

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

Section A contains policies, on the District's legal role in providing public education and the basic principles underlying school board governance. These policies provide a setting for all of the school board's other policies and regulations.

<u>Code</u>	<u>Category</u>	<u>Title</u>
AA	O	School District Legal Status
ABA	R	Volunteer Involvement (Also, IJOC)
AC	P	Nondiscrimination/Equal Opportunity
AC-R		Non-Discrimination – Title IX – Grievances
ACA		Anti-Harassment
ACE	P	Nondiscrimination on the Basis of Handicap/Disability Procedural Safeguard
AD	O	Educational Philosophy/School District Mission
ADB	R	Drug-Free Schools (Also ADB, GBEC, GBED, JICG)
ADC	P	Tobacco-Free Schools (Also ADB, GBEC, GBED, JICG)
AFA	R	Evaluation of Board Operational Procedures
AFA-R		Evaluation of School Board Operational Procedures

Categories

O = Optional These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

P = Priority The subject matter of these policies is required by state and/or federal law.

R = Recommended While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

Adopted on March 2, 2004

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SCHOOL DISTRICT LEGAL STATUS

The legal basis for education is vested in the will of the people as expressed in the Constitution of New Hampshire, the statutes* pertaining to education, court interpretation of these laws, the powers implied in them, and the rules and regulations of the State Board of Education.

In New Hampshire, school districts are political subdivisions of the State and, as such, are considered municipal corporations.

Board policies are established by the Board, which serves as an agent of the District. Funds for school operating expenses are approved by a majority of qualified voters present and voting at the annual School District meeting except that bond issues require a 60% vote under RSA40:13.

Statutory/Case Law References:

New Hampshire Constitution, Pt. 2 Article 83

Claremont School District vs. Governor, 138 NH 183 (1993)

RSA Chapter [33](#), Municipal Finance Act

RSA [194](#):2, School Districts to be Corporations

RSA [195](#):6, Powers and Duties of Cooperative School Districts

RSA [197](#):1, Annual School District Meetings

RSA [40](#):13, Use of Official Ballot

Clough v. Osgood 37 NH 444 (1935)

** The majority of state laws on education are in RSA Chapters [186](#) through [200H](#).*

Revised: February 2004

Revised: November, 1999

Revised: July, 1998

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Also IJOC

VOLUNTEER INVOLVEMENT

The Board shall encourage the involvement of citizens to fulfill the mission of the schools.

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NONDISCRIMINATION

The District shall not discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, and Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the District's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

Legal Reference:

RSA [354-A](#): 6, Opportunity for Employment without Discrimination a Civil Right

RSA [354-A](#): 7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title I of the Americans with Disabilities Act of 1990

Title VII of the Civil Rights Act of 1964 (15 or more employees)

Appendix: [AC-R](#)

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NONDISCRIMINATION: TITLE IX GRIEVANCES

Inquiries or complaints regarding compliance with Title IX may be directed to the office of Superintendent of Schools. Grievances will be processed as follows:

GRIEVANCE PROCEDURE

1. Any complaint from or on behalf of any person employed or served by the schools shall be submitted in writing, using the form provided, to the office of the Superintendent of Schools, hereafter referred to as "the designated employee." The designated employee shall without delay forward it to the person immediately responsible, i.e., department head, coach, supervisor, etc.
2. The immediately responsible person will investigate the complaint and report his/her findings and recommended remediation in writing to the grievant within five (5) school days. A copy of the report shall be sent to the designated employee who will maintain a file on all grievances.
3. If the grievance has not been remedied to the satisfaction of the grievant, he/she may then submit the complaint, with all previous communications attached, to the following parties, in the order given. Each party will have the time indicated in which to investigate and report its findings and recommended remediation.
 - a. Responsible Building Principal (5 school days)
 - b. Superintendent of Schools (10 school days)
 - c. School Board (20 school days)
4. If all else fails, the grievant may appeal to the Federal Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Note: All reports submitted throughout the grievance procedure must be made out in duplicate, with all previous correspondence attached, one copy going to the grievant and one to the designated employee who shall maintain a file on all grievances. Blank grievance forms will be available in all Principals' offices in every school and in the Superintendent of School's office.

See: Policy AC
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ANTI-HARASSMENT POLICY**Purpose**

The Windham School Board expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern, dignity and respect for their fellow employees and the students. Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), the American with Disabilities Act of 1990, and RSA 354-A.

Policy

The Windham School Board will not tolerate any type of unlawful harassment based on age, race, color, religion, sex, national origin, sexual orientation, marital status, physical or mental disability, or veteran status by employees, vendors or visitors on school property or at school-sponsored events.

The Windham School Board has determined that the most effective way to limit harassing conduct is to treat it as misconduct even if it does not rise to the level of harassment actionable under Title VII of the Civil Rights Act of 1964. A hostile environment claim under Title VII usually requires a pattern of severe and pervasive conduct. A single utterance of, for instance, an ethnic, sexual, or racial epithet that offends an employee would not be severe enough to constitute unlawful harassment in violation of Title VII. The Windham School District will not wait for such a pattern to emerge. Rather, the School District will act before the harassing conduct is so pervasive and offensive as to constitute a hostile environment. It is the School Board's view that such conduct is inappropriate and must be stopped.

The Windham School District will actively investigate any allegation of unlawful harassment. If it is determined that unlawful harassment has occurred, the School District will take appropriate disciplinary action. The School District will also take all necessary measures to protect those who report incidents of alleged harassment or participate in the investigative process in any way from retaliation and additional harassment. This policy is not meant to replace the School District's Sexual Harassment Policy. Allegations of sexual harassment will be investigated under the Sexual Harassment Policy

Definition

Harassment is unwelcome verbal, graphic, or physical conduct, or written or electronic communications, based on the race, color, sex, sexual orientation, gender, religion, age, national origin, marital status, disability, and other legally protected characteristics when:

1. The conduct is sufficiently severe or pervasive to create a hostile work environment; or
2. The submission or rejection of the conduct is used as a basis for employment decisions (for example, demotion, termination, failure to promote, etc.); or
3. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.

Adopted by the WSB on March 17, 2009

Adopted on March 2, 2004

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ANTI-HARASSMENT POLICY

(continued)

Hostile work environment harassment occurs when unwelcome comments or conduct based on sex, race, or other legally protected characteristics unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment. Anyone in the workplace might commit this type of harassment - a supervisor, co-worker, or non-employee, such as a contractor, substitute, vendor, volunteer, or guest. The victim can be anyone affected by the conduct, not just the individual at whom the offensive conduct is directed.

Harassing conduct includes but is not limited to:

- Epithets, slurs or negative stereotyping.
- Threatening, intimidating or hostile acts.
- Denigrating jokes or gestures.
- Written or graphic material (i.e., calendars, posters, pictures, drawings, displays, cartoons, images, lists, e-mails, or computer activity) that denigrates or shows hostility or aversion toward a group or an individual believed to be part of a particular group.
- Written or graphic material that is placed on walls or elsewhere on school premises, or is circulated in the workplace.
- Using electronic equipment to distribute, view, or otherwise disseminate materials or messages that are abusive, profane, threatening, defamatory or offensive.
- Conditioning employment terms on submission to harassing conduct, sexual advances, requests for sexual favors, etc.

Implementation

All Windham School District employees are responsible for cooperating fully in the enforcement of this anti-harassment policy. Employees must not engage in harassing conduct whether on school property or offsite (i.e., co-curricular events, field trip, etc.).

Employees subjected to harassment should promptly follow the procedures in this policy to bring the matter to the attention of their building principal. Supervisors and other management officials must act promptly and effectively to correct any harassment that does occur.

The Superintendent of Schools and Director of Human Resources shall receive reports of harassment, be responsible for further inquiries into such reports when necessary and must provide oversight, technical assistance and support to the building Principal to assure compliance with this policy. The Superintendent of Schools or his/her designee will conduct inquiries into reports of harassment and assure that investigations are swift, thorough, impartial, and appropriate to the allegation.

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ANTI-HARASSMENT POLICY

(continued)

Complaint Procedure

Any employee who believes he or she has been subject to unlawful harassment shall report the conduct to your building principal/supervisor. If this is not possible, individuals are encouraged to seek assistance from the Human Resources Director. If you believe you are being harassed by your immediate supervisor you should notify the Human Resources Director's Office and/or the Superintendent of Schools.

In addition, employees who observe or are made aware of possible harassment in the workplace have an obligation to immediately report the incident to their building principal, supervisor and/or the Director of Human Resources.

