones by the quality of their preparation for the meeting, the businesslike procedures used in the conduct of the meeting, the nature of the dialogue, the demeanor of members, and the followup to the meetings. Board meetings are the lifeblood of school district governance. They should be a fine object lesson in grass roots democracy at work at its best.

Part I - THE CONDUCT OF BOARD MEETINGS

	0 not important	1 rarely	2 often	3 always
<u>Preparation for</u>				
1. Agendas are developed from input from board members and superintendent.	_____	_____	_____	_____
2. Agendas are available to board members, staff and public several days in advance of board meeting.	_____	_____	_____	_____
3. Agendas are accompanied by recommendations for action when appropriate.	_____	_____	_____	_____

	0 not important	1 rarely	2 often	3 always
--	-----------------	----------	---------	----------

4. Agendas are accompanied by sufficient background information.

_____	_____	_____	_____
-------	-------	-------	-------

5. Board members study agendas, background information, minutes of previous meetings, financial statements, lists of bills, etc., before meeting.

_____	_____	_____	_____
-------	-------	-------	-------

6. If legal or other advise is needed, it is provided prior to the meeting.

_____	_____	_____	_____
-------	-------	-------	-------

7. Resolutions relating to routine business are prepared in writing in advance of the meeting.

_____	_____	_____	_____
-------	-------	-------	-------

8. Visitors are provided with copies of the agenda.

_____	_____	_____	_____
-------	-------	-------	-------

Procedures

9. The agenda is followed as closely as possible; non-agenda items of non-emergency nature are simply presented for discussion or for listing on future agendas; non-agenda items of emergency nature are dealt with when they require immediate attention.

_____	_____	_____	_____
-------	-------	-------	-------

10. The tabling of agenda items for future meetings occurs when more study or information is needed and not simply as a means of procrastination.

_____	_____	_____	_____
-------	-------	-------	-------

11. The public is invited to speak to agenda items before action is taken by the board.

_____	_____	_____	_____
-------	-------	-------	-------

12. The superintendent is invited to speak to agenda items before action is taken by the board.

_____	_____	_____	_____
-------	-------	-------	-------

	0 not important	1 rarely	2 often	3 always
--	--------------------	-------------	------------	-------------

13. The board follows written procedures for orderly conduct of business.

_____	_____	_____	_____
-------	-------	-------	-------

14. The board meeting room is conducive to efficient meetings and large enough to accommodate the public comfortably.

_____	_____	_____	_____
-------	-------	-------	-------

15. Meetings begin promptly and adjourn within a reasonable period of time.

_____	_____	_____	_____
-------	-------	-------	-------

16. The board meets both the letter and the spirit of "sunshine laws" in the conduct of its business.

_____	_____	_____	_____
-------	-------	-------	-------

17. The chairperson sets reasonable time limits for discussion and keeps the discussion on one topic at a time.

_____	_____	_____	_____
-------	-------	-------	-------

18. Roberts Rules of Order are adhered to when necessary to keep the discussion orderly.

_____	_____	_____	_____
-------	-------	-------	-------

19. Roll call votes are taken on those matters which the law specifies.

_____	_____	_____	_____
-------	-------	-------	-------

Demeanor

20. Board members can disagree without being personally disagreeable.

_____	_____	_____	_____
-------	-------	-------	-------

21. Board members are able to work for the good of the school system even when they are divided by political, social, personal or other differences.

_____	_____	_____	_____
-------	-------	-------	-------

22. During times of controversy, board members keep their cool and avoid personalization of conflict.

_____	_____	_____	_____
-------	-------	-------	-------

	0 not important	1 rarely	2 often	3 always
--	--------------------	-------------	------------	-------------

23. The chairperson sets a positive, fair, and businesslike tone for the meeting.

_____	_____	_____	_____
-------	-------	-------	-------

24. Once a vote is taken, the decision becomes "our" decision with commitment from all regardless of their original position on the issue.

_____	_____	_____	_____
-------	-------	-------	-------

25. Board members act with the understanding that they have no individual powers beyond those of an ordinary citizen outside board meetings.

_____	_____	_____	_____
-------	-------	-------	-------

26. Attendance of board members at meetings is satisfactory.

_____	_____	_____	_____
-------	-------	-------	-------

27. Board members remain open-minded on matters until all relevant information is at hand and discussed.

_____	_____	_____	_____
-------	-------	-------	-------

28. A summary of all significant board action is committed to writing and made available to all school personnel and the press.

