

SCHOOL ADMINISTRATIVE UNIT 79

BA

SCHOOL BOARD OPERATIONAL GOALS

Each year the Board will formulate goals and objectives. The goals and objectives may include, but are not limited to the Board functions of vision, structure, accountability and advocacy. The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

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1. Board meetings.
2. Policy Development.
3. Fiscal management
4. Board role in educational program development.
5. Board member orientation.
6. Board member development.
7. Board officer performance.
8. Board-Superintendent relationship.
9. Board-staff relationships.
10. Board-community relationships.
11. Legislative and government relationships.
12. Risk management.

Legal Reference:

NH Code of Administrative Rules, Section ED.303.01 (g), Substantive Duties of School Boards.

Adopted: November 28, 1984
Revised: November 13, 2001
Reviewed: February 10, 2003
Revised:
1st Reading: April 13, 2009
2nd Reading: April 27, 2009
Adopted: April 27, 2009
Reviewed: July 9, 2013
Reviewed: August 13, 2013

Gilmanton School District Policy
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SCHOOL BOARD SELF-EVALUATION AND GOAL SETTING

The Board will attempt to conduct an annual self-evaluation. Co-extensive with the Board's self-evaluation, the Board will attempt to establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the Board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

Legal References:

NH Code of Administrative Rules, Section ED. 303.01 (g), Substantive Duties of School Boards

Appendix: BA-R1; [BA-R2](#)

Revised: February, 2005
Revised: September 2012
1st Reading: August 8, 2017
2nd Reading: September 12, 2017

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SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

GENERALLY

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the school district are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the District community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the administration to comply with policy shall not invalidate any lawful action taken.

CONTENTS OF BOARD POLICY AND ADMINISTRATIVE PROCEDURE

The policies of the Board shall be composed of (1) the policies contained in this Policy Manual; (2) the contents of administrative job descriptions adopted by the Board; (3) all formal Student Handbooks; and (4) all formal Employee Handbooks.

Administrative procedure is not part of Board policy and may be altered by the administration without Board action. Administrative procedure, however, may not conflict with Board policy.

LIMITATIONS OF POLICY

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory, procedures shall be given both an interpretation and application, which is lawful. The Board shall have the final interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employees, taxpayers, or others within the school district beyond those that are established in law and are not intended to restrict or limit students, employees, or other members of the school district community from pursuing any claims or defenses available under law.

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**SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES
(CONT'D)**

EXCEPTIONS

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

- a. Any person may request an exception to any Board policy, or the application of same, by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.
- b. The Superintendent or his/her designee shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception, and the disposition of prior requests for exceptions to the same or similar policies.
- c. Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.
- d. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.

- e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

1st reading: January 21, 2003
2nd reading: February 10, 2003
Adopted: February 10, 2003
Reviewed: April 27, 2009

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BA-R1

EVALUATION OF SCHOOL BOARD

Instructions

Each Board member and each administrator asked to evaluate the Board's effectiveness is to rate the Board on each criterion, using a number on a scale from 1 to 5.

The Key: 1 – Never; 2 – Occasionally; 3 – Sometimes; 4 – Frequently; 5 – Always

The Board Chairperson or Superintendent will collect all copies of the rating instrument, tally the scores, determine the composite average, and record it on the graph provided. Each member of the Board will be given a copy of the composite results.

Individual Composite

Rating Rating

A. RELATIONSHIP WITH SUPERINTENDENT

_____ _____ 1. Establishes written policies for the guidance of the Superintendent in the operation of the schools.

_____ _____ 2. Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.

_____ _____ 3. Creates confidence in the Superintendent by inviting communication from the Superintendent.

_____ _____ 4. Reaches decisions on the basis of study of 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 member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.

_____ 8. Provides opportunity and encouragement for professional growth of the 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 and out of the profession.

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EVALUATION OF SCHOOL BOARD

(Cont)

B. COMMUNITY RELATIONSHIPS

_____ 11. Encourages attendance of citizens at Board meetings.

_____ 12. Fosters cooperation with various news media for the dissemination of information about the school program.

_____ 13. Ensures a continuous planned program of public information regarding the schools.

_____ 14. Participates in community affairs.

_____ 15. Channels all concerns, complaints, and criticisms of the school system through the Superintendent with the expectation that he/she will report back to the 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 him/herself 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 an 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.

C. BOARD MEETINGS

_____ 20. Has written policies or procedures for conducting meetings.

_____ 21. Conducts meetings in facilities that allow the board's business affairs to be effectively conducted by the Board and administrative.

_____ 22. Selects a chairperson on the basis of his or her ability to properly conduct a meeting; alternatively, selects a chairperson consistent with applicable Board policy.

_____ 23. New items of a complex nature are not introduced for action if they are not listed on the agenda, but are presented for listing on a subsequent agenda.

