

2025
Governance Compact
Bridgman Public Schools
Board of Education
Revised: January 7, 2020

- I. District Ends**
 - Vision**
 - Mission Statement**
 - Statement of Philosophy**
 - Goals**
 - Student Profile**
 - Board of Education Goals**

- II. Board Processes**
 - Philosophy of the Board**
 - The Board Convenes the Community**
 - Board Job Description**
 - President's Role and Level of Authority**
 - Committees**
 - Board Meeting Agendas**
 - Board Member Code of Ethics**
 - Process for Addressing Board Member Violations**
 - Board Member Development**
 - Board Self-Evaluation**
 - Emergency Superintendent Succession**

- III. Board/Staff Relationship**
 - Board/Superintendent Relationship**
 - Board/Other Staff Relationship/Accountability of the Superintendent**
 - Monitoring Superintendent Performance**

- IV. Means Limitations**
 - Adherence to Values**
 - Limitations on the Superintendent's Discretion**
 - Treatment of Staff**
 - Educational Equity**
 - Communication and Counsel to the Board**

I. DISTRICT ENDS

Vision –

“As a community, we prepare and support all students for lifelong learning.”

Mission Statement

“We provide resources to inspire resilient and collaborative critical thinkers.”

Statement of Philosophy

(Policy 2110)

The Board of Education believes the purpose of education is to develop the potential of each student. Each student should be prepared for the responsibility of making decisions for himself/herself in society. The Districts program should reflect on the area of society's expectations as well as the personal opportunities available in our society.

With regard to societal expectations, people in this society are expected to:

- A. Be self-sufficient -- that is, to meet their own needs, to the extent they are able, in their own way and without inhibiting others-opportunity to do the same.
- B. Fulfill their responsibilities to contribute to the "common good" by actively participating in affairs affecting all members of society.

The Board and staff believe that the thought and action process involved in taking intelligent, ethical action can be learned just as any other set of procedures can be learned, provided students are given consistent, appropriate opportunities to:

1. See the procedures modeled.
2. Learn what the procedures are.
3. Practice using the procedures and correct ineffective use of them.
4. Apply the procedures to a variety of relevant situations.

The District is committed to ensuring adequate provision for such opportunities and to the applications of these processes to achieving the other educational goals associated with the District's mission.

Goals

(Policy 2131, Page 1 of 2)

Since the mission of the District is to provide resources to inspire resilient and collaborative critical thinkers, the Board of Education believes the mission is being accomplished when students confirm that they have achieved the following educational goals.

The Board of Education believes that the mission of the District is being accomplished when there is valid evidence that its educational programs are making it possible for students to achieve as many of the following educational outcomes, commensurate with their ability and potential.

- A. Entry-level job skills and the skills and attitudes to obtain further education.
- B. An understanding of others, including but not limited to those with social and cultural characteristics different from his/her own and of those with mental or physical disabilities and the ability to engage in responsible personal and/or support relationships with those who are different from one's social or ethnic groups.

- C. Use of the knowledge, attitudes, and skills to contribute effectively to the decision-making processes of the political and other institutions of the community, state, country, and world.
- D. The capacity for fulfilling, satisfying and responsible roles in family life.
- E. Use of the knowledge, habits, and attitudes that assure good personal and public health, both physical and mental.
- F. The willingness and ability to apply ethical principles and values to his/her own life.
- G. An understanding of his/her own worth, abilities, potentialities, and limitations.
- H. Enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime.
- I. An understanding of and the ability to cope with change.
- J. The educational goals specified in individual education program plans (IEPs).
- K. Use of the knowledge, skills, and understandings necessary to function as a responsible producer and consumer.
- L. Having an understanding of personal leadership strengths and limitations in order to build upon those skills and abilities.

Student Profile

Graduates of Bridgman Public Schools are expected to acquire the knowledge and skills to be:
(Policy 2131, Page 2 of 2)

Quality Producers - Who collaboratively and/or independently create intellectual, artistic, practical and physical products which reflect originality, high standards and the use of advanced technologies.

Effective Communicators - By using process skills and creative expression.

Technologically Competent - With the skills to use current technology and the ability to apply technology in pertinent situations

Responsible Learners - Who formulate constructive, positive attitudes and values in order to create a vision for their future, set priorities and goals, create options and take responsibility for pursuing these goals while monitoring and evaluating their progress.

Critical Thinkers - Who identify, access, integrate and use available resources and information to question, reason, make decisions and solve complex problems in a variety of contexts.

Effective Life Managers - Who develop constructive interpersonal relationships and strive for physical, emotional and social health.

Community and Global Contributors - Who use their time, energy, and talents cooperatively to enhance the quality of life, preserve the environment and promote mutual respect.

The Board believes that all students in this District will be able to demonstrate these applied learnings, at a level that is commensurate with their age and capabilities.

