



# Mitchell School District 17-2 POLICY

Category	Approval	
Series 200: Foundations and Basic Commitments	Adopted	Revised
	11/27/00	8/12/03, 6/27/11, 6/22/15
	Reviewed	
	8/13/07	

## **EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES**

**MSD 240**

The Board may review its performance annually to ensure its proper discharge of responsibilities to the community. The Board recognizes that faultfinding and disparaging remarks serve no constructive purpose, and therefore, evaluation will be based on a positive approach, which will indicate the strengths of the Board and the areas of needed improvement.

The evaluation should meet local needs and provide for objective examination. Certain conditions are recommended to help the Board meet this goal, and thereby provide for the improvement of school board leadership. These conditions include:

1. Board member involvement in the development of standards by which they will evaluate themselves.
2. Holding the evaluation in January at a regular meeting, in executive session, and with all Board members present.
3. Developing a composite of individual members' opinions, and discussion of the results of the Board as a whole.
4. Supporting each judgment with as much rationale and objective evidence as possible.

Upon final discussion of the results, the Board will develop both short- and long-range priorities to ensure continued proficiency in its areas of excellence, strengthening of adequate or weak areas and elimination of those areas no longer applicable to its performance.

The 8/12/03 revision struck “in place of a regular meeting, with no or few other items on the agenda” because the practice of the Board has been to hold the evaluations during, rather than in place of, a regular meeting.

6/27/11 revision replaced evaluation document with new revised evaluation attached.

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Areas of Responsibility	Degrees of Success (1-5) 1= Poor, 2= Inadequate, 3= Adequate, 4= Good, 5= Excellent
<b>A. RELATIONSHIP WITH SUPERINTENDENT</b>	
1. Established written policies for the guidance of the superintendent in the operation of the schools.	
2. Provides the superintendent with a clear statement of the expectations of performance and personal qualities against which he/she will be measured periodically.	
3. Engenders confidence in the superintendent by inviting communication from the superintendent.	
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the superintendent.	
5. Requests information through the superintendent and only from staff members with the knowledge of the superintendent.	
6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.	
7. Matters tending to alienate either board members or the superintendent are discussed immediately rather than being permitted to fester and deteriorate.	
8. Provides opportunity and encouragement for professional growth of superintendent.	
9. Provides time for the superintendent to plan.	
10. Takes the initiative in maintaining a professional salary for the superintendent comparable with salaries paid for similar responsibility in the profession.	
11. Does not overly involve itself in administrative management of the school district and recognizes the distinction between administration and policy setting.	
<b>B. COMMUNITY RELATIONSHIPS</b>	
12. Encourages attendance at board meetings.	
13. Actively fosters cooperation with various news media for the dissemination of information about the school program.	
14. Insures a continuous planned program of public information regarding the schools.	
15. Channels all concerns, complaints and criticism of the school system through the superintendent for study with the expectation that he will report back to board if action is required.	
16. Protects the superintendent from unjust criticism and the efforts of vocal special interest groups.	
17. An individual board member does not commit himself to a position in answer to an inquiry or in public statements unless board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.	
18. Encourages citizen participation in advisory capacity in the solution of specific problems.	
19. Is aware of community attitudes and the special interest groups, which seek to influence the district's program.	

<b>C. BOARD MEETINGS</b>	
20. Has established written procedures for conducting meetings, which include ample provision for the public to be heard, but prevents a single individual or group from dominating discussions.	
21. Conducts its meetings in facilities that allow the district's business affairs to be conducted by the board and its administrative staff effectively.	
22. Selects a chairman on the basis of his/her ability to properly conduct a meeting rather than on seniority or rotation.	
23. New items of complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda.	
24. Definitive action is withheld until asking if there is a staff recommendation and what it is.	
25. Care is used in criticizing a staff recommendation.	
26. The privilege of holding over matters for further study is not abused.	
27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.	
28. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.	
<b>D. STAFF AND PERSONNEL RELATIONSHIPS</b>	
29. Develops sound personnel policies, involving the staff when appropriate.	
30. Authorizes the employment or dismissal of staff members only upon the recommendation of the superintendent.	
31. Makes provision 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.	
32. Is receptive to suggestions for improvement of the school system.	
33. Encourages professional growth and increased competency through: <ul style="list-style-type: none"> <li>a. Attendance at educational meetings.</li> <li>b. Training on the job.</li> <li>c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.</li> </ul>	
34. Makes the staff aware of the esteem in which it is held.	
<b>E. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM</b>	
35. Understands the instructional program and the general restriction imposed on it by the Assembly, the State Board of Education, and college and university requirements.	
36. Realistically faces the ability of the community to support a quality education for its children.	
37. Resists the efforts of special interest groups to influence the instructional programs if the effect would be detrimental to the students.	
38. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.	
39. Weighs all decisions in terms of what is best for the	

students.	
40. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.	
41. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in board association conferences meetings of other educational groups and by reading of selected books and periodicals.	
<b>F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS</b>	
42. 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	
43. Takes the leadership in suggesting and securing community support for additional financing when necessary.	
44. Establishes written policies which will insure efficient administration of purchasing, accounting, payroll procedures and the insurance program.	
45. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.	
46. Makes provision for long-range planning acquisition of sites, additional facilities and plant maintenance.	
<b>G. PERSONAL QUALITIES</b>	
47. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.	
48. A knowledge of the community which the school system is designed to serve.	
49. An ability to think independently, to grow in knowledge and to rely on fact rather than prejudice and a willingness to hear and consider all sides of a controversial question.	
50. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.	
51. A respect for and interest in people and an ability to get along with them.	
52. A desire to work through defined channels of authority and responsibility.	
53. A willingness to devote the necessary time to become an effective board member.	
54. Participates in and takes an active interest in the advisory boards and committees on which you serve.	
55. Takes advantage of the educational opportunities provided by ASBSD and other agencies to gain knowledge of important issues regarding the business of education.	