

## Auburn School Board's Operating Protocol

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the Auburn School Board, do hereby commit ourselves collectively and individually to the following operating protocol:

1. **Children's interests come first.** The board will represent the needs and interests of all the children in our district.
2. **The board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board president will communicate the position(s) of the board on all issues.
3. **Clearly stated goals.** The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the Auburn School District.
4. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so, too. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address all the issues.
5. **Executive/closed sessions will be held only for appropriate subjects.** Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meeting and comments.
6. **Communication between staff and the board is encouraged.** However, board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
7. **Practice the governance role.** The board will emphasize planning, policy making, and communication rather than becoming involved in the management of the schools.
8. **Practice efficient decision making.** Board meetings are for decision-making action and votes. We agree to move the question when discussion is repetitive.
9. **Utilize superintendent input.** The superintendent should make recommendations, proposals, or suggestions on most matters that come before the board.
10. **Speak to agenda issues.** We agree to speak to the issues on the agenda and listen to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.
11. **Debate the issues.** Conduct at a board meeting is very important. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. While we encourage debate and differing points of view, we will do so with care and respect.

12. **Own your own issues.** The board will not be a ball carrier for others, but rather, will encourage others to present their own issues, problems, or proposals when discussing issues.
13. **Conduct efficient and effective board meetings.** Long board meetings should be avoided. Points are to be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes he/she doesn't have enough information or has questions, either the superintendent or board president is to be called before the meeting.
14. **Do not spring surprises on other board members or the superintendent.** There should be no surprises at a board meeting. Surprises to the board or the superintendent will be the exception, not the rule. We agree to ask the board president and the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
15. **Annually conduct a board evaluation.** The board will address its behaviors by yearly self-evaluation and by addressing itself to any individual problems such as poor meeting attendance or leaks of confidential information.

Carol Helgers  
Board Member

Jamie Nelson  
Board Member

Craig Schumaker  
Board Member

Rob. Van J  
Board Member

Christina J. Ruston  
Board Member

Janet Howan  
Superintendent

March 12, 2007  
Date

Section: **BOARD OF DIRECTORS**

Procedure Title: **Board Officers and Duties of Board Members**

**Board Operating Principles**

Introduction:

Successful organizations are the result of effective and dynamic leadership. To assure a quality operation, leaders must agree on basic ways of working together. Operating principles define the beliefs, values, and methods of working together.

The manner in which the Board and Superintendent conduct their business becomes a model throughout the District for students, teachers, parents, and staff on how problems are solved.

The following principles outline a philosophy of cooperative behavior that is agreed upon by the Board and Superintendent in the Kelso School District. As members of the leadership team, we are committed to upholding these principles.

**COMMUNICATIONS/COOPERATION AND SUPPORT**

Open communication requires trust, respect and a fundamental belief in goodwill among board members and the superintendent. We will work to minimize misunderstandings and reduce conflict by:

- Supporting each other constructively and courteously.
- Maintaining confidentiality.
- Focusing our discussions on issues, not personalities.
- Encouraging constructive disagreement.
- Upholding the integrity of every individual.
- Pursuing thorough understanding.
- Involving those parties who will be affected by the decision and solution.
- Expressing our opinions and positions on issues honestly and openly while being sensitive to others' opinions.

The board will give direction to the superintendent as a total board through adopted policies or action taken at a board meeting.

If a board member is acting outside his/her defined role, the board president or other board member(s) will talk with the individual board member regarding the problem.

The board will give the superintendent feedback on her performance on a regular basis.

The superintendent will let the board know as soon as possible of any major issue that may arise which could be problematic for the district.

The board president will be the official spokesperson for the board. The superintendent will be the official spokesperson for areas of district operation.

Board members should call the school principal or stop in the office prior to visiting classes or the campus.

### **JUDGMENT AND TRUST**

The complexities of operating a school district cannot be fully addressed in policies, procedures or operating principles. Working with people and handling difficult and controversial issues on a daily basis requires good judgment, common sense and a strong trust relationship between board and superintendent. Every complaint cannot be resolved to the satisfaction of all parties involved; every issue or concern will not be foreseen. For these reasons trust in each other, allowance for error, and team efforts to address problems are a key part of an effective school district operation. We will approach these situations with the belief the other person is working in good faith with good expectations.

### **DECISION MAKING**

The identification and evaluation of alternatives, an awareness of short- and long-term consequences, an appreciation for the needs of the group, as well as individuals, and sensitivity toward collective action are essential to the decision-making process.

In order to formulate and execute sound decisions, we agree to:

- Resolve problems at the lowest level possible.
- Provide for input from all concerned when possible.
- Use a decision-making style appropriate to the situation.
- Reevaluate the effectiveness of the decision when appropriate.
- Clearly communicate decisions that are made.