_____	_____	_____	_____
-------	-------	-------	-------

29. Minutes are complete and accurate.

_____	_____	_____	_____
-------	-------	-------	-------

30. Minutes are stored in a safe and fireproof vault.

_____	_____	_____	_____
-------	-------	-------	-------

PART II - THE BOARD AND ITS RELATION WITH THE ADMINISTRATIVE STAFF

School districts with good board-administrative staff relations tend to have better administrator-teacher relations and better teacher-student relations. Human relations, whether good or bad, tend to be contagious throughout the organization. The relationship between the governance and the administration of a school district is an important and sensitive one, operating often in very delicate balance. Neither the board nor the administration can be fully effective if they are not compatible and supportive. Many incompatibilities can be relieved through better understanding of the proper role of the board and the role of the administrative staff, clarification of the board's expectations of the superintendent and his staff and the superintendent's expectations of the board, and through more effective definition of working relations, policies, and procedures.

0 not 1 2 3
important rarely often always

Role Clarification

1. The board confines itself to goal setting, policy making, program approval, evaluation, public relations and legally specified responsibilities.

2. The board avoids intrusion into the executive prerogatives of the superintendent and administrative staff except when executive actions contravene district policies or goals.

0 not important	1 rarely	2 often	3 always
--------------------	-------------	------------	-------------

3. The board does not permit intrusion of administrative staff into the policy making and other functions of the board.

_____	_____	_____	_____
-------	-------	-------	-------

Board's Expectations of the Superintendent

4. Board expects and receives recommendations of superintendent and administrative staff on all policy considerations and other important matters on board agenda.

_____	_____	_____	_____
-------	-------	-------	-------

5. Board expects and receives the support of the superintendent and administrative staff on policy decisions and other actions of the board, even those with which administrative staff may disagree.

_____	_____	_____	_____
-------	-------	-------	-------

6. The board requires the superintendent and administrative staff to provide for the board all pertinent information--both good and bad--relative to matters under consideration, including probable consequences of all alternatives under consideration.

_____	_____	_____	_____
-------	-------	-------	-------

7. Board expects and receives from the superintendent and his staff impartial evaluation of all employees.

_____	_____	_____	_____
-------	-------	-------	-------

8. The board requires the superintendent to use other members of the administrative staff and faculty as needed to help the board receive the best possible input for decisions which it must make.

_____	_____	_____	_____
-------	-------	-------	-------

9. The board requires the superintendent and administrative staff to conduct themselves in accordance with high ethical standards.

_____	_____	_____	_____
-------	-------	-------	-------

0 1 2 3
 important rarely often always

Superintendent's Expectations
 of the Board

10. Only personnel who have the recommendation of the superintendent are employed.

11. The board makes decisions on policies, goals, programs, budget, etc. only after input from superintendent, however not necessarily in agreement with such input.

12. Board members protect superintendent and administrative staff from unfair criticism.

13. Board provides superintendent with administrative staff adequate in quantity and quality to accomplish the tasks expected of administration.

Demeanor

14. Superintendent and administrative staff and individual board members are committed to goals, policies, and programs after adopted by the board.

15. Criticism of district shortcomings and problems is open and vigorous but without personal incrimination.

16. Personal criticism is confined to executive sessions.

17. Reciprocal trust and respect exist among board members and between boards and administrative staff notwithstanding disagreement on various issues.

18. Superintendent and board members respect and treat with discretion privileged information growing out of executive sessions or other sources.

	0 not important	1 rarely	2 often	3 always
--	--------------------	-------------	------------	-------------

19. Board members strive to work for the best interests of students and the community even when the board is divided on issues.

_____	_____	_____	_____
-------	-------	-------	-------

20. Board members conduct themselves in accordance with high ethical standards.

_____	_____	_____	_____
-------	-------	-------	-------

21. Board and superintendent treat all administrators as important members of the management team.

_____	_____	_____	_____
-------	-------	-------	-------

22. Board members muster the courage necessary to make difficult decisions, to take positions on controversial issues, and then stand firm when necessary in the face of criticism.

_____	_____	_____	_____
-------	-------	-------	-------

23. Superintendent and board refuse to engage in passing the buck and keep their cool in times of conflict.

_____	_____	_____	_____
-------	-------	-------	-------

24. Each board member is his own man or her own woman un beholden to special interests or personal interests unrelated to the welfare of children and the community.

_____	_____	_____	_____
-------	-------	-------	-------

25. Board members refuse to represent the board independently on board action.

_____	_____	_____	_____
-------	-------	-------	-------

Policies and Procedures

26. Board and superintendent are committed to open communication with the public and school faculty (except with respect to such matters as negotiating strategies, property acquisition, and highly personal information).

