Standard #1 - Conduct and Ethics:

*Q. 3 – <u>Base decisions on what is best for all students' success</u> – Continue to ask this question when discussing and making decisions.

Q.4 – <u>Commit to a clear and shared purpose</u> – Agree on your focus as a Board Team. Commit to the focus on what is best for **all students. Hold one another accountable for committing to the agreed upon focus.

**Q. 6 – <u>Follow a defined process for gathering input prior to making critical decisions</u> – Have an agreed upon process with a shared understanding on the process and avenues to provide feedback especially when making critical decision. Ensure data is available when needed for board decisions. If one Board member requests information, it should be shared with all Board members. Determine how this will be done in a timely manner. Agree that all questions will be addressed with the Superintendent who then will gather the information requested. Determine how much information you need on any given decision i.e. routine decisions may require very little additional information; previously budgeted decisions may need some or little additional information; major decisions that are not emergency may require data to be gathered, one or more study sessions, presentations by experts; emergency decisions due to their nature may need to be decided by the Superintendent or the Superintendent and Board Chair with the remainder of the Board notified as soon as it is reasonable possible to do so i.e. tornado damage, COVID-19 related closure, etc. Mentor one another on the process. Concerns should be addressed to the Board Chair who then will have a discussion with individual Board Member(s)

*Q. 7 – <u>Continue to carry out an annual assessment of its performance</u> – Sets a positive example to students, staff and community.

*Q. 8 – <u>Set goals for improvement</u> – Do this annually utilizing the School Board Self-Evaluation.

*Q. 9 – <u>Delegate authority to the Superintendent to manage district operations and implement policy</u> – The Superintendent is responsible for managing district operations and implementing policy per the goals of the Strategic Plan, policies set by the Board and budget approved by the Board.

**Q. 10 – <u>Honor the roles and responsibilities of the Superintendent</u> – Follow the Board Governance Model. The Board *governs*. The Superintendent *manages*. Neither one should encroach into the roles of one another.

Q. 11 – <u>Use written protocols for board interactions</u> – Protocols are in place and well-understood by the Board. Continue to update as needed. Have written protocols to assist newly-elected board members and as a review by all board members. Protocols can be discussed, written and/or reviewed at a board study/work session and can be included with orientation of new board members.

Q. 15 – <u>Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board</u> – Continue to look at opportunities for presentations from a variety of stakeholders to inform the board as well as the community.

Q. 17 – <u>Treat all individuals, including fellow board members, staff, students, and community members, with respect</u> – Set a tone of respect, trust and teamwork. Be good listeners. Set aside personal differences. Utilize the board policy on Conduct and Ethics if board member interactions go sideways. Focus on what is best for **<u>all</u> students.

Q. 18 – <u>Work with the superintendent to achieve mutual trust and commitment</u> – Trust is essential to all Board Team interactions. Be respectful of one another's roles and responsibilities knowing the entire team is focusing on Student Achievement for **all students. The Superintendent is highly trained and skillful in this role. As a Board Team commit to the Superintendent's expertise and trust their work and recommendations.

**Q. 21 – <u>Together with superintendent, share responsibility for the orientation of new board members and forming a new inclusive team</u> – Implement a process for orientating newly elected board members including mentor/mentees, reviewing written protocols and Code of Ethics. Utilize MSBA's New Board Member Year at a Glance handout (posted on the MSBA website under Board Work/Mentoring) as a resource.

Standard #2 – Vision:

*Q. 25 – <u>Include stakeholders when developing and revising district's vision </u>– Stakeholders were involved in the recent development of the Strategic Plan. Explore opportunities to keep them engaged i.e. gather the Strategic Planning Committee on an annual basis to give an update on work completed or in progress. Or, annually email or postal mail this update.

**Q. 27-29 – <u>Continually monitor progress toward the goals and outcomes of the strategic plan</u> – Utilize the goals of the Strategic Plan as the primary basis for making decisions. Align Superintendent goals and Board Team goals with current district goals. Update Strategic Plan goals to reflect Distance Learning and Equity.

Standard #3 – Structure:

**Q. 34 – <u>Policies that ensure hiring and retention of highly qualified staff</u> – Superintendent is responsible for conducting and/or overseeing this work and should provide periodic updates to Board on practices being used so Board can be informed on the practices as well as ensure this is happening.