Using this process, we recognize that a decision may sometimes be superseded by a higher level of authority. When this occurs, the rationale will be communicated to those involved before releasing the information.

### **DEALING WITH CITIZEN OR STAFF COMPLAINTS**

When a board member or the superintendent is contacted by a community member or a staff member who has a complaint, he/she will:

- Listen to the individual's concern.
- Inquire if the individual has discussed the issue with the person immediately responsible. If this has not been done, tell them how to contact the appropriate person.
- Explain the district process for resolving concerns and conflicts. Describe the appropriate channels that should be followed if the complaint is not resolved.
- Explain that, as a final resource, a complaint can be submitted to the board, but that the board practice is to carefully investigate complaints before taking any action. Explain that complaints raised against individuals will not be addressed in a public meeting. To protect the rights of individuals, these concerns are scheduled for executive sessions.
- Be cautious of giving the appearance of agreeing with the person, sometimes just listening makes people think you are on "their side." Remember that anything you say might be understood as the "position of the board or superintendent."

Board members will contact the superintendent (if superintendent unavailable, contact assistant superintendent or Director of Business Services) directly when they hear concerns in the community regarding issues relating to district administration, programs or personnel.

## **BOARD MEETINGS**

1. The public will have input to the Board of Directors at study sessions and public comment section of regular board meetings.
  - A. Study session public comments will be held at the end of board discussion and before the conclusion of the meeting.
  - B. At regular board meetings, there will be a public comment section at the beginning of the meeting. Comments will be limited to a time period established by board policy. During Unfinished Business and New Business, members of the audience may comment on "Action" items listed on the agenda and may also comment on policies at first and second readings.
2. Board members and staff will not debate or argue with public during board meetings. If the board is questioned by the public during the public comment section, the board president may do the following:
  - A. If the question is concerning district policy: Ask the superintendent to take note and answer the person later after consulting with the president for direction if needed.
  - B. If the question is concerning areas of district operation: Ask the superintendent to address the issue with the person at a later time.
  - C. Factual responses to simple questions may be given by the board President if the information is publically available.

- D. Thank the public for making comments to the board (without follow-up comment by the president).
3. Changes on minutes will be called to the superintendent's secretary or the superintendent, and in most cases, will not be addressed at meetings. All board members with changes will call the district office prior to the board meeting. An updated copy of the minutes will be given to each board member and to the public at the scheduled meeting.
  4. Board agendas will be developed as a partnership between the board president and the superintendent. The board president and the superintendent will review the agenda in detail prior to the board meeting. Board members requesting items for the agenda will contact the superintendent or board president with the items.
  5. Board meeting agenda and background material on agenda items will be provided by the superintendent to all board members at least two days before regular board meetings.
  6. Board members will review all material provided and seek clarification or additional information as needed prior to the board meeting. When possible, board members will discuss proposals they have concerns about with the superintendent and/or board president prior to the board meeting.
  7. Board members requesting information from staff at board meetings will do so through the superintendent. All items addressed to the board for action or discussion by staff will be given in an objective fashion explaining both the positive and negative aspects of the decisions. If board members feel "rushed" or feel they do not have enough information, the board member will request a "table" or postponement until such time as adequate information is presented.
  8. Open and honest discussion of issues, ideas and positions on proposals is encouraged.
  9. In conjunction with the Open Public Meetings Act, there will be no online communications between board members during meetings. Members will give their full and undivided attention to the business at hand.
  10. Once a final decision has been made on a proposal, board members and superintendent will individually and collectively publicly support successful implementation.
  11. All discussions that occur during executive sessions are privileged and shall not be shared with anyone unless it is the express decision of the board to do so.

**LISTENING/COMMUNICATION**

Listening expresses our concern for others by showing an interest in not only the information but the other person. Active listening benefits each party and is a key to effective communication. We should take sufficient time to summarize and paraphrase what we have heard.

A healthy climate for communication requires trust, respect and a fundamental belief in the goodwill among team members. Messages are open, honest, and tactful. We work to minimize misunderstanding and reduce conflict. We strive for mutual understanding and support.

As a leadership team, we make the following commitments:

- Keep the tone and demeanor of discussions professional by avoiding defensiveness and personalized anger.
- Demonstrate that we have recognized the other's point of view.
- Share information with all people affected in a timely manner.

#### **HONESTY, LOYALTY, AND DISAGREEMENT**

A sustained commitment to a group, person, or organization survives and is nurtured in an open environment that recognizes the need and right of the parties to construct, express, examine, and synthesize divergent thought. Understanding opposing viewpoints helps us to better represent the Kelso School District's interests.