All information will be maintained on a confidential basis to the greatest extent possible.

When a principal/supervisor is notified of alleged harassment, he or she must notify the Superintendent of Schools and/or Director of Human Resources immediately.

A complaint alleging harassment, whether written or oral, should include the specific nature of the incident, date, and place of the incident, names of all parties involved, as well as a detailed report of all pertinent facts. Complaints of harassment will be promptly and carefully investigated. Investigations will include interviews with all relevant persons, including the accused and other potential witnesses. Appropriate remedial action will be taken in all cases where harassment is found to have occurred. Disciplinary action up to and including discharge may be taken against any employee who violates this policy.

The Windham School Board prohibits any form of retaliation against any employee for making a good faith complaint under this policy or for assisting in a complaint investigation. Any person who engages in retaliatory conduct prohibited by this policy will be subject to appropriate disciplinary action, up to and including termination of employment.

However, if, after investigating any complaint of harassment or unlawful discrimination, the District determines that an employee has provided false information regarding the complaint, disciplinary action up to and including termination may be taken against the individual who gave the false information.

Legal References:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title II of The Americans with Disabilities Act of 1990

Title VII of The Civil Rights Act of 1964 (15 or more employees)

Appendix: [AC-R](#)

Revised: September 2008

Revised: July 1998, February 2004, February 2005

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Adopted on March 2, 2004

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**PROCEDURAL SAFEGUARDS
NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**

The District provides the following Notice of Procedural Safeguards to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.

The District does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. Director of Special Education is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.

Grievance Procedure: As the parent/guardian of a handicapped student or as a handicapped person, you have the right to notify the above designated employee with your complaint.

The designated employee will make an initial response to the complainant within ten (10) days of receipt of complaint. The parties will attempt to work out their differences promptly and equitably informally. A written record of the resolution of the complaint should be made within ten (10) working days of completion.

If that effort fails, you may (a) request that the Board places this matter on its agenda or (b) notify the Superintendent of the complaint. Either request shall be delivered to the above cited the complaint. You may be represented by anyone of your choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision.

PROCEDURAL SAFEGUARDS
NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY
(continued)

Section D Procedural Safeguards: As required by Section 104.36, as the parent/guardian of a student, who because of handicap needs or is believed to need special instruction and related services, you have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.
3. At an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, an opportunity for participation by you and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. A review process.

Reference

34 C.F.R., Sections [104.7](#), [104.8](#), [104.22](#) (4) (f), and [104.36](#) of the Section 504 Regulations.

Reviewed: February 2004

Revised: July, 1998

PHILOSOPHY OF THE SCHOOL DISTRICT

The Board will develop a mission statement for the District and the Board should review the statement annually.

Legal Reference:

NH Code of Administrative Rules, Section Ed. [306.11](#), School Philosophy, Goals, and Objectives

Reviewed: February 2004

Revised: November, 1999

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Also ADC, GBEC, GBED, JICG

DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace in accordance with the Drug-Free Schools and Communities Act of 1988 and Amendments of 1989 (41 USCA Section 701 ET. Seq.). In compliance with statutory requirements, the District will:

1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the District's workplace and that any violation is subject to disciplinary action. Notification will be accomplished by distribution of this policy to all employees.
2. Provide a drug-free awareness program to inform employees about:
 - a. The dangers of illicit drugs in the workplace;
 - b. The District's policy of maintaining a drug-free workplace;
 - c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs; and
 - d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.
3. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.
4. Establish the following as grounds for disciplinary action:
 - a. Working under the influence of alcohol or illegal drugs, no matter
 - b. Having an unsealed container of alcohol or consuming alcohol on School property. (Any employee who finds any type of container of alcohol on School property should report it to the administration as soon as possible.)
 - c. Possessing or distributing controlled substances on School property.

Also ADC, GBEC, GBED, JICG

DRUG-FREE WORKPLACE POLICY

(continued)

- d. Consuming, possessing, or distributing alcohol or illegal drugs at official* School functions not on School property.

*An official School function is defined as one which is authorized and conducted by the School with School officials present, in charge, and on duty, such as, but not limited to:

- a. Interscholastic athletic contests
 - b. Field trips
 - c. School dances
5. Alert the local law enforcement agency of suspected violations of the policy.
 6. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:
 - a. Suspension
 - b. Termination of employment
 - c. Satisfactory participation in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health or law enforcement, or other appropriate agency.
 7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy. In so doing, the District will conduct a biennial review of its programs to determine their effectiveness and to ensure that the disciplinary sanctions are consistently enforced and changes are implemented, if needed.

