

Wheatland School District



Governance Handbook

The community entrusts the Board of Education to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high-quality education is provided to each student.

Board of Trustees

Robin Bogdanoff - 2024
Nicole Crabb - 2024
Kristina Stineman - 2026
Raegean Waltz - 2026
Taylor Zapata - 2026

Superintendent

Craig Guensler

BUILDING A GOVERNANCE TEAM

School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to:

- Maintain a unity of purpose
- Agree on and govern within appropriate roles
- Create and sustain a positive governance culture
- Create a supportive structure for effective governance

Unity of Purpose

Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the district and public education

What We Want to Accomplish and What We Stand For

- Our shared purpose is to have the best learning environment for all students.
- We want to build trust and move the District forward
- We want to be an effective team
- We want to be a team with a common, focused direction so that we are not a distraction to the District or a community. Rather, we are a catalyst for the focused efforts of employees and the community can see evidence of this focused direction
- We want to be partners with the staff in positive change
- We want to oversee the creation of a first-rate program and first-rate facilities, making sure that we continue to improve – never resting on our laurels
- We want to perpetuate a legacy of positive culture as people come and go
- We want to understand the roles and responsibilities of individual board members and the board as a whole

Board Members	<p>Individual Board members:</p> <ul style="list-style-type: none"> • Do their homework/prepare for meetings so that meeting time is optimally focused on district business • Understand the structure of the organization, so they can help members of the school community understand where and how to share ideas and concerns (e.g., committees, site council, and other structures) • Agree that once the Board has given direction, they will not disrupt the direction
Board of Education	<p>As a whole, the Board of Education:</p> <ul style="list-style-type: none"> • Gives direction through a majority of the Board • Has authority when in a board meeting • Has one employee and that is the Superintendent • Sets policy, including budget priorities

ROLES AND RESPONSIBILITIES

The Board of Education has clear responsibilities. The Superintendent assists the Board in carrying out its responsibilities in each of the job areas and leads the staff toward accomplishment of the agreed upon District goals and initiatives.

Direction	The Board sets direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
Organizational Effectiveness	<p>The board establishes an effective and efficient organizational structure for the district by:</p> <ul style="list-style-type: none"> • Employing the Superintendent and setting policy for hiring of other personnel • Overseeing the development and adoption of policies • Establishing academic expectations and adopting the curriculum and instructional materials • Establishing budget priorities and adopting the budget • Providing safe, adequate facilities that support the district's instructional program • Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
Executive Support	<p>Providing support to the Superintendent and staff as they carry out the Board's direction by:</p> <ul style="list-style-type: none"> • Establishing and adhering to standards of responsible governance • Making decisions and providing resources that support district priorities and goals • Upholding Board policies • Being knowledgeable about district programs and efforts in order to serve as effective spokesperson
Accountability	<p>Ensuring accountability to the public for the performance of the district's schools by:</p> <ul style="list-style-type: none"> • Evaluating the Superintendent and setting policy for the evaluation of other personnel • Monitoring and evaluating the effectiveness of policies • Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements • Monitoring student achievement and program effectiveness and requiring program changes as necessary • Monitoring and adjusting district finances • Monitoring the collective bargaining process
Leadership	Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

Board President

The Board elects a President to provide leadership on behalf of the governance team and the educational community it serves. The President shall preside at all Board meetings.

To ensure that Board meetings are conducted in an efficient, transparent, and orderly manner, the president shall:

- Call such meetings of the Board as he/she may deem necessary, giving notice as required by law
- Consult with the Superintendent or designee on the preparation of Board meeting agendas
- Call the meeting to order at the appointed time and preside over the meeting
- Announce the business to come before the Board in its proper order
- Carry out the Board's bylaws related to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
- Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
- Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused
- Rule on issues of parliamentary procedure
- Put motions to a vote, and clearly state the results of the vote

The President shall have the same rights as other members of the Board, including the right to discuss and vote on all matters before the Board.