We accept the challenge of pursuing a common intent through a review of opinion and fact, to an end that is understood and defensible by all. Once a final decision is reached, each member will support the decision and aid in its implementation.

By way of fulfilling our commitment to the challenge, we agree:

- To support each other constructively and courteously.
- To maintain confidentiality.
- To allow ourselves and others the freedom to admit mistakes.
- To focus our discussions on issues, not personalities, free of defensiveness.
- To pursue thorough understanding.

Revised: March 21, 2009

Revised: August 16, 2010

Revised: August, 2011

# **Pullman School District Board Policy 1101**

## **BOARD OF DIRECTORS Board Operating Principles**

### **1.0 Meetings**

School board meetings are the community's window to District operations. The board demonstrates leadership through effective meeting practices. Special meetings can be held for a variety of reasons provided the notice requirements are met.

### **2.0 Decision Making**

The quality of a Board's decision is the measure of its success. The Board demonstrates its leadership by following well-established decision making procedures.

**2.1** The Board's decisions are made by a majority vote of the members.

**2.2** Board members should give public support to the Board's collective decisions.

**2.3** No individual has the power or right to make promises binding on the Board or the District until it is delegated by the Board.

### **3.0 Planning**

Planning is essential for the Board to the district. The board demonstrates its leadership by planning systematically.

### **4.0 Morale**

The Board contributes to success by promoting a strong esprit de corps within the District. The Board demonstrates its leadership by using effective human relations techniques.

### **5.0 Board-Staff Social Interactions**

Staff and Board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations and general district problems can be anticipated. Discussions of personalities or staff grievances are inappropriate.



## **Board-Superintendent Relations**

### **Sequim School District School Board Protocols 2015-2016**

Successful organizations are the result of effective and dynamic leadership. To assure a quality operation, leaders must agree on basic ways of working together. Operating principles define the beliefs, values, and methods of working together.

The manner in which the Board and Superintendent conduct their business becomes a model throughout the District for students, teachers, parents, and staff.

The following principles outline a philosophy of cooperative behavior that is agreed upon by the Board and Superintendent in the Sequim School District. As leaders of the district we are committed to upholding these principles.

### **Communication/Cooperation and Support**

Open communication requires trust, respect, and a fundamental belief in goodwill among board members and the superintendent. We will work to minimize misunderstandings and reduce conflict by:

- \* Supporting each other constructively and courteously.
- \* Maintaining confidentiality.
- \* Focusing our discussions on issues, not personalities.
- \* Encouraging constructive disagreement.
- \* Expressing our opinions and positions on issues honestly and openly while being sensitive to others' opinions.

The board president will be the official spokesperson for the Board.

The superintendent will be the official spokesperson for areas of district operation.

### **Board Meetings**

1. The public may have input to the Board of Directors at study sessions and at regular board meetings.
  - A. Study session public comments may be received at the discretion of the board.
  - B. At regular board meetings, there will be a public comment section at the beginning of the meeting.
2. Board members and staff will not debate or argue with public during board meetings. If the board is questioned by the public during the public comment section, the board president may do the following:
  - A. Ask the superintendent to take note and answer the person later.
  - B. Factual responses to simple questions may be given by the board President or the Superintendent.
  - C. Board Members may ask clarifying questions.
  - D. Thank the public for making comments to the board.
3. Changes to the minutes should be communicated to the superintendent's secretary or the Superintendent prior to the meeting.

4. Board agendas will be developed by the board president and the superintendent. Board members requesting items for the agenda will contact the Superintendent or Board President and the Board President will respond to the requestor.
5. All materials for the meeting will be provided to the board and public 48 hours in advance. Board members will review all material provided and seek clarification or additional information as needed prior to the board meeting. When possible, board members will discuss agenda items they have concerns about with the superintendent and/or board president prior to the board meeting.
6. Board members requesting information from staff at board meetings will do so through the Superintendent.
7. Members will give their full and undivided attention to the business at hand. There should be no texting or emailing or side bar conversations during the meeting. Members should refrain from parking lot conversations after the meetings.
8. Once a final decision has been made on a proposal, board members and the superintendent will individually and collectively publicly support successful implementation.
9. All discussions that occur during executive sessions are privileged and shall not be shared with anyone unless it is the express decision of the board to do so.
10. Meetings will begin on time and will utilize Roberts Rules of Order.

### **Interacting with Citizens and Staff**

When a Board member is contacted by a community or staff person who has a complaint, he/she will:

- \* Listen to the individual concern.
- \* Inquire if the individual has discussed the issue with the person immediately responsible. If this has not been done, tell them how to contact the appropriate person.
- \* Be cautious of giving the appearance of agreeing with the person, sometimes just listening makes people think you are on “their side”. Remember that anything you say might be understood as the “position of the Board.”

