

# Morgan Hill Unified School District Board of Education Self-Evaluation

## SECTION I: BOARD GOVERNANCE

### Individual Role/Responsibilities

1. I familiarize myself with school policies and laws which are important for meetings.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>
2. I read the agenda and supporting material prior to the Board meeting.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>
3. I use the chain of command and direct questions to the superintendent when contacted by a district resident.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>
4. I visit schools within the district.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>
5. I am informed about community feelings toward the schools.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>
6. I respect the superintendent's office.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>
7. I refrain from unwarranted interferences in the administrator's affairs.	Almost Always <input type="radio"/>	Often <input type="radio"/>	Occasionally <input type="radio"/>	Rarely <input type="radio"/>	Never <input type="radio"/>

8. I believe in long-range planning and recognize that changing trends change school needs.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
9. I trust the superintendent to provide the Board with accurate information on the school system.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
10. Even though I may disagree, I publicly support positions taken by the whole Board.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
11. I recognize that the governance and policy duties belong to the Board and administrative duties belong to the district's administrators.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
12. I attend Open House, school awards ceremonies, concerts, plays, athletic contests, and other school events.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
13. I am familiar with the budgeting process of the district.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
14. I am familiar with the curriculum and graduation requirements of the district.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○
15. I have participated in board discussions about what the board should do differently as a result of mistakes made.	Almost Always  ○	Often  ○	Occasionally  ○	Rarely  ○	Never  ○

## Board Culture<sup>1</sup>

- 16. The Board commits the time to become informed.
- 17. Board members agree on the role and responsibilities of the Board and the Superintendent.
- 18. The Board treats the Superintendent with respect.
- 19. Board members treat each other with respect.
- 20. Board's split decisions do not result in a split Board.
- 21. The Board manages internal conflicts in a productive manner.
- 22. Board members are able to hold confidential items in confidence.
- 23. The Board handles conflict openly and constructively.

## Board/Superintendent Relations

- 24. The Board keeps the Superintendent informed on issues, needs, and complaints in a manner that allow him/her the opportunity to solve related problems in a professional manner.
- 25. The Board clearly communicates its position on controversial matters pertaining to the school district, thereby enabling the Superintendent to properly carry out the wishes of the Board.
- 26. The Board supports the Superintendent's administrative decisions to the public and staff members and relays any disagreement in a private or executive session.
- 27. The Board questions administrative proposals, requiring the Superintendent to defend or reconsider his/her recommendations.
- 28. The Board has a procedure in place for conducting the Superintendent's evaluation.
- 29. The Board receives timely information.
- 30. Board members receive adequate information to make informed decisions.

## Reaching Decisions

- 31. The Board will request a decision be postponed until further information can be obtained.
- 32. Board members are able to speak their minds without fear of being ostracized.

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<sup>1</sup> The same 5-point rating scale as appears for Questions 1-15 will be used for all questions in Sections I and II. It will appear in the official electronic version of the survey that is distributed for evaluation purposes.

- 33. The Board does not present new issues of a complex nature for immediate action.
- 34. The Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.
- 35. Before reaching a decision on important issues, the Board requests input from students or staff likely to be affected by the decisions.
- 36. The Board handles issues that are ambiguous and complicated by consulting with or appointing committees to conduct in-depth research.
- 37. At Board meetings, there is at least as much dialogue among members as there is among members and staff.
- 38. The Board effectively uses data in its decision-making.

## SECTION II: BOARD RESPONSIBILITIES

### Setting Direction

- 39. The Board sets clear organizational priorities for the year ahead.
- 40. Within the past year, the Board has reviewed school district strategies for attaining long-term goals.
- 41. The Board has discussions focused on identifying or overcoming school district weaknesses.
- 42. The Board uses the district’s mission, core beliefs, and vision to drive district performance.
- 43. The Board adopts clear and measurable indicators to assess district performance.
- 44. The Board is focused on achievement for all students.
- 45. The Board discusses and researches events and trends in the community that may affect schools.

### Fiscal Management

- 46. The Board adopts a fiscally responsible budget aligned to the district’s vision and goals.
- 47. The Board regularly monitors the fiscal health of the district.
- 48. The Board requires proper accountability for the expenditure of funds in the school district.

- 49. The Board provides justified funding to maintain an educational program in this district that is based on the belief that all students can learn at high levels.
- 50. The Board keeps the community informed about the financial needs of the schools.
- 51. The Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.
- 52. The board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs, and special construction funds.

## Community Leadership

- 53. The Board recognizes that their fellow citizens have entrusted them with the educational development of the children and youth of this community.
- 54. The Board recognizes that the community expects their first and greatest concern to be in the best interest of all students in the district without distinction as to who they are or what their background may be.
- 55. The Board provides community leadership on educational issues.
- 56. The Board shows an awareness of the impact its decisions will have on the community.
- 57. The Board pursues partnerships to support district efforts.
- 58. The Board advocates on behalf of students and public education at the local, state and federal levels.
- 59. The Board informs the community on district priorities, progress, needs and opportunities for involvement.
- 60. The Board encourages the public to attend Board meetings.

## Accountability

- 61. The Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.
- 62. The Board monitors student progress against established benchmarks.
- 63. The Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.
- 64. The Board monitors progress towards district goals based on established success indicators.

65. The Board compares reports on schools' progress with the district's long-term goals.
66. The Board evaluates the performance of the Board and has discussions about the effectiveness of its performance.

## SECTION III: OVERALL STRENGTHS AND AREAS OF IMPROVEMENT

1. List areas of strength. In what areas are we doing really well?
2. List areas where the Board could improve.
3. What would be the most important thing the board needs to work on first? What will have the greatest impact on student learning?
4. What do we need to learn as a Board team? Where can we get the information we need to improve? When can we take the time to learn?