The President shall perform other duties in accordance with law and Board policy including, but not limited to:

- Signing all instruments, acts, orders, and resolutions necessary to comply with legal requirements and carry out the will of the Board
- Working with the Superintendent or designee to ensure that Board members have necessary materials and information
- Subject to Board approval, appointing and dissolving all committees
- In conjunction with the Superintendent or designee, representing the district as the Board's spokesperson in communications with the media
- Leading the Board's advocacy efforts to build support within the local community and at the state and national levels

THE BOARD'S RELATIONSHIP WITH THE SUPERINTENDENT

<p>Communication on Critical Issues</p>	<p>The Superintendent will notify Board members about critical issues as soon as possible. The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:</p> <ul style="list-style-type: none"> • serious safety concerns • serious disciplinary action • serious / unexpected personnel changes, or disciplinary issues • serious illness or death of a student, a staff member or members of the staff member's immediate family • legal or liability concerns • notable achievements
<p>Confidentiality</p>	<p>In all matters, the Board and Superintendent are expected to protect confidential information.</p>
<p>Staff Organization</p>	<p>It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.</p>
<p>Spokesperson</p>	<p>As the norm, the Superintendent speaks on behalf of the Board. The Board President is authorized to speak on behalf of the Board, when necessary.</p> <p>The Superintendent will inform the Board when media contacts the Superintendent. The Superintendent is the spokesperson for the District when engaging with the media.</p>
<p>Conflicts</p>	<p>All conflicts between the Superintendent and the Board will be handled in Closed Session, with the Superintendent being in attendance, when appropriate and necessary.</p> <p>Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).</p>
<p>Evaluation</p>	<p>The Board is committed to conduct regular and timely evaluations of the Superintendent based on the vision, goals, and performance of the district, and ensure that the superintendent holds district personnel accountable.</p> <p>The evaluation process and instrument are designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole.</p>
<p>New Governance Team Members</p>	<p>In addition to the administrative orientation by the Superintendent new members can ask for an "orientation to the Board," in a Study Session. Training may be provided by County, legal teams, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.</p> <ul style="list-style-type: none"> • The meeting is intended to be a conversation and overview of

the issue's members need to know immediately. Questions will be answered, and the Board meeting structure, superintendent contract, superintendent objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed

- Each session may be slightly different depending upon the needs and interests of the incoming members and the major issues before the Board

The President will work the Superintendent to design the meeting agenda materials.

Within 120 days of the election/appointment of a new Board member or appointment of a new superintendent, a Study Session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.

Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

GOVERNANCE TEAM NORMS AND PROTOCOLS

In order to effectively provide leadership and meet district challenges, the Board and Superintendent must function together as a governance team. Agreed upon behaviors or norms and protocols support consistent behavior and actions among team members.

The purpose of these agreements is to create and sustain a positive and productive working relationship exists among board members, the superintendent, district staff, students, and the community.

The Board of Education is committed to creating and sustaining a positive governance team culture.

Norms and Protocols	<p>In support of that goal, the Board agrees to follow these behavioral ground rules:</p> <ul style="list-style-type: none">• Refrain from taking disagreements personally; individuality is embraced and respected• Show respect; never dismiss or devalue others• Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view• Make a commitment to open communication, honesty, no surprises• Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member and being willing to take on all the responsibilities involved• Be collaborative (this is the way we operate)• Maintain confidentiality (builds trust)• Look upon history as lessons learned; focus on the present and the future <p>And – Above All:</p> <ul style="list-style-type: none">• Focus on students’ best interest – on what’s best for the students! This is what we do! And it is the touchstone that allows us to have our differences• Leave personal opinions at the door. As a Board Member you are required to look at the good of the district as a whole and not specific individuals
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BOARD MEETINGS

Meetings of the Board are held in public but are not open-forum town hall meetings. Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Trustees to listen to and learn from each other, taking public input into consideration without re-engaging with the public.

