

WESTLAKE CITY SCHOOLS
BOARD OF EDUCATION AGENDA
Tuesday, February 18, 2014 – 9:00 a.m. – Work Session/Board Retreat
Walter Haverfield, LLP – 1301 East 9th St., Suite 3500, Cleveland, Ohio 44114

Tentative Agenda – Items may be added or deleted prior to meeting.

Call to Order Time: _____

Roll Call:

Ms. Winter _____
Mr. Falcone _____
Mr. Finucane _____
Mrs. Leszynski _____
Mr. Mays _____

Pledge of Allegiance

VISION STATEMENT

The Westlake City School District will provide a dynamic, student centered, 21st Century learning environment. Our district will be characterized by high achievement, actively engaged learners, mutual respect, shared knowledge, pursuit of new skills and capabilities, collaborative learning, willingness to take action, a team commitment to data-driven continuous improvement, and tangible results.

MISSION STATEMENT

WE EDUCATE FOR EXCELLENCE...Empowering all students to achieve their educational goals,
to direct their lives, and to contribute to society.

Acknowledgment of Visitors

Approval of Agenda

Motion by _____

Seconded by _____

Roll Call Vote:

Ms. Winter _____
Mr. Falcone _____
Mr. Finucane _____
Mrs. Leszynski _____
Mr. Mays _____

*Hearing of Public (15 Minutes) Agenda Items

A. Board Discussion Items

1. BOE Operations – Review of Policy BK-E
2. Master Facility & Capital Planning
3. Partnership Opportunities

Executive Session

Adjourn to Executive Session For Purpose of Negotiations with Legal Counsel

Time _____

Motion by _____

Seconded by _____

Roll Call Vote:

Ms. Winter _____
Mr. Falcone _____
Mr. Finucane _____
Mrs. Leszynski _____
Mr. Mays _____

Adjourn Executive Session and Return to Regular Session
Time _____

4. Levy Considerations
5. CIP/Strategic Planning

Executive Session

Adjourn to Executive Session For Purpose of Negotiations with Legal Counsel
Time _____

Motion by _____

Seconded by _____

Roll Call Vote:

Ms. Winter _____

Mr. Falcone _____

Mr. Finucane _____

Mrs. Leszynski _____

Mr. Mays _____

Adjourn Executive Session and Return to Regular Session
Time _____

6. BOE Goals

*Hearing of Public (15 Minutes)

B. Adjournment

Time: _____

Motion by _____

Seconded by _____

Roll Call Vote:

Ms. Winter _____

Mr. Falcone _____

Mr. Finucane _____

Mrs. Leszynski _____

Mr. Mays _____

The public may address the Board during the periods of the meeting designated for public participation. Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time allotted is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. The period of public participation may be extended by a vote of the majority of the Board present and voting.

File: BK-E (Also AFA-E)
EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual Board member is measured at election time. However, that is not enough. Each Board should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

Board Meetings - Official action can be taken only when the Board is in session. Therefore, each meeting must be organized for maximum efficiency.

Adequate	Inadequate	The Board of Education:
_____	_____	reads agenda and background materials well in advance of meeting
_____	_____	makes public feel welcome; provides agenda, minutes and related materials
_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public
_____	_____	does not present new issues of complex nature for immediate action
_____	_____	does not abuse privilege of tabling important issues
_____	_____	demonstrates knowledge and use of good parliamentary procedure
_____	_____	makes distinction between Board's role and function of administrators
_____	_____	expects staff input and superintendent's recommendation on key issues
_____	_____	ensures that a good public participation policy is in effect
_____	_____	endeavors to make most productive use of meeting time
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

File: BK-E (Also AFA-E)
EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Board-Community Relations - The schools belong to the people. As elected officials, Board members have the responsibility to be representative, to be responsive and to be effective as agents of change.

Adequate	Inadequate	The Board of Education:
_____	_____	actively seeks input from community in establishing goals and objectives
_____	_____	gives full support and cooperation to PTA and other citizens
_____	_____	establishes close working relationships with other units of government
_____	_____	is actively involved in state and federal education legislation
_____	_____	maintains effective two-way communication between school officials and residents of the District
_____	_____	ensures best possible relationship between school District officials and media
_____	_____	makes best use of facilities and resources in meeting needs of community
_____	_____	provides leadership in securing maximum community support for a good educational program
_____	_____	approves annual budget within resources that can be certified in the "fiscal certificate"
_____	_____	adopts policies that ensure sound management and fiscal control

Board-Administrator Relations - A good Board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, if a good program will exist in districts with poor board-administrator relations.

Adequate	Inadequate	The Board of Education:
_____	_____	evaluates performance of superintendent and CFO/Treasurer on a regular
_____	_____	assures that all other personnel are evaluated on a regular basis by superintendent and staff
_____	_____	works and plans with administration in spirit of mutual trust and confidence
_____	_____	recognizes superintendent as chief executive officer and educational leader of the District
_____	_____	provides administrators encouragement & opportunity for professional
_____	_____	avoids interference with duties which are the responsibility of administrators
_____	_____	solicits input from professional staff in development of Board policies
_____	_____	addresses potential problems between Board and administrators at earliest opportunity
_____	_____	is willing to defend administrators from unjust and unfounded criticism
_____	_____	has explored the management team concept of operating the schools

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Board-Staff Relations - Good education depends on good teachers. It is incumbent on boards to seek maximum input from staff on educational issues while retaining the authority and responsibility for the operation of the schools.

Adequate	Inadequate	The Board of Education:
_____	_____	approves job descriptions for all approved positions
_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, in-service programs, visitations and conferences
_____	_____	refers complaints to appropriate person for discussion
_____	_____	preserves and maintains adequate management rights in any labor relations agreement

Instructional Program - The purpose of public schools is to provide educational opportunities for all students. To this end, it must be determined what are educationally valuable experiences and how they can best be delivered.

Adequate	Inadequate	The Board of Education:
_____	_____	provides equal access to curriculum and cocurricular activities for all students
_____	_____	approves course additions and deletions to the curriculum
_____	_____	balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
_____	_____	encourages suggestions for curriculum improvement from students, staff and community
_____	_____	safeguards the privacy of student records
_____	_____	encourages a positive approach to student discipline
_____	_____	safeguards the rights of students to due process
_____	_____	provides policies that implement the educational standards of the State Board of Education

File: BK-E (Also AFA-E)
EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Personal Qualities - A school board member will achieve maximum results only if high ethical standards of conduct are maintained in all personal, business and public activities.

Adequate	Inadequate	
_____	_____	As a Board of Education Member, I:
_____	_____	keep the education and welfare of children as my primary concern
_____	_____	represent the best interests of all patrons rather than special interest groups
_____	_____	understand the need for compromise; abide by decisions of the majority
_____	_____	channel complaints and potential problems to proper authority
_____	_____	have made the time commitment necessary to become an informed and effective Board member
_____	_____	reach decisions on the merits of issues and on the basis of best available evidence
_____	_____	participate in in-service programs at regional, state and national levels
_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf
_____	_____	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible
_____	_____	am familiar with and abide by the OSBA Code of Ethics

Additional Comments:
