



# NYS AIS Manual for Evaluation and Accreditation

## SAMPLE Board Assessment

### Manual 4.3

*The following evaluation of fundamental governing body and individual trustee responsibilities is designed to stimulate thought about how the Board of Trustees should operate, to assess how it might improve its performance, and to assist in the writing of the Section Three, Governance, of the NYSAIS Manual for Evaluation and Accreditation.*

For each section, rate the performance of the governing body of the school on the following scale:

- |                                      |   |
|--------------------------------------|---|
| 6 = outstanding                      | 3 = needs improvement                           |
| 5 = very good                        | 2 = work has begun, but needs major improvement |
| 4 = satisfactory, for the time being | 1 = topic not yet on board's agenda             |

Rating	Mission
	The members of the governing body recognize and fulfill their responsibility as stewards of the mission.
	The governing body assures that the mission is clear and understood by all the constituencies of the school.
	The governing body periodically reviews the mission statement and provides for continuity of the mission in the life of the school.
	The governing body has made a commitment to diversity, equity and inclusion which is explicit in the school's policies and procedures.
<b>Relationship with the Head of School</b>	
	The governing body ensures that the head of school receives appropriate support, evaluation, and compensation.
	The governing body is responsible for establishing broad school policies and appropriately delegates responsibility for the operations of the school to the head of school.
	The governing body provides stability in transitions of leadership for itself and its head of school.
<b>Financial Oversight</b>	
	The governing body has policies in place to support the creation, review and approval of an annual operating and capital budget as well as a multi-year financial plan.
	The governing body ensures that financial resources are provided for the school.
	The governing body understands its central role in institutional advancement and actively supports these efforts.
	The governing body ensures administrative follow up as a result of an outside annual professional audit and the corresponding management letter.

	<b>Fiduciary Responsibility</b>
	The governing body periodically reviews that the board and the school follow all applicable laws, rules, and regulations.
	The governing body ensures that the school has in place adequate provisions for risk assessment and management, including the transfer of risk through appropriate insurance coverage.
	The governing body reviews and maintains appropriate bylaws that conform to legal requirements.
	The governing body creates a conflict-of-interest policy that is reviewed annually with, and signed by, individual trustees.
	The governing body keeps full and accurate records of its meetings, committees, and policies.
	The governing body has approved a written policy for preventing and responding to sexual misconduct and abuse.
	<b>Board Membership</b>
	The roles and responsibilities of the governing body are clearly defined, transparent, and communicated to all constituents.
	The governing body participates in an effective program of board development that includes annual new trustee orientation, ongoing trustee education, evaluation and self-evaluation, and board leadership succession planning.
	The governing body's commitment to diversity, equity, and inclusion is reflected in the training recruitment, and retention of trustees.
	<b>Strategic Orientation</b>
	The governing body undertakes effective strategic planning for the school.
	Members of the governing body focus on the strategic interests and needs of the school in fulfilling their responsibilities.
	<b>School Communications</b>
	The governing body ensures the confidentiality of all conversations.
	The decisions of the governing body are effectively communicated to the appropriate constituents.



## Self-Evaluation to be Completed by Individual Board Members

For each section, rate your performance as a trustee on the following scale:

6 = outstanding

5 = very good

4 = satisfactory, for the time being

3 = needs improvement

2 = work has begun, but needs major improvement

1 = topic not yet on board's agenda

	I understand and support the school's mission.
	I monitor the progress of the school in its strategic plan.
	I assist in the fundraising efforts of the school.
	I give to the school commensurate with my financial circumstances.
	I read and understand the school's financial reports.
	I support and, as requested, advise the head of school.
	I take advantage of opportunities to enhance the school's public image.
	I recommend qualified individuals as possible nominees for the governing body.
	I participate in board training and development opportunities.
	I feel as though I can bring my full self to my work on the board.
	I read materials in advance of board and committee meetings.
	As appropriate, I suggest agenda items for committees and the governing board to consider.
	I avoid, in fact and perception, conflicts of interest that might jeopardize the school or its governing body.
	I participate in meaningful ways in board meetings.
	I respect the confidentiality of the board's executive sessions.
	I willingly volunteer to further the school's mission.
	I complete assignments in a responsible and timely manner.

**This part of the evaluation allows additional issues to be raised and comments on the performance of the board.**

What do you perceive to be the principal strengths of the school?

What are the key strengths of this governing body?

On what issues should the governing body concentrate in the next year?

In what areas could the governing body improve its performance?

In what areas do you feel you are most effective as a trustee?

In what areas do you feel least effective?

What would help you grow as a trustee?

Do you find your work as a trustee satisfying? In what ways?