_____	_____	_____	_____
-------	-------	-------	-------

	0 not important	1 rarely	2 often	3 always
--	--------------------	-------------	------------	-------------

27. Board strives to maintain administrators' salaries and other perquisites at a level that stimulates their best possible performance.

_____	_____	_____	_____
-------	-------	-------	-------

28. Clear job descriptions with delineation of major duties and responsibilities are provided for all administrators along with specification of criteria, developed bilaterally, to be used in evaluating performance.

_____	_____	_____	_____
-------	-------	-------	-------

29. Provision is made for periodic, frank, objective evaluation of the performance of all administrators with no threat of dismissal without clear specification of shortcomings and the provision of time and guidance for improvement.

_____	_____	_____	_____
-------	-------	-------	-------

30. Board requires superintendent and administrative staff to participate in professional development activities essential to maintain and update their knowledge and skills.

_____	_____	_____	_____
-------	-------	-------	-------

31. Board members participate in activities essential to improve their knowledge and skills.

_____	_____	_____	_____
-------	-------	-------	-------

32. Communication between board and superintendent and among board members is conducted as a corporate body in the presence of the superintendent with no secret or privileged communication exchanged outside the corporate body, even in board committees.

_____	_____	_____	_____
-------	-------	-------	-------

PART III - THE BOARD AND THE EDUCATIONAL PROGRAM

The prime reason for the existence of school systems is to provide fine quality educational experiences for children and youth. Effective boards of education do not permit themselves to become so preoccupied with matters of school finance, transportation, personnel, athletics, and community relations that they have no time to devote to the educational program. Indeed it might be asserted with reason that the better school boards devote more attention to educational goal setting, planning and evaluation than do less effective boards.

Goal Setting

0 not
important 1 2 3
rarely often always

1. The school district conducts systematic assessments of the educational needs of the school-community.

2. The school board has established priorities among the educational needs of the community.

3. The school district states its educational philosophy and makes this document serve as a guide to policy, planning, and decision making within the district.

4. The educational needs of the community and the educational philosophy of the district are translated into specific goals or objectives with target dates set for their accomplishment.

0 not important	1 rarely	2 often	3 always
--------------------	-------------	------------	-------------

5. Budget allocations reveal the same priorities and goals as those expressed in 2 and 4 above.

6. Educational goals and progress toward the goals are well communicated to the general public.

Policy

7. The board weighs its actions and policies in terms of the best educational interests of students.

8. Board policy provides specific guidance to the staff relative to treatment of controversial issues in the classroom.

9. Board policy provides guidance relative to the selection of instructional materials.

10. Board policy makes provision for participation of the instructional staff in the selection of instructional materials.

Procedures and Resources

11. The board provides adequate resources to maintain a quality of program commensurate with the community's financial ability.

12. The board requires systematic evaluation of the district's progress toward its educational goals.

13. Substantial time is allocated in school board meetings for reports and discussion of educational goals, programs, and accomplishments.

0 not 1 2 3
 important rarely often always

14. The board provides a sufficient number of talented curriculum specialists, supervisors, and helping teachers, to assure quality control and improvement in its educational program.

15. The district provides sufficient resources for research and development of the educational program such as, professional library, testing programs, and teacher centers.

16. The board encourages staff development in curriculum and instruction through encouragement of attendance at professional workshops, visitations of other schools, local in-service programs, etc.

17. Students, teachers, and parents are invited to discuss educational needs and programs at board meetings.

18. The district provides physical conditions and interpersonal climate conducive to learning.

19. The district provides adequate educational opportunity for exceptional students with mental, physical, social, or emotional handicaps.

20. The board assures that specific aspects of the curriculum mandated by the state are being met.

21. The board assures that teachers participate in the development of the school's curriculum.

22. The school curriculum is sufficiently diversified to meet the different needs and interests of students.

0 not
important 1 rarely 2 often 3 always

23. The entire school environment
generates a strong love for
learning among students and
teachers.

PART IV - THE BOARD AND THE PERSONNEL FUNCTION

A school system should be a model employer. Children and youth should see in the school district's personnel policies and practices an object lesson that is the ideal for all enterprises. A school system can be no better than its faculty. All that a school district does it does through and with its personnel. All personnel policies and practices should be directed toward providing the best personnel policies available and toward establishing the kind of work climate that permits these people to work at their highest level of effectiveness.