Board members shall contact the superintendent directly when they hear concerns in the community regarding issues relating to district administration, programs, or personnel.

Board members should stop in the office prior to visiting schools.

### **Roles and Responsibilities**

Board members should do the following:

- \* Access WSSDA Annual Conference, regional meetings, online trainings, and educational information sessions.
- \* Utilize professional organization information and be informed on all decisions to be considered.

We accept the challenge of pursuing a common intent through a review of opinion and fact, to an end that is understood and defensible by all. Once a final decision is reached, each member will support the decision and aid in its implementation.

As members of the Sequim School Board, we agree to the Protocols presented above and we are willing to commit to them and to sign in agreement:

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Director Beverly Horan

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Director Walter Johnson

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Director John Bridge

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Director Michael Howe

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Director Heather Jeffers

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Date

# Woodland Washington

## Superintendent/Board Operating Principles

### Introduction

As the citizen and executive leaders of the Woodland School District it is important for the School Board and Superintendent to work together as a team. Though the roles of each are necessarily different the primary mission of developing the full potential of all learners must be the paramount purpose for each.

The way the Board and Superintendent conduct business becomes a model throughout the District for students, teachers, parents and staff for leadership and problem-solving.

Operating principles define roles, responsibilities, and methods of working together. To assure quality operations, leaders must agree on basic ways of working. Therefore, the Board and Superintendent agree to abide by these principles.

### Commitment:

- We will expect each other to be committed to the work of leading the Woodland School District.
- We will maintain regular attendance at meetings. If we are unable to attend the Board President or Superintendent should be notified.
- We will work as a team.
- We will lead by example.
- We will commit to ongoing improvement of ourselves, the Board, and the Board & Superintendent team.

### Judgment and Trust

- We will trust that the intentions of others are positive.
- We will be truthful, and trust that others are truthful.
- We will have allowance for error.
- We will recognize that each of us may approach problems and challenges in a different manner. This does not make another's approach wrong; just different.

### Decision-Making

- The cornerstone of our decision-making will be "What's best for kids".
- We will approach Board discussions with an open mind; seeking to understand each others' ideas, perspectives, values and beliefs.
- We will disagree without being disagreeable.
- We will make decisions that are informed.
- We will attack problems and issues NOT people or personalities.
- Once a decision is made by the Board on any issue we will support that decision, in word and action, though we may not agree with the decision.
- The Board will make decisions on policy, budget, direction, etc.
- The Superintendent will make decisions on implementation of policy, operations of the School District, management and direction of staff, etc.

### Communication "No Surprises!!"

#### Board and Superintendent:

- Recognize that open communication requires trust, respect and a fundamental belief in goodwill among Board Members and Staff.
- Support each other constructively and courteously.

- Maintain confidentiality.
- Focus discussion on issues, not personalities.
- Uphold the integrity of every individual.
- Involve those parties who will be affected by the decision whenever possible and appropriate.
- Enter into problems with an open mind for all individuals involved.
- The Superintendent and School Board will, whenever appropriate and possible, promptly notify one another of events, rumors and issues that are likely to be issues of potential concern within the District and or community.

**Superintendent**

- The Superintendent will limit surprises to the Board, such as last-minute decisions and additions to the agendas.
- The Superintendent will seek to make communication clear, complete, concise and timely.
- The Superintendent will meet or speak with Board President on at least a weekly basis. The purpose of these meetings will be to discuss operations of the District and establish agenda for meetings of the Board.
- The Superintendent will provide a written briefing to the Board of operational highlights on a weekly basis.
- The Superintendent will follow-through on Board questions and requests.
- The Superintendent will, when appropriate, provide full-disclosure to the Board of Directors on sensitive issues, and issues that come before them for decision.
- The Superintendent will share concerns with the Board and/or individual Directors openly.

**Board**

- The Board will limit surprises to the Superintendent, such as last-minute requests for detailed information or additions to the agenda for which he may not be prepared.
- The Board will communicate Board interests and expectations to the Superintendent clearly and on a regular basis.
- The Board will recognize the impact of large projects on the Superintendent and his staff (opportunity cost) and will reasonably limit such projects.
- Board direction to the Superintendent will come by way of an approved motion, consensus, or through the Board President.
- Concerns of the Board and/or the individual Directors will be addressed with the Superintendent openly, directly and in a timely manner.
- Board members will offer candid feedback to one another, seeking to help one another and the whole team to improve their effectiveness and performance.

**Superintendent and School Board Roles and Responsibilities**

<b>The Role of the School Board is to:</b>	<b>The Role of the Superintendent is to:</b>
<ul style="list-style-type: none"> <li>• Set policies;</li> <li>• Prioritize and keep District resources focused on student learning;</li> <li>• Approve the budget;</li> <li>• Hire and evaluate the Superintendent;</li> <li>• Listen to and represent the community;</li> </ul>	<ul style="list-style-type: none"> <li>• Provide recommendations and implement Board policy;</li> <li>• Build a positive environment throughout the District;</li> <li>• Serve as a resource to the Board;</li> <li>• Recommend for hire and supervise All District Staff;</li> <li>• Act as the primary District communicator;</li> </ul>

<ul style="list-style-type: none"> <li>• Be an advocate for public education;</li> <li>• Be supportive of students, staff and administration;</li> <li>• Support participation and involvement in decision-making;</li> <li>• Direct concerns or criticisms to the Superintendent in a timely manner;</li> <li>• Support actions taken by the Board and clearly differentiate personal opinion from Board decisions when speaking in the minority.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support, leadership, and vision for the District;</li> <li>• Bring options and recommendations to the Board;</li> <li>• Ensure District and staff accountability;</li> <li>• Be the "day-to-day" decision-maker;</li> <li>• Manage and delegate the work of the District.</li> </ul>
<b>The role of the School Board is not to:</b>	<b>The role of the Superintendent is not to:</b>
<ul style="list-style-type: none"> <li>• Carry out policies or micro-manage;</li> <li>• Direct any staff other than the Superintendent;</li> <li>• Create surprises;</li> <li>• Abdicate Board responsibility;</li> <li>• Press narrow personal agendas;</li> <li>• As individuals, make promises that would appear to be binding upon the Board and/or District.</li> </ul>	<ul style="list-style-type: none"> <li>• Make policies;</li> <li>• Create surprises;</li> <li>• Assume Board responsibilities;</li> <li>• Press narrow personal agendas;</li> <li>• Be the sole spokesperson for the Board;</li> <li>• Discourage open discussion and feedback.</li> </ul>

#### Dealing with Citizens and Parents

- Concerns and complaints will be promptly referred to the Superintendent. The Superintendent will follow-up with Board members on the outcome of referrals.
- When we hear concerns and complaints we will listen and refer the individual with concerns to the lowest level possible for resolution e.g. the school principal, etc.
- When we hear concerns and complaints we will suspend final judgment, recognizing that we may not have a complete picture.
- Individual Directors will represent themselves as individual Board members in dealing with citizens rather than as representing the School Board. The exception to this is when addressing others on issues where there is agreement by the Board (such as direction, policy, elections, etc.).

#### Effective Meetings

- The Board agrees to share ideas about new programs and new directions with the Superintendent and other members of the Board before presenting major proposals publicly.
- Out of respect for the time of others, Board meetings will begin as scheduled.
- The Board agrees to read all materials, call and ask questions in advance (to allow Superintendent to prepare complete and accurate response), seek clarification and information as needed and when possible, explains to the Superintendent in advance about major concerns about proposals.
- The Board will refrain from holding de facto Board meetings via telephone and/or email.

## OPERATING PRINCIPLES FOR BOARD DIRECTORS

### Introduction

Port Angeles School District Board of Directors strives to incorporate five core principles in its operation in order to promote the success of staff and students on behalf of the people of each community. The five core principles are responsible governance, creating conditions for student and staff success, high expectations for student learning, accountability for student learning, and community engagement.

The board of directors will continuously articulate the belief that all students can learn and that each student's learning can improve regardless of existing circumstances or resources. The board of directors will act as leaders of a vision of shared learning that is supported by individual schools and the community.

### Decision Making

We, the board of directors will establish a structure which reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. This includes employing a superintendent, developing and approving policies, formulating budgets, setting high instructional and learning goals for staff and students, and nurturing a climate conducive to continue improvement. We will keep an open mind so we can accept and evaluate new concepts, listen objectively to constructive criticism, and learn and practice the art of compromise, and maintain a sense of humor. We will address problems with an open mind for all individuals involved.

### *LEADERSHIP TEAM ROLES*

<b>SCHOOL BOARD -GOVERNS</b> <i>(Guides and Directs)</i>	<b>SUPERINTENDENT ~ MANAGES</b> <i>(Administers, Operates)</i>
<i>Decides What</i>	<i>Decides How</i>
<i>Requests Information</i>	<i>Seeks and Provides Information</i>
<i>Considers Issues</i>	<i>Provides Recommendations</i>
<i>Creates, Reviews, Modifies and Adopts Policy</i>	<i>Recommends, Implements Policy</i>
<i>Approves &amp; Reviews Plans</i>	<i>Implements Plans</i>
<i>Monitors Progress</i>	<i>Reports Progress</i>
<i>Contracts with Personnel</i>	<i>Supervises &amp; Evaluates Personnel</i>
<i>Approves &amp; Reviews Budget</i>	<i>Formulates Budget</i>
<i>Presents Public Interests</i>	<i>Acts in Public Interest</i>

## Governance

We will advocate for the importance of public education and the need to support it.