Schedule	<p>Board meetings will be held on the 2nd Thursday of each month.</p> <ul style="list-style-type: none"> • Each Board meeting will begin with Open Session at 4:30pm • Closed Session will begin immediately following Open Session <p>Study Sessions, Special Meetings and Emergency Meetings may be scheduled and shall be scheduled at the discretion of the Board.</p>
Agenda Structure	<p>The agenda will follow the Board's traditional structure. This design may be altered only with the approval of the Board.</p>
Agenda Preparation	<p>The Superintendent will create each agenda, with support of staff.</p> <ul style="list-style-type: none"> • In advance of the agenda preparation, Board members may request items be placed on the agenda • The Board President and Superintendent will discuss the agenda items and the process that will be followed at the meeting
Trustee Request for Information	<p>Board members will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff have the opportunity to prepare to provide answers at Board meetings.</p> <ul style="list-style-type: none"> • Questions will be submitted to the Superintendent, who will assign them to the appropriate staff member • The Superintendent shall forward questions and answers to all Board members • Any responses from Board members to email should not be a "reply to all." • If unforeseen questions arise during the meeting, Trustees will acknowledge their question or comment as spontaneous and that they understand that staff may not have the information readily available to answer the question
Public Participation – Items not on Agenda	<p>Public comments on items not on the agenda will be heard at the beginning of the meeting.</p> <ul style="list-style-type: none"> • The Board President will open public comments with a friendly explanation to the public outlining why the Board cannot engage in a dialogue. <p><i>"Tonight, we have X speakers who would like to address the Board of Education on topics that are not on our agenda. I want to explain that we may not engage in a discussion on these items. The purpose of the agenda is to inform the public of all the topics that we will be considering and acting on in our meeting, and if we were to engage in discussion on an item not on our</i></p>

	<p><i>agenda, we would deny other members of the public the opportunity to be present for that discussion.</i></p> <p><i>"Please do not misread or misunderstand our lack of verbal engagement. We are simply following the legal requirements for public agency meetings.</i></p> <p><i>"Additionally, we ask that all speakers hold their comments to three minutes. We apply this rule uniformly to be fair to all speakers. Thank you for your understanding."</i></p> <ul style="list-style-type: none"> • Comments are limited to three minutes each • The Board President, with the support of the Board, will work in earnest to hold speakers to the three-minute limit • Total comment time is limited to 20 minutes in order to allow the Board adequate time to conduct its business <p>A Board member may ask the Superintendent to briefly comment in response to a public comment for clarity or correction. The member may also ask that the matter be investigated, with or without a report to the Board.</p> <p>If a Board member feels compelled to speak to the issue, the member must first be recognized by the Board President. The comments must be brief and only for clarification or correction. Any further discussion should be agendized.</p>
<p>Agenda Items - Motions and Deliberations</p>	<p>The Governance team will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed, and meetings can be efficient.</p> <p>The following process shall be followed for each agenda item:</p> <ul style="list-style-type: none"> • Input from the community • Staff presentation/addressing questions from the Board • Motion; Second • Board discussion and deliberation • Vote
<p>Voting</p>	<p>The Governance team affirms that policy and decisions on matters under its jurisdiction must be made as a Board. Except where otherwise indicated by law, a majority consists of three or more members of the Board voting for an item.</p> <ul style="list-style-type: none"> • Once a vote has been taken, it becomes the decision of "the Board." • Under the concept of majority rule, each and every member is compelled to support the successful implementation of a policy decision, program or procedure when he or she does not agree with the decision. • If a member of the governance team cannot support the decision of the Board because it conflicts with a moral/personal code, the member is expected to, at a minimum, refrain from undermining the directive or decision.
<p>Voting No or Abstaining</p>	<p>Abstentions are most appropriate in cases where there is:</p>

	<ul style="list-style-type: none"> • a personal relationship between a litigant and a Board member (perception of bias) • a personal connection to the Board member that might bias a decision on discipline • a decision that financially impacts a Board member and his or her immediate family (legal conflict) <p>When abstaining because there may be a perception of bias, the member is encouraged to state this.</p> <p>Where an actual legal conflict exists, the member must public declare the conflict and recuse him or herself from voting at all.</p> <p>The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the Board has taken action.</p>
Confidentiality	<p>Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation.</p> <p>Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.</p>
Communications During Meeting	<p>The Board wishes to maintain a culture of professionalism, stay focused, and respect the need for trustees to be available to their families.</p> <ul style="list-style-type: none"> • Cell phones will be set to 'silent' or 'vibrate.' • Trustees will be discreet in checking cell phones if necessary. <p>NOTE: Communications during Board meetings, including those by electronic means, may be subject to disclosure under the CA Public Records Act.</p>

THE BOARD'S ROLE IN COLLECTIVE BARGAINING

Structure	The Board establishes an effective and efficient organizational structure for the district by setting parameters for negotiations with employee organizations and ratifies collective bargaining agreements for all represented and unrepresented groups.
Accountability	The Board ensures accountability to the public for the performance of the district's schools by monitoring the collective bargaining process.
Negotiation Updates	The Board discusses progress toward and direction for negotiations at each Closed Session related to represented and unrepresented groups. All such discussions are subject to the confidentiality mandates associated with the Brown Act.
Negotiations	The Board delegates the responsibility for negotiating to the Superintendent and other District administration. The Superintendent acts within the direction and parameters offered by the Board.
Data Analysis	The Board reviews the School Services data that compares WSD employee salaries to districts in the established group used during negotiations and related processes.
Communications	The Superintendent is the Collective Bargaining Spokesperson for the Board.