Policy Development and Implementation

	not important	1 rarely	2 often	3 always
1. The school board has established policy covering major aspects of personnel administration.	_____	_____	_____	_____
2. Written policy statement are made available to all personnel in the district.	_____	_____	_____	_____
3. The development of personnel policy is a cooperative endeavor including teachers, administrators, and board.	_____	_____	_____	_____
4. The board confines itself to policy making and entrusts the recommendation of applicants for employment and other executive procedures to the superintendent and his staff.	_____	_____	_____	_____

Records and Reports

5. Records of school employees are complete and up-to-date.	_____	_____	_____	_____
---	-------	-------	-------	-------

0 not 1 2 3
 important rarely often always

6. Personnel records are protected against fire and other hazard.

7. Personnel records are available to authorized personnel on a need-to-know basis.

8. Employees have access to their own records with the privilege of inserting materials on their own initiative.

9. Personnel accounting reveals the number and identity of personnel without certification in their present assignments.

10. The board monitors the personnel function through periodic reports from the administrative staff.

11. The school district periodically conducts studies of its personnel needs and resources as a basis for personnel planning.

Recruitment and Selection

12. Recruitment of professional employees is conducted over a wide geographic area to maintain quality and quantity in a pool from which candidates are selected.

13. The selection of employees is made on the basis of professional merit without discrimination on the basis of race, sex, resident or other non-job-related considerations.

14. Effort is made to select personnel who are certified for the positions which they will hold.

Salaries and Fringe Benefits

0 not 1 2 3
important rarely often always

15. A salary schedule has been adopted which specifies compensation for each type of position according to qualifications, performance, and experience.

16. Salaries and fringe benefits are competitive with those in comparable districts in the region.

Orientation, In-service, and Evaluation

17. Adequate orientation, supervision, and other help is provided for teachers.

18. In-service programs are developed cooperatively with teachers to meet their needs.

19. A teacher evaluation program is developed cooperatively toward the improvement of instruction.

20. The district conducts periodic studies of teacher morale and takes corrective action when necessary.

Collective Bargaining

21. If collective bargaining is conducted with employees, the board insists that its negotiators bargain in good faith.

22. Throughout the bargaining process including impasse resolution the board acts with the best interests of students and the community as its primary consideration.

0 not 1 2 3
 important rarely often always

Equal Protection of Employee Rights

23. The school district has an affirmative action plan and an affirmative action officer responsible for monitoring the plan. _____

24. Personnel policies and practices are examined periodically to assure that they are not discriminatory. _____

25. Grievance procedures are well-defined and well-publicized. _____

26. Due process protections are available to employees who are dismissed, demoted, or otherwise subject to involuntary actions. _____

27. Salary and fringe benefits are made available to all employees equitably. _____

Communication and Role Clarification

28. Job descriptions, which specify minimum qualifications, duties, and responsibilities, are available for each type of position. _____

29. Staff vacancies are made known to employees who are welcome to apply. _____

30. Teacher handbooks containing personnel policies, procedures, rights, responsibilities, and other important information, are available to professional employees. _____

31. Official communication between the board and employees is conducted through the superintendent. _____

PART V - THE BOARD AND FUNDS AND FACILITIES

School laws commonly mandate certain minimum financial control procedures. Prudence requires certain other good business procedures to protect public moneys and to assure that they are managed efficiently. If school business management procedures are working properly, they will protect against mismanagement and act as a deterrent to the use of resources in a manner that is not consistent with the law and the goals of the district. The district will also be more able to make wise decisions regarding the implementation of educational programs and auxiliary services on a cost-effectiveness basis. It is of course not necessary for the board to handle all of the matters listed below but it is necessary that the board be satisfied that the matters are handled properly by the administrators to whom they are delegated.

<u>Bank accounts</u>	0 not important	1 rarely	2 often	3 always
1. The board has authorized school district bank accounts in accordance with school law.	_____	_____	_____	_____
2. Banks have been advised not to cash checks payable to the school district but that checks must be deposited to school district accounts.	_____	_____	_____	_____
3. Checks are prenumbered and preprinted with the name of the school district including proper identification of the fund.	_____	_____	_____	_____

	0 not important	1 rarely	2 often	3 always
--	-----------------	----------	---------	----------

4. Unused checks are kept under adequate control and voided checks are kept and filed.

_____	_____	_____	_____
-------	-------	-------	-------

Petty Cash Funds

5. The responsibility of the petty cash funds is vested in specified persons such as building principals.

_____	_____	_____	_____
-------	-------	-------	-------

6. Before any petty cash disbursement is made, the custodian of the fund prepares a formal voucher.

_____	_____	_____	_____
-------	-------	-------	-------

7. Petty cash funds are subject to audit.

_____	_____	_____	_____
-------	-------	-------	-------

8. Petty cash expenditures do not exceed a fixed amount established by the board of school directors.

_____	_____	_____	_____
-------	-------	-------	-------

Revenues

9. The school district conducts an accurate annual census to project anticipated revenues and school enrollments.

_____	_____	_____	_____
-------	-------	-------	-------

10. School district policy mandates that taxing agencies, e.g. tax collectors, remit within several days of collection, tax monies collected and a report detailing sources of revenues.