The board with input by the community, will envision the future of the school district's educational programs, formulate goals, define outcomes and set the course for the school district.

The board's accountability for student learning will include adopting a system of continuous assessment of all conditions affecting education including assessments for measuring staff and student progress towards goals.

The board will work as a team to build on collective and individual strengths.

The board will maintain a board member development program to include a mentoring component, especially for a new board of directors.

We recognize that policy decisions will be made only after full discussion at publicly held board meetings.

We will work with other board directors to establish effective board policies.

We will practice fiscal responsibility and sound financial management that support the capacity to adequately fund district programs and priorities, current and future.

We will assure the continuous improvement of all school district technology as an integrated instructional support tool.

We will partner in all aspects of school and district programs that involve parents, business and labor along with local, state and federal government.

We will partner with community agencies that provides services to youth which enhance the quality, relevance and effectiveness of our educational systems.

We will assure the district curriculum is aligned with local and state standards which reflect academic skills and promotes life, work, career, and college readiness.

We will provide a physically, intellectually, and emotionally safe and healthy learning environment conducive to personalization of learning and pride of ownership in schools.

We will encourage student promotion to the next instructional level which is based on demonstrated knowledge, skills and abilities.

We will meet at regularly scheduled times each month and on other dates as scheduled, according to policy and law. The superintendent shall ensure that the agenda, and supporting documents when partial, for each board meeting will be provided in advance for each meeting.

We agree to read all agenda items before each meeting and to ask questions when clarification is needed. Each board director will contact the superintendent, board president, or vice president, prior to each board meeting about any agenda item that needs to be clarified.



The Board President, vice-president and superintendent shall meet prior to each board meeting to discuss the agenda and procedures for the meeting. The superintendent or a director may request an executive session.

We will assure that all district policies and procedures are implemented and up-to-date according to the laws, rules and regulations of the State of Washington and United States of America.

### **Communications**

The complexities of operating a school district cannot be fully addressed in policies, procedures or operating principles. Working with people and handling difficult and controversial issues requires good judgment, common sense and a strong network for communication. We recognize that open communications requires trust, respect and fundamental belief in goodwill among board directors, staff and the public.

We encourage free expression of opinions by all board directors and seek systematic communication between the board, students, staff and citizens of our community.

When a board director receives a complaint from any other individual, the following protocol will be followed: (a) The complainant shall direct the complaint to the person against whom it is made (teacher, administrator, other staff member, etc.); (b) If the issue can't be resolved at that level, it should be referred to the appropriate principal or the superintendent; and (c) notify the superintendent about the complaint.

We will communicate expressions of public reaction to board policies and school programs to other board directors and the superintendent in accordance with the open public meetings act.

We will promptly notify other board directors and the superintendent of events, rumors or issues, whenever appropriate and possible, that are likely to be issues of potential concern within the district and/or community.

The board directors will give the superintendent feedback on his/her performance on a regular basis.

The board president will be the official spokesperson for the board.

The superintendent will be the official spokesperson of district operation and management.

The superintendent will provide to the board directors, a weekly written briefing of operational highlights and activities.

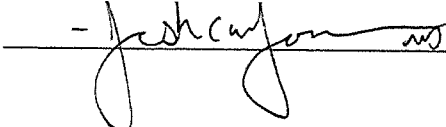
The superintendent will provide timely feedback to board director's questions and requests.

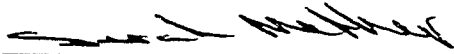
The public will be kept informed about programs and progress.


Operating principles define roles, responsibilities, and methods of working together. To assure quality operations, leaders must agree on basic ways of working. Therefore, the board of directors agree to abide by these principles.

This policy along with Policy 1009 (Code of Ethics) will be signed annually as part of the annual organizational meeting (Policy 1210) and Procedures 1240P.

Approved at a regular scheduled board of directors meeting on Thursday, May 26, 2016.

 President

 Vice President

 Board Director

 Board Director

 Board Director

**Cross References:**      **Policy 1009    Board of Directors: Code of Ethics**  
**Policy 1240P    Committees**

**Adopted 10/08/2007**

**Revised: 12/13/2010; 5/26/2016**

**Updated: 12/8/2016**

**Board Operating Principles Final**  
**Adopted by SJISD BOD**  
**August 26, 2015**

The Role of the Board

The Board will:

- Govern proactively, focusing the mission of the San Juan Island School District
- Uphold and promote the integrity and positive image of the District.
- Govern and motivate the district through the careful establishment of written policies.
- Give collective direction to the District Superintendent.
- Support the Superintendent's leadership and management of the district.