The Superintendent is charged with the responsibility for providing, through the District's curriculum and appropriate administrative guidelines, opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

DISTRICT STRATEGIC PLAN GOALS 2020

1. Maintain high expectations concerning test data, using the growth measures, based on flexibility and adaptability due to changing Governmental standards.
2. Explore a need for a full-time District Social Worker.
3. BPS will partner with Community Stakeholders in order to increase student enrichment opportunities in and out of the classroom.
4. Each year, BPS will review Berrien County Public School District's salary and benefit data to ensure that BPS offers a competitive wage and benefit package to attract and retain School District employees. Central Office personnel will conduct exit interviews on all employees.
5. BPS will create and explore a plan to improve the athletic facilities and expand the elementary school building footprint.

II. BOARD PROCESSES

Philosophy of the Board

(Bylaw 0123)

The underlying purpose of the actions and functions of the Board of Education shall be to create and keep in operation an educational system of the highest quality for the benefit of the pupils and people of the school District. This educational system shall be operated with economy and prudence.

The State of Michigan's system was created by and is governed by state statutes. Board Members are, therefore, State officers chosen by citizens to represent them and the State in the legislative management of the local schools.

The Board declares and, thereby, reaffirms its intent to:

- A. Establish policies and make decisions on the basis of declared educational philosophy and goals;
- B. Employ a Superintendent that is capable of overseeing day to day operations of the District and with common District goals as those of the Board;
- C. Maintain two-way communications with citizens of the District. Keeping in mind the Board's obligation to be a truly representative body for citizens, the citizens also endow their representatives the authority to utilize the representatives' best judgment in the decision making process. The Board shall keep the citizens of the District informed of the progress and problems of the School District and the citizens shall be urged to bring their aspirations and concerns about the District to the attention of this body.

The Board recognizes that ultimate responsibility for public education rests with the State, but the Board of Education has been assigned specific authority through statute, and the Board shall not relinquish or fail to exercise that authority.

Governing Style

The Board will govern with an emphasis on:

- Outward vision rather than internal preoccupation,

- Encouragement of diversity in viewpoints,
 - Strategic leadership more than administrative detail,
 - Clear distinction of Board and Superintendent roles,
 - Collective rather than individual decisions,
 - Future rather than past or present, and
 - Pro-activity rather than reactivity.
1. The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy, not merely a reactor to staff initiatives. The Board will use the expertise of individual members to enhance the ability of the Board as a body rather than to substitute individual judgments for the Board's values. The Board will allow no officer, individual, or committee of the Board to hinder or be an excuse for not fulfilling Board commitments.
 2. The Board will direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the Board's values and perspectives about ends to be achieved and means to be avoided. The Board's major policy focus will be on the intended long-term effects outside the organization, not on the administrative or programmatic means of attaining those effects.
 3. The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation, policy-making principles, respect of roles, and ensuring continuance of governance capability. Continual Board development will include orientation of new Board members in the Board's governance process and periodic Board discussion of process improvement.
 4. The Board will monitor and discuss the Board's process and performance at each Work Session meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance Process and Board-Superintendent Linkage categories.

Board Job Description

The specific job outputs of the Board are those unique values-added that ties ownership prerogatives to organizational performance.

1. The Board will produce the link between the organization and the ownership.
2. The Board will produce written governing policies that, at the broadest levels, address each category of organizational decision.
 - a. Ends: Organizational products, effects, benefits, outcomes, recipients, and their cost of relative worth (what good for which recipients at what cost).
 - b. Executive Limitations: Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - c. Governance Process: Specification of how the Board conceives, carries out, and monitors its own task.
 - d. Board-Superintendent Linkage: How power is delegated and its proper use monitored; authority and accountability of the Superintendent role.
3. The Board will produce assurance of Superintendent performance (against policies in 2a and 2b.).

To accomplish its job products with a governance style consistent with Board policies, the Board will follow an annual agenda that (1) completes re-exploration of Ends policies annually and (2) continually improves Board performance through Board education and enriched input and deliberation.

1. The cycle will conclude each year on the last day of February so that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term ends.
2. The cycle will start with the Board's development of its agenda for the next year.
3. Consultations with selected groups in the ownership or other methods of gaining ownership input will be determined and arranged in the first quarter (March, April, and May) to be held during the balance of the year.
4. Governance and education related to and determination (for example, presentations by futurists, demographers, advocacy groups, and staff) will be arranged in the first quarter (March, April, and May) to be held during the balance of the year.
5. Throughout the year, the Board will attend to Consent Agenda items as expeditiously as possible.

President's Role and Level of Authority

(Bylaw 0171.1)

The President of the Board shall:

- A. Preside at meetings of the Board;
- B. Countersign orders legally drawn by the Secretary upon the Treasurer for money to be disbursed on behalf of the School District;
- C. Cause an action to be prosecuted in the name of the District on the Treasurer's bond in case of breach of a condition of the bond;
- D. Perform other duties appropriate to the office of the President.