_____	_____	_____	_____
-------	-------	-------	-------

11. The school district takes proper measures to collect delinquent taxes.

_____	_____	_____	_____
-------	-------	-------	-------

12. A lien is placed upon the property until said taxes are paid in full.

_____	_____	_____	_____
-------	-------	-------	-------

	0 not important	1 rarely	2 often	3 always
13. Tax collectors' bonds are in force and of an adequate amount.	_____	_____	_____	_____
14. Monies received by the school district are deposited intact, on the day of receipt.	_____	_____	_____	_____
15. Receipts are supported by documentary evidence.	_____	_____	_____	_____
16. Only the school board exercises the power to exonerate tax liabilities.	_____	_____	_____	_____
17. The school board is careful about exonerations which establish a precedent.	_____	_____	_____	_____
<u>Cash Disbursements</u>				
18. Disbursements are made by check, not cash.	_____	_____	_____	_____
19. The signing or countersigning of checks in advance and the practice of drawing checks to the order of cash is strictly prohibited.	_____	_____	_____	_____
20. School district policy prohibits the cashing of accommodation checks and the lending of school district money, except for investment security.	_____	_____	_____	_____
21. When a mechanical checksigner is used, the signature dye and the keys for the checksigner are kept under adequate control.	_____	_____	_____	_____
22. Before any disbursement of cash is made, the school board approves payment in accordance with school law.	_____	_____	_____	_____
23. All supporting data verifying the authenticity of the payment are available for review by school board members.	_____	_____	_____	_____

	0 not important	1 rarely	2 often	3 always
--	--------------------	-------------	------------	-------------

24. Before payment is made, the business manager has the following source documents: purchase order, purchase requisition, purchase invoice, and receiving report.

_____	_____	_____	_____
-------	-------	-------	-------

25. Travel and convention expenses for school board members and school personnel are supported by documentary evidence.

_____	_____	_____	_____
-------	-------	-------	-------

26. The school board minutes contain formal motion of the board's approval for authorization of all payments.

_____	_____	_____	_____
-------	-------	-------	-------

Purchases

27. Purchase requisitions on prenumbered purchase orders are used to originate or initiate purchasing activity.

_____	_____	_____	_____
-------	-------	-------	-------

28. The board gives formal approval of purchased items by adhering to legal requirements regarding advertising for or soliciting quotations for certain items.

_____	_____	_____	_____
-------	-------	-------	-------

29. The school board minutes contain formal motion of the board's approval for authorization of purchased items.

_____	_____	_____	_____
-------	-------	-------	-------

Investment Securities

30. The purchase and sale of securities are authorized only by the board.

_____	_____	_____	_____
-------	-------	-------	-------

31. Securities are kept in a safe deposit box or on deposit with a corporate trustee.

_____	_____	_____	_____
-------	-------	-------	-------

	0 not important	1 rarely	2 often	3 always
--	--------------------	-------------	------------	-------------

32. Securities are in the name of the school district and are periodically inspected.

_____	_____	_____	_____
-------	-------	-------	-------

33. Records are maintained for each security including certificate number.

_____	_____	_____	_____
-------	-------	-------	-------

34. School board policy requires more than one trusted person, authorized by the school board, to be present when examining or removing securities from the safe deposit box.

_____	_____	_____	_____
-------	-------	-------	-------

35. Based on an analysis of investment transactions and savings accounts, the school board determines that income from temporary deposits and investments have been properly accounted for.

_____	_____	_____	_____
-------	-------	-------	-------

Inventories

36. A physical inventory is conducted at least once a year of all inventoried items.

_____	_____	_____	_____
-------	-------	-------	-------

37. Inventories are covered by adequate insurance and proof of loss can be established.

_____	_____	_____	_____
-------	-------	-------	-------

38. Before inventoried items are disbursed, a formal requisition is completed by those persons requesting the materials.

_____	_____	_____	_____
-------	-------	-------	-------

Property, Plant, and Equipment

39. Up-to-date records are maintained for plant properties, plant, and equipment with records of date of purchase, serial numbers, etc.