Procedures of the Board

The Board will:

- Conduct its business in compliance with relevant Washington State Law.
- Apply parliamentary best practice.
- Maintain appropriate confidentiality.
- Hold itself accountable for its performance.
- Orient new Directors
- Collectively stay abreast of regional, state and national educational trends.
- Fully explore diverse viewpoints.
- Provide for ample community participation.
- Adhere to the calendar especially in regard to legally required actions.

Behaviors of the Board

Discussion and actions of the Board will:

- Focus on strategic leadership.
- Cultivate group responsibility.
- Use the expertise of individual Board members in committee responsibilities.
- Respect the integrity of District employees and their representative organizations.

Planning will:

- Insure that the Board and Superintendent evaluations are effective and timely.
- Balance short and long range District needs.

Communication will:

- Evidence Board members' preparation.
- Exercise honesty.
- Focus on issues.
- Prevent surprises.
- Praise publicly, criticize privately.
- Respect decisions of the full Board.

## Responsibilities of the Board Chair

The Chair will:

- Conduct meetings using parliamentary best practice.
- Provide for full exploration of diverse viewpoints.
- Efficiently move the agenda.
- Insure fulfillment of Board governance responsibilities.
- Provide reasonable, focused and balanced opportunities for community participation.
- Control all discussion through the chair.
- Prevent dilatory discussion.
- Provide for timely assembly and publication of Board agendas in cooperation with the Superintendent.

**Steilacoom Historical School District No. 1**  
**Board of Directors' Operating Protocol**  
**Adopted March 26, 2014**

The most effective way to operate and supervise a dynamic, growing school district is through close cooperation between the school board, the superintendent, and the administrative leadership team. Each group plays a different role, and each role is essential to the success of the entire system (staff and students). In order to allow each group to compliment and ensure the success of the others, there must be agreement on some philosophical ideas and practical ways of working together to achieve the common goal – quality education programs for each student. To achieve, within the legal and financial limits of the District, quality education programs for each student, the Board pledges to strive toward excellence in performance and expects the same from each individual who works in Steilacoom Historical School District.

Board directors and administrators have an obligation to provide educational leadership. The public expects the best in planning, decision-making, communication, and educational expertise. However, all decisions and policies of the Board-Administration Team must be gauged and tested against two fundamental beliefs: schools are for kids; and schools belong to the people.

For the purpose of enhancing teamwork among members of the Board and between the Board and the Administrative Team, we, the members of the Steilacoom School District Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

**PRINCIPLES FOR BOARD-ADMINISTRATION RELATIONS**

The following philosophical ideas, operating principles, and behaviors, when adhered to by all, will create an open, productive environment for a team approach to school leadership:

**1. Positive Approach**

Each member of the team is charged with the responsibility of working with the team to find the best way to meet the needs of the students and staff. An open, positive, and problem solving atmosphere toward designing, implementing, and assessing plans to achieve the goals of the organization is critical.

**2. Judgment and Trust**

To develop an effective team process, each group must support and cooperate with team members, collectively and individually.

### 3. **Loyalty and Disagreement**

Cooperation, support, and loyalty do not mean there will be agreement on every issue. Dialogue, divergent thinking, and debate will encourage the best decisions. To clarify this principle, a few ground rules must be covered:

- Each team member has the responsibility for being loyal to the District, to each member of the team, and to the primary goal -- a quality education for every child.
- Board Directors should not be contacting employees of the District on operational issues. Questions about operations, direction, etc., should be directed to the Superintendent.
- Board Directors are encouraged to offer praise for employees, but criticism must be channeled through the Superintendent's office.
- Debate the issues, not one another. Avoid personal slurs and snide comments.
- Information about employees, negotiations, and other confidential areas discussed in executive session will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives must also remain confidential. Team members should state in advance whatever they consider to be confidential information.
- When Board Directors or the superintendent find themselves in disagreement with another team member, a one-to-one meeting with that person should be arranged to resolve the disagreement. Once resolved, the disagreement will remain a private matter.
- Discussion at meetings and debate over issues should be open and honest. Once a final team decision is reached, each member has the responsibility to support the decision.
- Agendas must be open and on the table for meaningful dialogue to occur. Information upon which decisions are to be made, with accompanying alternatives, will be given to the Board in a timely manner so that appropriate input and analysis can take place prior to the time of the decision. Surprises at meetings are counterproductive.

