

## Todd County School District Policy Exhibit: BAA - E

### EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Please circle one number after each of the items. Please do not skip any item. The numbering scale is from high to low: 5 being the highest, 1 the lowest. Comments are always helpful.

#### RELATIONSHIP WITH SUPERINTENDENT

1. The Board establishes written policies for the guidance of the superintendent in the operation of the schools. 5 4 3 2 1
  
2. The Board provides the superintendent with a clear statement of the expectations which he/she will be measured periodically. 5 4 3 2 1
  
3. The Board engenders confidence in the superintendent by inviting communication from the superintendent. 5 4 3 2 1
  
4. The Board reaches decisions only on the basis of study of all available background data and after considering the recommendation of the superintendent. 5 4 3 2 1
  
5. The Board requests information through the superintendent; requests information from staff only with the knowledge of the superintendent. 5 4 3 2 1
  
6. The Board provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary. 5 4 3 2 1
  
7. The Board discusses issues immediately rather than allowing the issue to alienate either board members or superintendent. 5 4 3 2 1
  
8. The Board provides opportunity and encouragement for professional growth of the superintendent. 5 4 3 2 1
  
9. The Board takes the initiative in maintaining a professional salary for the superintendent comparable with salaries paid for similar responsibility in and out of the profession. 5 4 3 2 1
  
10. The Board does not involve itself in administrative management of the school district and recognizes the distinction between policy setting and administrative regulations and procedures. 5 4 3 2 1

**COMMUNITY RELATIONSHIPS**

- 11. The Board encourages community attendance at board meetings. 5 4 3 2 1
- 12. The Board actively fosters cooperation with various news media for the dissemination of information about school programs. 5 4 3 2 1
- 13. The Board insures a continuous planned program of public information regarding the schools. 5 4 3 2 1
- 14. The Board participates actively in school/community affairs. 5 4 3 2 1
- 15. The Board channels all concerns, complaints, and criticisms of the school system through the superintendent for study, with the expectation that he/she will report back to the board. 5 4 3 2 1
- 16. The Board protects the superintendent from unjust criticism and the efforts of vocal special-interest groups. 5 4 3 2 1
- 17. Individual board members do not commit themselves to a position in response to a patron's inquiry or in public statements unless board policy is already established and clear. 5 4 3 2 1
- 18. The Board encourages patron participation in advisory capacities in the solution of specific problems. 5 4 3 2 1
- 19. The Board is aware of community attitudes and the special-interest groups which seek to influence the district's programs 5 4 3 2 1

**BOARD MEETINGS**

- 20. The Board established written procedures for conducting meetings, which include ample provision for the public to be heard but prevent a single individual or group from domination of discussions. 5 4 3 2 1
- 21. The Board conducts its meetings in facilities that allow the district's business affairs to be conducted by the board and its administrative staff effectively. 5 4 3 2 1
- 22. The Board selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation. 5 4 3 2 1

23. New items of a complex nature are not introduced for action if they are not listed on the agenda; instead they are forwarded to a subsequent agenda.  
5 4 3 2 1
24. Definitive action is withheld until there is a superintendent's recommendation.  
5 4 3 2 1
25. The privilege of "tabling" matters for further study is not abused.  
5 4 3 2 1
26. Each Board member makes a sincere effort to be informed on all agenda items listed prior to the meeting.  
5 4 3 2 1
27. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only prior to consideration for adoption.  
5 4 3 2 1

**STAFF AND PERSONNEL RELATIONSHIPS**

28. The Board develops sound personnel policies, involving the staff when appropriate.  
5 4 3 2 1
29. The Board approves the employment or dismissal of staff members taking into consideration the recommendation of the superintendent.  
5 4 3 2 1
30. The Board makes provisions for the complaints of employees to be heard and, after full study, if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.  
5 4 3 2 1
31. The Board is receptive to suggestions for improvement of the school system.  
5 4 3 2 1
32. The Board encourages professional growth and increased competency of staff through
- a. attendance at educational meetings;
  - b. on the job training; and
  - c. salary increments which recognize training and experience beyond minimum qualifications for a given position.
- 5 4 3 2 1
33. The Board makes the staff aware of the esteem in which it is held.  
5 4 3 2 1

34. The Board provides a written policy protecting the academic freedom of teachers.  
5 4 3 2 1

### **RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM**

35. The Board understands the instructional program in terms of the board's own adopted mission and outcomes and understands the general restrictions imposed on it by state and federal legislation, and/or the State Board of Education.  
5 4 3 2 1
36. The Board recognizes the expectation of the community to support a quality education for all its students.  
5 4 3 2 1
37. The Board resists the efforts of special-interest groups to influence the instructional program if the effect would be detrimental to the students.  
5 4 3 2 1
38. The Board encourages the participation of the professional staff and, in certain instances, the public in the development of the curricula.  
5 4 3 2 1
39. The Board always weighs all decisions in terms of what is best for all students.  
5 4 3 2 1
40. The Board provides a policy outlining the district's vision, mission, and expected outcomes against which the instructional program can be evaluated/assessed.  
5 4 3 2 1
41. The Board keeps abreast of new developments in teaching and learning through attendance and participation in school board association conferences and meetings of other educational groups and by reading selected books and periodicals.  
5 4 3 2 1

### **RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS**

42. The Board equates the income and expenditure of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.  
5 4 3 2 1
43. When necessary, the Board takes the leadership in suggesting and securing community support for additional financing.  
5 4 3 2 1
44. The Board establishes written policies which will insure efficient administration of purchasing, accounting, and payroll procedures and an insurance program.  
5 4 3 2 1

- 45. The Board authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.
 

5 4 3 2 1
- 46. The Board makes provisions for long-range planning, acquisition of sites, additional facilities, and plant maintenance.
 

5 4 3 2 1

**PERSONAL QUALITIES**

- 47. The Board has a sincere and unselfish interest in public education and in the contribution it makes to the development of children.
 

5 4 3 2 1
- 48. The Board has knowledge of the communities, which the school system serves.
 

5 4 3 2 1
- 49. The Board has an ability to think independently, to grow in understanding, to rely on fact rather than prejudice, and to exhibit a sincere willingness to hear and consider all sides of a controversial question.
 

5 4 3 2 1
- 50. The Board has a deep sense of loyalty to other board members and a respect for group decisions cooperatively reached.
 

5 4 3 2 1
- 51. The Board has a respect for and interest in people and an ability to get along with them.
 

5 4 3 2 1
- 52. The Board has a desire to work through defined channels of authority and responsibility.
 

5 4 3 2 1
- 53. The Board has a willingness to devote the necessary time to become an effective board member.
 

5 4 3 2 1

ADOPTED: November 8, 1993  
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