_____	_____	_____	_____
-------	-------	-------	-------

	0 not important	1 rarely	2 often	3 always
40. Periodic inventories of plant assets are taken.	_____	_____	_____	_____
41. Plant assets are adequately insured and periodic appraisals are made for insurance purposes.	_____	_____	_____	_____
42. The school district maintains contracts, deeds, titles, and other evidence of ownership of plant assets in secure place.	_____	_____	_____	_____
43. The school district has a well defined policy on accounting for capital additions (as opposed to maintenance and repairs) in order to support state approved tuition rates and state reimbursements on account of instruction.	_____	_____	_____	_____
<u>Notes Payable and Bonded Debt</u>				
44. The school district's borrowing capacity is maintained at a level adequate for its needs.	_____	_____	_____	_____
45. Borrowing is authorized by the school board.	_____	_____	_____	_____
46. The school district avoids borrowing to pay off past borrowing and borrows only against anticipated taxes.	_____	_____	_____	_____
47. Ample revenues are set aside to pay off notes.	_____	_____	_____	_____
48. Paid notes are properly cancelled and accounted for.	_____	_____	_____	_____
49. Capital outlay bond funds are kept separate from other funds.	_____	_____	_____	_____

0 not important	1 rarely	2 often	3 always
--------------------	-------------	------------	-------------

50. Paid bonds and interest coupons are properly accounted for and canceled.

Construction Contracts

51. Construction contracts are awarded to the lowest responsible bidder after due public notice for competitive bids is given.

52. Contractors supply bonds with sufficient surety in amounts fixed by the school board for the faithful performance of the contracts and for assurance of payment of materials and labor.

53. The insurance coverage required under the contracts has been provided and is in force.

Budget

54. The annual budget is supported by adequate work sheets.

55. Budgetary control of expenditures strictly adheres to the school law.

56. School board members are furnished with a budget status report each month.

57. The budget is formally approved by the majority of the school board and properly advertised.

58. Budget transfers are duly authorized and formally recorded in school board minutes.

0	not	1	2	3
important		rarely	often	always

59. If the budget is overexpended, which overexpenditures are within the provisions of the law.

_____	_____	_____	_____
-------	-------	-------	-------

General

60. Employees in position of trust are bonded; adequacy of the bonds are reviewed and approved by board.

_____	_____	_____	_____
-------	-------	-------	-------

61. Financial reports are submitted on a timely basis and in accordance with the provisions of the school law.

_____	_____	_____	_____
-------	-------	-------	-------

62. The business manager periodically reviews all insurance coverage.

_____	_____	_____	_____
-------	-------	-------	-------

63. School board members and school administrators maintain freedom from conflict of interest with business enterprises with which the school district does business.

_____	_____	_____	_____
-------	-------	-------	-------

64. The school board engages a certified public accounting firm, preferably one that specializes in school audits, to perform its annual school audit.

_____	_____	_____	_____
-------	-------	-------	-------

65. The audit includes all school district accounts, activities, funds and taxing agencies.

_____	_____	_____	_____
-------	-------	-------	-------

PART VI - THE BOARD AND SCHOOL-COMMUNITY RELATIONS

There is research evidence to support the belief that schools in a given community can not be better than the people of the community want them to be, given our system of local control of schools. This does not mean that schools are always as good as people want them to be. It means only that the level of public understanding and expectation of schools sets a ceiling beyond which schools can not usually improve further. Effective school systems seem to be characterized by a high level of public understanding of them, the product of careful attention to school-community relations.

Community Participation

	0 not important	1 rarely	2 often	3 always
1. The school board actively encourages public participation in board meetings.	_____	_____	_____	_____
2. The school board utilizes citizen advisory committees in deepening understanding of possible solutions to difficult problems.	_____	_____	_____	_____
3. The school board involves the community effectively in systematic needs assessment and in goal prioritization surveys and uses this information in program and budgeting.	_____	_____	_____	_____

0 not 1 2 3
important rarely often always

4. The school district involves students and citizens in the evaluation of its educational programs.

5. The school district distributes to the community an annual report of school district progress and problems.

6. The school board invites special input from school-oriented and youth-oriented groups, such as PTAs.

7. The school board welcomes input from students in decision making that is closely related to their interests and needs.

8. The district maintains a community resources file of persons and groups within the community with special talents that the district may capitalize upon when needed.

9. The school board systematically evaluates the effectiveness of its community relations program perhaps with the help of a citizens advisory committee.

Community Study

10. The school board requires periodic study and projection of demographic, economic, and other changes taking place among the population and uses these data for educational planning.

