***CHERRYFIELD SCHOOL DEPARTMENT***

 ***NEPN/NSBA CODE: BBAB***

**SCHOOL COMMITTEE SELF-EVALUATION**

As an elected body, the School Committee is accountable to the public for the education of its children and the stewardship of the school unit’s resources. The School Committee recognizes that in order to be most effective in its governance role, it should continuously monitor and evaluate its own performance, processes, and practices. The School Committee believes that periodic self-evaluation is essential to improved leadership, support of student achievement, and the attainment of the school unit’s vision and goals.

The School Committee will annually conduct a self-evaluation at a scheduled time and place. The School Committee encourages all of its members to attend. No other School Committee business will be taken up at this session. Consistent with the Freedom of Access Act, the School Committee’s self-evaluation will be held in open session. The Superintendent is expected to participate in the process.

During self-evaluation, the School Committee will evaluate itself as a whole. The self-evaluation should emphasize areas of strength as well as those identified for improvement. School Committee members are encouraged to use the evaluation process as an opportunity to assess their own personal performance.

The School Committee will determine the areas of competence and/or School Committee responsibilities and relationships that will be used as the basis for the self-evaluation. The School Committee will select an evaluation method or instrument that will include a reasonable number of criteria or performance indicators by which to appraise the School Committee’s functioning and effectiveness. The School Committee may also identify specific topics for discussion that are related to its meeting processes, communications, School Committee-Superintendent relations, and “boardsmanship” skills.

The School Committee may seek the assistance of the Superintendent in identifying standards for assessment and topics for discussion and/or in selecting an evaluation method or instrument that meets its needs.

If a self-evaluation instrument/form is used, a composite profile of responses may be tabulated to provide a more detailed analysis of School Committee performance. As no single instrument or form may encompass all of the School Committee’s responsibility or sufficiently address the relationship between responsibilities, the School Committee need not limit itself to those items that appear on the instrument or form, but should use it as means of structuring and stimulating School Committee discussion.

A different method or instrument may be used from year to year, but must be agreed upon by a majority of the School Committee.

The areas of School Committee responsibility and relationships that may be appropriate to consider during the self-evaluation may include but are not limited to:

 A. School Committee “visioning,” strategic planning, and long-range planning skills and processes;

 B. School Committee meeting management, conduct, and decision-making processes;

 C. Policy development and implementation;

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 D. Fiscal oversight and resource allocation;

 E. Oversight of curriculum and instruction;

 F. Monitoring of student achievement;

 G. School Committee subcommittee structure, responsibilities, and processes;

 H. School Committee member development;

 I. New School Committee member orientation;

 J. School Committee-Superintendent relations;

 K. School Committee-community relations and communications;

 L. School Committee relations with the media; and

 M. School Committee legislative involvement and advocacy.

Following a discussion of the evaluation results, the School Committee will establish priorities and objectives for the following year’s self-evaluation.

The School Committee may, as desired, schedule interim self-evaluation sessions to assess progress toward achieving identified priorities and objectives.

DATE ADOPTED: September 10, 2013

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