COMMUNITY ENGAGEMENT

The Board of Education recognizes that it is the unit of authority over the district. Board members have no individual authority, but can bring up a new idea or topic, explaining their interest in a possible course of action.

Board members represent and act for the community as a whole and do not represent any fractional segment of the community. Board members agree to abide by existing conflict of interest laws.

<p>Public Interaction</p>	<p>When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, emphasizing the positive aspects of the District.</p> <p>Board Members will be mindful always that they should guide community members, including students, staff and others, to take their concerns to the proper authority. This requires the Board as a whole and Board Members to understand and be confident with the structures in place to hear concerns and ideas from members of the community. Further, Board Members will be mindful always that they may be the final authority regarding discipline matters with students and employees, so they should not engage in details communication, even listening only, to situations that may ultimately come before the Board.</p> <p>In responding to concerns regarding the work of the District, Board Members will:</p> <ul style="list-style-type: none"> • Receive the information, remembering that only one side of the story is being presented • Repeat the information – paraphrase to check for understanding • Remind the individual that a Board Member has no authority as an individual and share the appropriate line of command and process to follow to address their concern. • Redirect – Thank them for sharing their thoughts and refer them to the appropriate staff member and, when appropriate, inform them of the formal complaint process. • Report – In a timely manner, inform the Superintendent.
<p>Spokesperson Communication</p>	<p>Board members have right and responsibilities as community leaders to participate in public discourse. Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.</p> <ul style="list-style-type: none"> • All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent or designated representative. • Spokespersons should exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership. • The spokesperson shall not disclose confidential information or information received in closed session.

<p>Individual Board Member Communications</p>	<ul style="list-style-type: none"> • When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board. • Board members who participate in social media are encouraged to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. • Such electronic communications are subject to the disclosure requirements of the California Public Records Act.
<p>Visits to School Sites and Departments</p>	<p>Each Board member understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff as a whole and not with individuals.</p> <p>Board members may make visits to school sites and departments for the purpose of:</p> <ul style="list-style-type: none"> • Demonstrating interest in and support for student learning; • Showing respect and appreciation for District staff; or, • Offering support for District improvement efforts. <p>As a professional courtesy, Board members will call the Superintendent ahead of time to arrange the visit and, whenever possible, wear the WSD shirts to clarify their official capacity.</p> <ul style="list-style-type: none"> • Board members and all other site visitors will be cautious about encroaching on the learning environment. To assist in this matter, the Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom. <p>Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members.</p> <p>This protocol does not imply a censoring of any private and informal conversations.</p> <p>The Board seeks to ensure that all members of the Board have the same information, leaving no secrets or surprises among members of the governance team.</p> <ul style="list-style-type: none"> • Requests for information, to be provided by staff, should be channeled through the Superintendent’s Office.
<p>Electronic Communication</p>	<p>The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public.</p> <p>Guidelines:</p> <ul style="list-style-type: none"> • Board members will not use electronic communication to deliberate outside agenda board meetings

- Board members will not use electronic media to discuss, deliberate or take action on any item that is within the jurisdiction of the Board
- Board members may use electronic communication with members of the public to answer questions, provide information, or solicit information regarding a topic that within the Board's jurisdiction, as long as a majority of the Board does not use the platform to discuss the matter among themselves
- Board members will not respond to communication from other Board members on matters within the Board's jurisdiction
- Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.
- Electronically transmitted suggestions or issues will be sent to the superintendent for appropriate response and distribution. The Superintendent may handle the issue, forward on to staff, or add to future Board discussions.
- A trustee may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole.
- Any complaint or request for information should be forwarded to the superintendent in accordance with board bylaws and governance protocols so that the issue may be handled through the appropriate process.
- Like other writings concerning school district business, a trustee's electronic communication may be subject to disclosure under the California Public Records Act.
- Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that the response does not necessarily reflect the views of the Board as a whole.
- Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.
- To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is