### 4. **Accountability to Community**

The School Board, Superintendent, and administrative team are accountable to the public for the decisions made and for the quality of their work. Responsibility to the community is demonstrated by listening to them and by using effective systems of gathering information as assessment.

## 5. Communication

Effective interpersonal communication requires a healthy communication climate with high levels of trust and respect for individuals and for the mission of providing a quality education for all students. To achieve this, messages must be open, straightforward, and honest.

- The Superintendent and the Board will make deliberate attempts to share information and data with all team members. Team members shall utilize the chain of command as outlined by District policy/procedures.
- When an individual Board Director is contacted by a staff or community member, each member has agreed to the following procedures:
  - a. Hear out the individual's concern.
  - b. Ask if the issue has been discussed with the person immediately responsible.
  - c. Express concern about the issue and a desire to assist in resolution, while reinforcing the need to resolve the issue at the immediate local level. If unsuccessful, proceed to the next level(s) of responsibility.
- Only the Superintendent, his/her designee, or a Board-designated representative may contact the District's negotiator, should one be used, on current negotiations. If a Board Director feels a need to talk to District counsel or the negotiator, he or she is to contact the Superintendent who will arrange for all meetings. The Board president may contact the District's legal counsel in reference to the Superintendent's contract.
- It is important to keep the Superintendent and other Board members informed of unusual happenings as quickly as they occur.
- The Superintendent is responsible for communicating official district operational positions to the media. There will also be occasions when the Board president communicates the official District position. Board members may certainly state personal positions; as long as they make it known they are not speaking for the Board or the District.
- The Board will emphasize planning, policy making, and public relations rather than becoming involved in the daily operations of the schools.
- After reviewing the agenda, Board members agree to ask questions when clarification is needed so that the Board meetings can proceed smoothly and efficiently. Board members can also contact the Superintendent to discuss issues prior to the meetings. Members may also request addition of items to the agenda prior to its adoption.



## Board Operating Principles

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For the purpose of enhancing teamwork among members of the board and between the board and the superintendent, we, the members of the School Board, do hereby commit ourselves collectively and individually to the following operating principles:

1. **Students' interests come first.** The board will represent the needs and interests of all the children in our district. The continuous improvement of student learning is our primary goal.
2. **The board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take independent action. The board president or the board's designee will communicate the position(s) of the board on all issues to the media.
3. **Clearly stated goals.** The board will work with the superintendent to set clear goals for themselves and the superintendent and use these goals in evaluating the board and superintendent. The board and superintendent will set clear goals for the Sumner School District.
4. **Follow the chain of command.** We agree to follow the chain of command and insist that others do so, too. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address all the issues.
5. **Executive/closed sessions will be held only for appropriate subjects.** Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meeting and comments and maintain confidentiality of information discussed. Executive sessions will remain focused on the topic for the executive session identified in the board agenda.
6. **Communication between staff and the board is encouraged.** However, board requests are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent. When complaints or concerns about the superintendent are received by individual board members, they will be shared immediately with the entire board in executive session, and the board will act as a body on any follow-up action to investigate those concerns. No individual board member will take action. Should the board determine it necessary, the board will identify an independent, third-party to investigate the concerns.
7. **Practice the governance role.** The board will emphasize planning, policy making, holding the district accountable and communication rather than becoming involved in the management of the schools
8. **Requests for information.** Requests from individual board members to the superintendent should follow board protocol – be sent in writing (email) and with copies to





other board members. Requests for information should be in keeping with the board's governance role and avoid becoming involved in the management of the district.

9. **Practice efficient decision making.** Board meetings are for decision-making action and votes. We agree to move the question when discussion is repetitive.
10. **Utilize superintendent input.** The superintendent should make recommendations, proposals, or suggestions on most matters that come before the board.
11. **Speak to agenda issues.** We agree to speak to the issues on the agenda and listen to our fellow board members. Additional facts and information needed from the administration will be referred to the superintendent.
12. **Debate the issues.** Conduct at a board meeting is very important. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. While we encourage debate and differing points of view, we will do so with care and respect.
13. **Own your own issues.** The board will not be a ball carrier for others, but rather, will encourage others to present their own issues, problems, or proposals when discussing issues.
14. **Support of Board Decisions.** Every board member gets his/her say but not necessarily his/her way. We recognize disagreement is beneficial to decision-making, but once the board has made a decision, individual board members will not work to undermine that decision.
15. **Do not spring surprises on other board members or the superintendent.** There should be no surprises at a board meeting. Surprises to the board or the superintendent will be the exception, not the rule. We agree to ask the board president and the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
16. **Annually conduct a board evaluation.** The board will conduct a self-evaluation and review its Operating Principles annually.

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Board Member

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Superintendent

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Date