

Annual Policy Monitoring Self-Assessment

This self-assessment will be completed by each board member annually to monitor how well the board is performing at following its policies.

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Not shared



Board-Superintendent Relationship Policies

	Strongly Agree	Agree	Disagree	Strongly disagree
The Board worked through the Superintendent rather than directing or managing staff members individually. (BSR-1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members respected that only decisions made by the full Board are binding on the Superintendent. (BSR-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Board members avoided making requests or giving direction to the superintendent and other staff outside the Board's established process. (BSR-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most Board actions occurred at the policy level rather than at the operational level. (BSR-3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board used written policies (Ends and Executive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Limitations) to define what outcomes are expected and what constraints the Superintendent must follow. (BSR-4)

The Superintendent was allowed to make operational decisions and take actions as long as they were reasonable interpretations of Board policy. (BSR-4)

When reviewing the Superintendent's performance, the Board focused only on whether Board goals were achieved and policies were followed, rather than general opinions or unrelated information. (BSR-5)

The Board used clear and consistent methods (reports, outside review, or direct inspection) to check whether policies are being followed by the superintendent. (BSR-5)



The Board follows a regular schedule to review each policy to confirm it still reflects Board priorities and updates its monitoring approach when needed. (BSR-5)

The Board completed formal Superintendent evaluations based on policy results and discussed performance in a structured and consistent way. (BSR-5)

The board maintained effective two-way communication with community and stakeholders to understand concerns, share district priorities, and support student success. (BSR-6)

The Board acted with one voice, making official decisions through formal votes rather than individual Board member actions or statements. (BSR-6)



or statements.
(BSR-6)



Governance Process Policies

Strongly Agree

Agree

Disagree

Strongly Disagree

The Board focused its work on improving student outcomes and the district's mission rather than individual preferences or day-to-day management. (GP-1)

The Board regularly reflected on how it governs, including how clearly expectations and values are defined in its policies and Ends. (GP-1)

The Board focused on long-term student outcomes and strategic direction rather than day-to-day operational details. (GP-2)

Board members were consistently prepared, in attendance, and respected defined roles. (GP-2)

The Board focused its work on setting clear



expectations for district performance and monitoring whether the district achieved those results. (GP-3)

The Board used written policies (Ends, Executive Limitations, Governance Process, and Board-Superintendent Relationship) to define how it governs and delegates authority. (GP-3)

The Board engaged the community in meaningful conversations about student experiences and outcomes when making decisions. (GP-3)

The Board held the Superintendent accountable by reviewing progress on Ends and compliance with Executive Limitations policies. (GP-3)

The Board used self-assessment to monitor whether it was



following its Governance Process and Board-Superintendent Relationship policies. (GP-4)

The Board President helped run Board meetings and Board communications in a way that kept discussions focused on Board-level issues, followed Board rules, and reflected decisions made by the full Board. (GP-5)

The Board President did not act independently of the Board when working with the Superintendent or staff, and only used authority that was clearly delegated by the full Board. (GP-5)

Board committees supported the Board by developing information and options for Board decisions, but did not direct staff, manage operations, or act



on behalf of the Board unless specifically authorized by the full Board. (GP-6)

Board committees stayed focused on their assigned purpose and did not take over monitoring or managing parts of district operations. (GP-6)

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Board committees existed only to support Board decision-making, were advisory in nature, and did not have independent authority unless specifically assigned by the Board. (GP-7)

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The Board followed an annual planning cycle that included setting priorities, engaging the community, providing Board training, and reviewing district goals and policies throughout the year. (GP-8)

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Board members represented the



whole community and made decisions based on what is best for the entire district, rather than personal interests or outside groups. (GP-9)

Board members respected Board authority by speaking only for themselves unless the Board had taken action, and they maintained confidentiality, professionalism, and respectful behavior in all Board interactions. (GP-9)

Board members communicated honestly and respectfully with each other, focused on issues rather than personalities, and worked to maintain trust and shared goals. (GP-10)

Once the Board made a decision, members supported it publicly and avoided undermining it, while keeping



appropriate confidentiality and using proper Board communication channels. (GP-10)

When concerns were raised by parents, staff, or community members, Board members listened, helped direct them to the appropriate staff or process, and avoided trying to solve operational issues themselves. (GP-10E)

Board members shared concerns with the full Board and Superintendent when appropriate and allowed the Superintendent to investigate and respond to operational issues before the Board took further action. (GP-10-E)

Board members avoided conflicts of interest by disclosing any personal financial interest, abstaining from related decisions, and not using their position for



personal gain.
(GP-11)

Board members followed conflict of interest rules by respecting limits on gifts, confidentiality, and participation in contracts or decisions where they had a personal or financial stake.
(GP-11)

The Board members accurately and consistently filed required financial disclosures on time, reporting any reportable gifts, payments, travel, or other items received through Board service in accordance with disclosure rules.
(GP-12)

The Board addressed alleged policy violations first through private conversation, then full Board discussion if needed, and used public censure only when a substantial violation was confirmed.
(GP-13)



The Board followed a clear, predictable process for developing and changing policies that included community input, Board discussion, and formal first and second readings before adoption. (GP-14)

The Board provided structured opportunities for public comment at meetings and ensured speakers were heard respectfully within clear time and topic limits. (GP-15)

Public comment at Board meetings followed clear rules for time limits, speaking order, and respectful participation so the Board could hear community input in an organized way. (GP15-R)

The Board did not take action during public comment and ensured that any issues raised were handled later through



later through proper agenda and Board discussion processes. (GP-15R)

The Board focused on improving student achievement by setting accreditation expectations, reviewing school performance, and aligning district goals with state accountability requirements. (GP-17)

The Board reviewed and approved school plans and accreditation requirements to ensure schools met academic standards and improvement expectations. (GP-17)

The Board carefully reviewed gifts and donations requiring Board approval, considering their source, conditions, and impact on students, and only accepted those that aligned with district values and



supported student outcomes without creating inappropriate obligations or endorsements. (GP-18)

Board meetings were open, properly noticed, and accurately recorded, with clear minutes and records of decisions, votes, and public participation maintained in accordance with law. (GP-19)

The Board followed proper rules for special meetings and executive sessions, including using them only for allowed purposes, avoiding action in closed sessions, and ensuring transparency requirements were met. (GP-19)

Board members only participated in meetings electronically when allowed under policy, properly notified leadership, and ensured they could fully



engage and follow all meeting requirements. (GP-19A)

The Board ensured that electronic participation maintained transparency, quorum requirements, public access, and confidentiality standards just as if the meeting were held in person. (GP-19A)

if the meeting were held in person. (GP-19A)

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