	transmitted through a Board member's personal device or account, the Board member shall copy the communication to a district electronic storage device for easy retrieval.
Social Media	<p>It is each Board member's right to use social media; however, they must clearly distinguish between their personal opinion and a board position. Further, they must be careful to not offer a personal opinion on a matter that will come before the Board for action.</p> <ul style="list-style-type: none">• Board members agree they will not engage in social media debates and arguments; if they observe concerning online discussions or information, they will bring it to the attention of the Superintendent for appropriate action.• Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.• Board members shall exercise caution to ensure that social media is not used as a means for the board to deliberate outside of an agenda board meeting.

Guiding Principles

Principle 1 - The Board governs to keep the District focused on learning and achievement for all students.

- The Board demonstrates positive working relationships among members.
- The Board supports the development of district and site leaders who demonstrate effective leadership focused on proactive measures for student success.
- The Board is proactive in speaking and acting on behalf of students, programs, staff, and schools.

Principle 2 - The Board governs in a dignified and professional manner, treating everyone with civility and respect.

- Encourage thorough debate, seek to engage in dialogue for clarification and without judgment until all perspectives are heard.
- The Board provides opportunities for the diverse range of views in the community to inform Board deliberations.
- The Board embraces the diversity and cultural differences of our community.

Principle 3 - The Board has effective, open dialogue and deliberation of issues.

- Board members deliberate without personal challenges or attack on individual ideas and opinions.
- Board direction is clear when requesting further information from staff.
- Board agenda items receive appropriate time allocation for open deliberation in advance of taking action.

Principle 4 - The Board demeanor collectively and individually demonstrates the agreed upon attributes that include:

- Proactive; Attentive listeners and communicators; Responsive to constituents; Doing what's best for the students; Fair; Trustworthy; Accountable; Adaptable to change; Appreciative of teachers, support staff and administrators; and, Respectful.

Principle 5 - The Board operates openly, with trust and integrity.

- The Board members demonstrate trust and respect through active listening, open deliberations, and productive communications strategies.
- Clearly communicate decisions to all those who are affected by them.
- The Board is consistent in governing within WSD Board- adopted policies and procedures.
- The Board members demonstrate trust and respect through active listening, open deliberations, and productive communications strategies.

Principle 6 - Staff keeps the Board informed about fiscal, program, compliance, and other aspects of California's educational system. That information takes place in weekly communiqués, reports in Open Session, subcommittee meetings, among other sources.

Principle 7 - The Board communicates a common vision.

- The Board members honor the protocols of communication established through the WSD organizational chart.
- The Board develops a District vision, mission, and goals through an inclusive process that involves Board, staff, and community.
- The Board collectively and individually promotes the vision, mission, and goals of WSD.
- The Board creates effective systems of communication with the staff, parents, and community.

Principle 8 - The Board promotes accountability by showing willingness to be accountable to other Board members, staff, students, and community.

- The Board adheres to the criteria for effective governance as demonstrated in public meetings.
- The Board adheres to the criteria for effective governance as demonstrated through interaction with each other and constituents during the public meetings.

Principle 9 - The Board promotes communication and input from staff, students, and community on school related issues.

- The Board adheres to the criteria for effective governance as demonstrated through interaction with each other, staff, parents, and community.
- The Board adheres to their roles as established through WSD Board Bylaws and criteria for effective governance as demonstrated at school events.
- The Board encourages input to thoroughly debate an issue and seeks to engage in dialogue for clarification of all perspectives without judgment.

Principle 10 - The Board communicates the District mission/goals to the community through school programs/activities, budget priorities, Board agendas, along with electronic and other communication venues. To advance student success, the Board communicates to stakeholder groups through establishing academic expectations:

- Adopting curriculum and instructional materials;
- Annually monitoring student achievement and program effectiveness, requiring program changes as necessary;
- Visiting schools and attending school events/meetings to remain informed about programs and interact with staff, students, parents,

and site administration about student success;

- Providing safe and adequate facilities that support District program; and,
- Establishing an effective and efficient organizational structure for the District by being knowledgeable about district programs and efforts in order to serve as effective spokespersons. (BB9000).