11. The district promotes child-study groups and parent education programs.

0 not important	1 rarely	2 often	3 always
--------------------	-------------	------------	-------------

12. The district conducts follow-up studies of its graduates to generate information useful in the improvement of program and services. _____

Communication and Public Understanding

13. School board members promote public pride in schools in their dialogue at board meetings and in their interaction with the community. _____

14. The school district distributes parent handbooks containing important information for parents. _____

15. Individual board members and members of the professional staff welcome opportunities to speak to community groups on school matters. _____

16. School board members use school board election campaigns effectively to raise public understanding of educational issues. _____

17. The school district conducts public opinion polls among citizens and students on important educational issues. _____

18. The school board holds public hearings when engaged in crucial decision making, such as in the search for a new superintendent, cutbacks in programs or staff, school budget adoption, etc. _____

19. The school board prepares and distributes to the community copies of proposed school budgets with sufficient interpretative information to make them understandable to lay citizens. _____

0 not information rarely 1 2 3
often always

20. Information presented to the community is balanced and objective; shortcomings or failures are related as openly as successes.

21. The school district systematically distributes announcements of changes in policies, programs, practices, and events through newsletters to citizens.

22. The school board provides sufficient resources for effective teacher-parent conferences.

23. The school board holds someone responsible for preparing news releases on important events and accomplishments of the district.

24. The board systematically invites the news media to important discussions or briefings on important developments in the school.

25. The school district holds seminars or briefings for persons in the community with special interests in the schools, such as realtors, chamber of commerce, clergymen, etc.

26. The school district includes public relations training in its in-service programs for the school staff.

27. Teachers, secretaries, receptionists, telephone operators, and others are helped to be conscious of the effectiveness of their relations with the public.

28. Courses in social studies devote emphasis to understanding the importance of public education and the problems of schools to help

0 not 1 2 3
 important rarely often always

young citizens gain the understanding they will need to appreciate and support schools appropriately in later life.

29. The school district capitalizes fully on the public relations potential inherent in school events, such as commencements, homecomings, alumni reunions, National Education Week, etc.

30. The school district publicly recognizes significant accomplishments of its individual students and teachers with at least the same intensity that it recognizes their problems or difficulties.

31. The school district maintains close and effective relations with other educational institutions in the community, such as parochial schools and community colleges.

32. The district distributes school calendars widely to inform citizens of important events throughout the year.

33. The school board guarantees public access to all non-confidential information in the district.

34. The board strives to interpret proposed state and federal legislation relating to education to the local community.

Services to the Community

35. The district maintains an adequate staff of specialists to perform essential service to the community, such as home and school visitors, public information specialists, ombudsmen, etc.

	0 not important	1 rarely	2 often	3 always
36. School board policy encourages public use of school facilities.	_____	_____	_____	_____
37. New school buildings are planned to facilitate their use by the public.	_____	_____	_____	_____
38. The district encourages and recognizes effective participation of the school staff in community organizations.	_____	_____	_____	_____
39. The school board supports adequate programs of adult education.	_____	_____	_____	_____
40. The school district facilitates the return of school dropouts of all ages into the school program.	_____	_____	_____	_____

SOME SOURCES OF ADDITIONAL HELP

General

- Anderson, B. Robert: Basic Boardmanship, New Jersey School Boards Association, Trenton, NJ, 1975. Emphasizes the group dynamics of effective boardmanship and how individual board members may work effectively with the group.
- Ashby, Lloyd W.: The Effective School Board Member, Interstate Printers and Publishers, Danville, Ill., 1968. Practical discussion of how board members may improve their effectiveness both individually and collectively.
- Cistone, Peter J. (ed.): Understanding School Boards: Problems and Prospects, Lexington Books, Lexington, Mass., 1975. Collection of papers dealing with the problems of local school governance and how it can be improved.
- National School Boards Association: On Board: A Learning Experience in School Board Problem-Solving, NSBA, Washington, D.C., 1972. A discussion guide related to NSBA's excellent film presenting cases of school board responses to dilemmas common to boards.
- National School Boards Association: School Boards: A Creative Force, NSBA, Washington, D.C., 1967. General discussion of the opportunities facing boards for creative leadership in school governance.

Odiorne, George S.: Management and the Activity Trap, Harper and Row, New York, NY, 1974. Emphasizes the importance of definition of objectives and monitoring progress towards them, rather than preoccupation with activities.

Page, Ruth S.: What Makes An Effective School Board Member? Interstate Printers and Publishers, Danville, Ill., 1976. Characteristics and behavior of effective school boards described with emphasis upon goal setting, evaluation, and high-ethical standards.

Pennsylvania School Boards Association: To Use These Talents, PSBA, Harrisburg, PA., 1973. Excellent guide to board members' responsibilities and orientation to the position of school board membership.