_____ 24. Definitive action is withheld until asking if there is a staff recommendation and what it is.

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EVALUATION OF SCHOOL BOARD

(Cont)

_____ 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.

D. STAFF AND PERSONNEL RELATIONSHIPS

- _____ 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. Adheres to board policy relative to receiving complaints about school staff and refers such complaints through correct administrative protocol.
- _____ 32. Is receptive to suggestions for improvement of the school system.
- _____ 33. Encourages professional growth and increased competency through:
- a. Attendance by staff members at educational meetings.
 - b. Training on the job.
 - c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.
- _____ 34. Makes the staff aware of the esteem in which it is held.
- _____ 35. Provides a written policy protecting the academic freedom of teachers.

E. RELATIONSHIP TO INSTRUCTIONAL PROGRAM

- _____ 36. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements.
- _____ 37. Realistically faces the community to support a quality education for its children.
- _____ 38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
- _____ 39. Encourages the participation of the professional staff in the development of the curriculum.

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EVALUATION OF SCHOOL BOARD

(Cont)

- _____ 40. Weighs all decisions in terms of what is best for the students.
- _____ 41. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.

_____ 42. Keeps abreast of new development in course content and teaching techniques through attendance and participation in School Boards association conferences and meetings of other educational groups and by reading of selected books and periodicals.

F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

_____ 43. Equates the income and expenditures 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.

_____ 44. Takes the leadership in suggesting and securing community support for additional financing when necessary.

_____ 45. Establishes written policies which will ensure efficient administration of purchasing, accounting, and payroll procedures, and the risk management program.

_____ 46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.

_____ 47. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.

G. POLICY DEVELOPMENT

48. The Board had adopted all policies required by law.

49. The Board has developed a policy development system or process to ensure that all board policies are up to date, regularly reviewed, and reflect the goals of the school district.

50. All Board policies are easily accessible by the public, staff, administrators and others.

51. All board members have a current copy of the policy manual.

H. RISK MANAGEMENT

52. The school district has identified and evaluated the risks and loss exposures inherent in District programs and operations to ensure the health and safety of every employee and student in the District.

(Cont)

53. The District acquires, reviews and administers the District's insurance protection programs (including pooled risk management) for liability, property and workers compensation programs.

54. In partnership with its brokers and carriers analyzes and compares the various options that are available to the District to reduce, eliminate or transfer the District's loss exposures and to optimize safety.

1st Reading: July 9, 2013
2nd Reading: August 13, 2013
Adopted: August 13, 2013

INDIVIDUAL BOARD MEMBER SELF-EVALUATION WORKSHEET

Please complete the following personal assessment of your boardsmanship before completing Appendix BA-R1 – Evaluation Of School Board. This individual evaluation will not be shared, but is for your review only.

The Key: 1 – Never; 2 – Occasionally; 3 – Sometimes; 4 – Frequently; 5 – Always

- _____ 1. I familiarize myself with school policies and laws which are important for meetings.
- _____ 2. I attend all School Board Meetings.
- _____ 3. I read the agenda and supporting material prior to the Board meeting.
- _____ 4. I reserve all decisions on matters until the Board is in session.
- _____ 5. I keep personal matters personal and discuss nonrelated concerns at appropriate times and places.
- _____ 6. I use the chain of command and direct questions to the superintendent when contacted by a district resident.
- _____ 7. I attend NHSBA workshops and meetings.
- _____ 8. I read school publications sent to my home.
- _____ 9. I contact the superintendent and make proper arrangements when I visit schools within the district.
- _____ 10. I am informed about community feelings toward the schools.
- _____ 11. I respect the superintendent’s office and refrain from unwarranted interferences in the administrator’s affairs.
- _____ 12. I believe in long-range planning and recognize that changing trends change school needs.
- _____ 13. I believe the district should place great emphasis on professional growth.
- _____ 14. I know that I have no authority as a Board member except when the Board is legally in session. Board officers have specific duties that are occasionally performed outside of Board sessions.
- _____ 15. I rely on the superintendent to provide the Board with accurate information on the school system.
- _____ 16. I take part in Board in-service and orientation programs.
- _____ 17. Even though I may disagree, I support publicly positions taken by the whole Board.

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BA-R2

INDIVIDUAL BOARD MEMBER SELF-EVALUATION WORKSHEET

_____ 18. I work toward mutual trust between Board members and administration and keep criticism of either to private sessions.

_____ 19. I recognize that governance and policy duties belong to the Board and administrative duties belong to the district's administrators.

_____ 20. I support budgetary provisions and encourage the professional growth of the superintendent.

_____ 21. I support strong professional growth programs for all school personnel.

_____ 22. I attend PTA, concerts, plays, athletic contests, and other school events.

_____ 23. I am familiar with the budgeting process of the district.

_____ 24. I am familiar with the curriculum and graduation requirements of the district.

1st Reading: July 9, 2013
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Adopted: August 13, 2013
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Revised: September 2012

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