Q. 35 – <u>Have policies for evaluating staff based on *student success*</u> – Administration will lead this process and provide updates so the Board can understand and ensure the process is in place (but not participate in the process). Clarify policies versus protocols versus practices.

*Q. 40 – <u>Process that includes community and parent involvement</u> – This is already happening to gain stakeholder support i.e. World's Best Workforce advisory committee. Explore ways to continue to increase parent and community involvement. Remember staff are community, too. Be intentional on increasing communication to diverse stakeholders – internal and external.

*Q. 47 – <u>Public input on budget/budget process</u> – Consider methods for engaging and informing the community and staff to explain and educate them on the budget. Offer a "Budget 101" for staff and community. Finance Director can take the lead on this. Share via interactions with stakeholders in the finance area, community groups, serve organizations, and via website, news articles, weekly updates, etc.

Standard #4 – Accountability:

**Q. 61 – <u>Evaluate and adjust resources and strategies for closing achievement gap</u> – Move to the next level in this area. Lead discussions at Board study sessions, review best practice research, provide staff development, hire more staff.

Standard #5 – Advocacy and Communication:

**Q. 63 – <u>Model cultural, racial, and ethnic understanding and sensitivity</u> – Develop an Anti-Bias and Equity Framework and include it in the Strategic Plan and the curriculum.

**Q. 66 – <u>Ensure public understands the Board's role and responsibility</u> – Prepare an "elevator speech" to help stakeholders understand and support unique roles and responsibilities of Board and Superintendent. Be prepared to respond to all questions while respecting Chain of Command/Chain of Responsibility.

 The board needs to be united in responding to internal and external stakeholders. One spokesperson should be identified to respond on behalf of the board. This is usually the Superintendent unless otherwise agreed upon. However, there are instances when the Superintendent might delegate a response to another administrator such as the business manager or a principal, etc. depending upon the question. There might be also be instances when the board chair serves as a spokesperson on a topic such as board review of curriculum or a bond proposal, etc.

 If a board member is contacted by a stakeholder, it is recommend they thank the person who contacted them (phone call, email, text or in person) for reaching out and for their interest in whatever topic is being addressed. Next, the board member should explain there is a Chain of Command/Chain of Responsibility in place for responding to concerns, questions, information. Direct them to the person on the Chain of Command/Chain of Responsibility or simply connect them to the Superintendent to assist with a response.

If the contact comes via email or text, respond in the same manner and then indicate you are cc'ing the Superintendent on your reply so he can respond. If it is apparent the entire board received the email, only the board chair should respond – again thanking the person and indicating they are cc'ing the Superintendent who will provide a response. If the entire board and superintendent received the email or text, the superintendent should respond. The superintendent can then apprise the board member and/or entire board that a response to the email/text has been sent and provide details of the response as deemed appropriate. This update to the board member or board can be provided by the Superintendent via call, text, email or in a Board update.

Individual board members should not respond to stakeholders with responses including answers, promises, offering to gather more information, trying to solve the concern, serving as a go-between to solve the concern, making editorial comments, etc. The board member can respond if it is something informational only and can quickly be answered such as when is the next board meeting, who is the Community Ed Director, how do I access the school district website, what time is the upcoming special meeting, etc. Everything else should be forwarded to the superintendent as described above.

**Q. 70 -71 – <u>Seek community and staff input in its decision-making to gain support</u> – Discuss methods for reaching out and gathering this information. Explore opportunities to gather input. Consider Meet and Confer for gathering input from staff. Process should always comply with Open Meeting Law requirements.

Consider community surveys, surveys at Parent/Guardian Conferences, periodic meetings with Focus Groups such as 55+, business community, Early Childhood, Special Education, etc. Chain of Command/Chain of Responsibility should always be respected and utilized. Are there other methods that could be used? Be responsive yet discriminate to the "squeaky wheels."

Lack of transparency will lead to mixed messages and may lead to confusion, misunderstandings and mistrust. While it may be challenging to lead with your head (rather than your heart or established relationships) always follow the established protocols, policies and laws that guide and govern the Board's work when seeking input from stakeholders.