Rose, Lowell C. (ed.): Handbook for School Board Members, Indiana School Boards Association, Bloomington, Ind., 1970. Handbook of information relative to effective school boardsmanship and a guide to effective performance.

School Board Meetings

Davidson, Jack L.: Effective School Board Meetings, Parker Publishing Co., W. Nyack, NY, 1971. Practical suggestions on how school boards may make their meetings more effective.

National School Boards Association: School Board Meetings, NSBA, Washington, D.C., 1976. Summary of research on effective meetings stressing goal-seeking behavior, evaluation of meetings, and incorporation of good practices into board bylaws and policies

Russell, Kenneth L.: The How in Parliamentary Procedure, Interstate Printers and Publishers, Danville, Ill., 1976. Simplified application of parliamentary procedure described to make meetings smoother and more effective.

School Board Policy

National School Boards Association: Educational Policies Service of NSBA, NSBA, Washington, D.C., n.d. A series of publications designed to help local boards establish and maintain more effective policies; includes reference manual, reports on updating policy, and reference help on specific aspects of policy.

Strauss, Robert F.: School Board Policies and Your Board of Education, New Jersey School Boards Association, Trenton, NJ., 1973. Discussion of importance of good policies and how boards can develop and profit from good policies.

Wilson, Robert E.: School Board Policies: What Are They? How To Write Them, Ohio School Boards Association, Columbus, Ohio, 1968. Discussion of scope and nature of school board policies and how boards can develop them most effectively.

School Board-Administrator Relations

American Association of School Administration: Roles and Responsibilities, of School Board, Superintendent, and Staff, AASA, Arlington, VA., 1963. Delineation of proper roles and responsibilities of boards and their administrative staffs and how working relationships among them can be strengthened.

Dykes, Archie, R.: School Board and Superintendent: Their Effective Working Relations, Interstate Printers and Publishers, Danville, Ill., 1965. Discussion of how school boards and superintendents can clarify their respective roles and improve their working relationships.

Educational Research Service, Evaluating Superintendents and School Boards, ERS, Arlington, VA., 1976. Statement of principles and collection of documents used by various districts in evaluating school board and superintendent performance.

Nunnery, Michael Y.: Effective Educational Leadership: The School Board/Superintendent Team, Florida School Boards Association, Tallahassee, FL, n.d. Discussion of how boards and superintendents can define their respective roles and work together most effectively.

School Board and Public Relations

American Association of School Administrators: PR for School Board Members, AASA, Arlington, VA., 1976. Stresses importance of effective communication in public relations with practical guides for improving communication through board meetings, news media, district publications, and feedback.

Johnson, Robert H., and Roy O. Frantz: The School Board and Public Relations, Exposition Press, New York, NY, 1964. Discussion of the importance of effective board relations with the public and guide to establishing such relations.

National School Boards Association: The People Look At

Their School Boards, NSBA, Washington, D.C., 1975. Report of a national study of public opinion relative to the quality of boards' performance, the public image of boards, and how much the public knows about its school boards.

Robinson, Thomas E., George Reinfeld, and Timothy B. Robinson:

101 Public Relations Activities for Schools, Interstate Printers and Publishers, Danville, Ill., 1976. Collection of sensible ways of improving schools' public relations, emphasizing that good educational programs are the foundation of good PR.

School Board and the Educational Program

American Association of School Administrators: The Evaluation of Instructional Programs, AASA, Arlington, VA., 1975. Discussion of systematic approaches to the evaluation of instructional programs with consideration of procedures and goal-related criteria.

School Board and Personnel Management

American Association of School Personnel Administrators: Standards for School Personnel Administration, AASPA, Walnut Creek, CA., 1972. Delineation of basic principles of personnel administration, which are useful in establishing policies and procedures, and standards for evaluation of personnel policies and practices.

Greenfield, T.B., et. al.: Developing School Systems: Planning, Organization and Personnel, Ontario Institute for Studies in Education, Toronto, Canada, 1969. Excellent guide to the entire range of school district governance and management functions

including inventories of essential tasks.

School Board and Finance and Business Management

Johns, Roe L. and Edgar L. Morphet: Planning School Finance Programs, National Educational Finance Project, Gainesville, FL., 1972. A study guide for the improvement of the financing of education with primary attention to state finance programs.

Phi Delta Kappa: Financing The Public Schools, Phi Delta Kappan, Bloomington, Ind., 1973. Report of a study of school finance with emphasis upon what educational programs and services should be provided, where the money comes from, and the alternatives available.