Principle 11 - WSD attracts and develops top quality professionals focused on student success. The Board works with the Superintendent to:

- Establish an efficient organization structure for the district by employing the Superintendent and setting policy for hiring of other personnel;
- Develop an annual evaluation for the superintendent that is linked directly to the strategic plan and set policy for the evaluation of other personnel;
- Make sure there is appropriate follow-up and clarification of actions following the Board meeting; and,
- Uphold Board policies and standards of governance.

Principle 12 - The Board communicates to all constituents that the District is fiscally sound by:

- Ensuring accountability through monitoring and adjusting district finances;
- Protecting the District from risk of liability or litigation;
- Acknowledging that a board member is not at liberty to discuss any pending, anticipated, or existing litigation with the involved person(s), regardless of whether the person(s) is represented by counsel. Such interaction by a board member has the potential to place the district, and possibly the member, at risk of liability and may negatively impact the district's ability to carry out the litigation;
- Annually establishing budget priorities aligned with the District goals and allocate resources to advance those priorities;
- Work with the superintendent and staff in the budget development process;
- Annually review its goals in Open Session through measurable annual benchmarks, data for which is provided by the superintendent and staff; and,
- Annually monitors the budget in Open Session through Board discussion/review of 1st and 2nd interim reports in October and March.

Principle 13 - Fiduciary responsibility requires the board to be loyal and committed to the people they act for and must never put their own interest first. Fiscal responsibility is also referred to as part of fiduciary responsibility. The Board and individual Trustees manage financial assets of the district so as to prevent liability to the organization or to themselves as an individual.

“Fiduciary’ is derived from the Latin terms fides or fiducia, both of which mean trust and confidence. Certainly, when the public chooses an elected

official, the public is putting its trust and confidence in him or her to act in the public's best interests. The same can be said when one becomes an employee of a public agency. The agency trusts everyone on its team to put the public's interests first. Indeed, always putting the public's interests first is the essence of public service ethics." (Institute for Local Government, Everyday Ethics for Local Officials. Fiduciary Duties and Public Service, February 2008)

Principal 13 - The National School Boards Association indicates that personal interests and fiduciary responsibility must not come into conflict. Also, Board members must not profit from his/her fiduciary position.

Principle 14 - Adopt a fiscally responsible budget based on the districts' vision and goals, and regularly monitor the fiscal health of the district.

Principle 15 - Board members and the Superintendent communicate clearly about District issues. To that end, important information is communicated to the staff and community in a timely manner.

Principle 16 - The Board speaks with clarity and consistency regarding Board actions in order to maintain the trust of the community.

Principle 17 - The Board will participate responsibly when acting as a Member of the School District Board and will focus on serving ALL students.

Principle 18 - The Board will represent the community as a whole and avoid representing one particular group or groups that show up to a meeting.

Principle 16 - The Board recognizes there is a "Chain of Command" and should make sure all individuals that contact the Board Member is referred back to the correct Staff Member.

DO's AND DONTs FOR BOARD MEMBERS BASED ON THE CODE OF ETHICS

1. DO uphold and enforce all laws, state board rules and regulations, court orders and local board policy when making decisions.
DONT bend the rules, ask others to bend the rules, or think that you can accomplish anything as an individual that compromises the legal guidelines established by the board.
2. DO make decisions in terms of the educational welfare of all children regardless of their ability, race, creed, sex, or social standing.
DONT base your decisions on special interest *groups or* agendas or on what is best for your own child.
3. DO confine your actions to policymaking, planning and appraisal
DONT become involved in the administration, organization or implementation of the policy and the goals. That's the role of the staff.
4. DO understand that your responsibility is to work as a board to see that the schools are well run.
DONT think that your role is to be involved in the day-to-day running of the schools - that is the administrators' job.
5. DO understand that only the full board has the right to make decisions.
DONT make personal promises nor take any private action which may compromise the Board or District.
6. DO make decisions based on district goals and policies.
DONT be swayed by special interest or partisan political groups.
7. DO insist that the board keep the community informed on the progress and needs of the district.
DONT discuss confidential matters with anyone but the board.
8. DO consider of the recommendation of the Superintendent on all matters pertaining to education.
DONT undermine a decision of the board
9. DO support and protect school personnel in proper performance of their duties.
DONT violate the chain of command or publicly criticize staff members.
10. DO refer all complaints to the superintendent.
DONT make any promises to "help" or act on citizen complaints until they reach the board level after failure of an administrative solution.