Legal Reference:

RSA [193-B](#), Drug Free School Zones

41 USC Section 701 Et. Seq., Drug-Free Schools and Communities Act of 1988 and Amendments of 1989

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Also ADB, GBEC, GBED, JICG

**TOBACCO PRODUCTS BAN
USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS**

*USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ON ALL SCHOOL
FACILITIES AND/OR GROUNDS*

No person shall use any tobacco product in any facility maintained by the School District, nor on any of the grounds of the District.

Tobacco products mean cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage areas.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

It is the responsibility of the building principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students

No student shall purchase, attempt to purchase, possess or use any tobacco product in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of this prohibition shall initially rest with building principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Also ADB, GBEC, GBED, JICG

TOBACCO PRODUCTS BAN
(continued)

The principal will develop regulations that cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.

Employees

No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. The principal may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.

All other persons

No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all school District employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Legal References:

RSA [155:64 – 77](#), Indoor Smoking Act

RSA [126 – K](#): 6, Possession and Use of Tobacco Products by Minors

RSA [126 K](#): 7, Use of Tobacco Products on Public Educational Grounds Prohibited

Revised: February 2004-

Revised: November, 1999

Revised: July, 1998

EVALUATION OF BOARD OPERATIONAL PROCEDURES

The School Board shall periodically establish realistic objectives related to Board procedures and relationships and shall, from time to time, measure its performance against the stated objectives.

Appendix: AFA-R

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Evaluation of school board operational procedures

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-Needs immediate attention
 - 2-Meeting minimum demands only (some work needed)
 - 3-Satisfactory (meets expectations)
 - 4-Meets all requirements effectively
 - 5-Exemplary

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 Rating Composite 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. 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.

Evaluation of school board operational procedures
(continued)

Individual Rating

Composite Rating

<hr/>	<hr/>	6. Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.
<hr/>	<hr/>	7. Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.
<hr/>	<hr/>	8. Provides opportunity and encouragement for professional growth of the Superintendent.
<hr/>	<hr/>	9. Provides time for the Superintendent to plan.
<hr/>	<hr/>	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.
B. <u>COMMUNITY RELATIONSHIPS</u>		
<hr/>	<hr/>	11. Encourages attendance of citizens at Board meetings.
<hr/>	<hr/>	12. Actively fosters cooperation with various news media for the dissemination of information about the school program.
<hr/>	<hr/>	13. Ensures a continuous planned program of public information regarding the schools.
<hr/>	<hr/>	14. Participates actively in community affairs.
<hr/>	<hr/>	15. 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 if action is required.

Evaluation of school board operational procedures
(continued)

Individual Rating	Composite Rating	
_____	_____	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. <u>BOARD MEETINGS</u>
_____	_____	20. Has established written procedures for conducting meetings, which include ample provision of the public to be heard but prevents a single individual or group from dominating discussions.
_____	_____	21. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively.
_____	_____	22. Selects a chairperson on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.

Evaluation of school board operational procedures
(continued)

Individual Rating

Composite Rating

_____	_____		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.
_____	_____		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. <u>STAFF AND PERSONNEL RELATIONSHIPS</u>
_____	_____		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.

Evaluation of school board operational procedures

(continued)

Individual Rating

Composite Rating

- | | | | |
|--|--|--|--|
| | | | 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"> 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. |

Evaluation of school board operational procedures
(continued)

Individual Rating

Composite Rating

_____	_____	39.	Encourages the participation of the professional staff and in certain instances the public, in the development of the curricula.
_____	_____	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.

Evaluation of school board operational procedures
(continued)

Individual Rating

Composite Rating

_____ 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. PERSONAL QUALITIES

Each Board Member Exhibits:

_____ 48. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.

_____ 49. A knowledge of the community which the school system is designed to serve.

_____ 50. 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.

_____ 51. A deep sense of loyalty to other Board members and respect for group decisions cooperatively reached.

_____ 52. A respect for, and interest in, people and ability to get along with them.

_____ 53. A desire to work through defined channels of authority and responsibility.

_____ 54. A willingness to devote the necessary time to become an effective Board member.