Board Committee Principles

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from Board to Superintendent.

1. Board committees are to help the Board do its job, never to help or advise the staff. Committees ordinarily will assist the Board by preparing policy alternative and implications for Board deliberation. In keeping with the Board's broader focus, Board committees will normally not have dealings with current staff operations.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Superintendent.
3. Board committees cannot exercise authority over staff. Since the Superintendent works for the full Board, he or she will not be required to obtain approval of a Board committee before an executive action.
4. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore a Board committee that has helped the Board create policy on some topic will not be used to monitor organizational performance on that same topic.
5. Committees will be used sparingly and ordinarily in an ad hoc capacity.
6. This policy applies to any group that is formed by Board actions or appointed by the president, whether or not it is called a committee and regardless of whether the group

includes Board members. It does not apply to committees formed under the authority of the Superintendent.

Board Meeting Agendas

(Bylaw 0166)

The Superintendent shall prepare with the Board President and submit to each Board member a written agenda prior to each regular meeting and each special meeting, unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting. Individual Board members may include items on the agenda upon the concurrence of the Board President.

The agenda of the regular monthly meeting or special meetings shall be accompanied by a report from the Superintendent on information relating to the District with such recommendations as s/he shall make.

Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda item D."

The agenda for each regular meeting shall be mailed or delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be mailed no later than three (3) days prior to the meeting, or delivered so as to provide time for the study of the agenda by the member. The agenda for a special meeting shall be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.

The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting. The order of business may be altered and items added at regular and special meetings by a majority vote of the members present.

Board Member Code of Ethics

Each member of the Bridgman Public Schools Board of Education ascribes to the following code of ethics of the MASB:

Principle 1: Commitment to Be Trustworthy

The leadership team must be self-governing. They will confine their performance to those services which elicit trust from the individuals and society whom they serve using their knowledge, skills and competencies.

Principle 2: Commitment to Educational Mission

The leadership team has a common mission to implement educational programs and activities essential to the welfare of society.

Principle 3: Commitment to Be Responsible

The leadership team is committed to responsible decision-making. The quality of decisions, actions and performance is in proportion to the contributing competence and skill of Board members and administrators.

Principle 4: Commitment to a Profession

The leadership team shall strive to meet the standards of their professions. The leadership team will advocate, engage in and support professional development.

Principle 5: Commitment to Serve Others Above Self

The leadership team is dedicated to improving the status and conditions of humankind by serving society.

Board Member Ethics

(Policy 0144.2)

As members of the Board of Education, Board members will strive to improve public education and to that end they will:

- A. Attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- B. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
- C. Render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- D. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- E. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the Superintendent;
- F. Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;
- G. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the State and National School Boards Associations;
- H. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- I. Avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
- J. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law;
- K. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

Board Members' Code of Conduct

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

1. Members must present unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs. It also supersedes the personal interest of any Board member acting as a consumer of the organization's services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the organization, except as procedurally controlled, to assure openness, competitive opportunity and equal access to inside information.

- b. When the Board is to decide upon an issue about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote but also from the deliberation.
 - c. Board members must not use their positions to obtain employment for themselves, family members, or close associates. Should a member desire employment, he or she must first resign.
 - d. Members will annually disclose their involvements with other organizations, with vendors, or any other associations that might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
- a. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions.
 - b. Members will give no consequence or voice to individual judgments of Superintendent or staff performance.

Board Member Development

(Bylaw 0142.7)

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the District, and learn Board procedures. Accordingly, the Board shall give to each new Board member no later than his/her first regular meeting as a Board member for his/her use and possession during the term on the Board the following items:

- A. A copy of the Board policy manual
- B. A copy of each current negotiated agreement
- C. The current budget statement, audit report, and related fiscal materials

The Board will provide and maintain a library of publications and reference materials for the use of Board members.

Each new Board member shall be invited to meet with the Board President, Superintendent, and/or Business Manager to discuss Board functions, policies, and procedures.

The Board shall encourage the attendance of each new Board member at orientation and training meetings.

The Board expects each new Board member to attend CBA101: Introduction to School Board Service six (6) hours and encourages each new Board member to become certified through the MASB Certified Board Award Program during their first term of office.

Board Evaluation

An annual review of the Board will be conducted by their constituents.

III. BOARD/STAFF RELATIONSHIP

Board/Superintendent Relationship

(Policy 1210)

The Superintendent shall be the chief executive officer of the Bridgman Public Schools and shall be responsible for the professional leadership and skill necessary to translate the will of the Board as expressed through its policies, into administrative action.

The Superintendent shall be responsible for all aspects of school operation and for such duties and powers that the Board may direct or delegate. The Superintendent may delegate responsibility and authority necessary to discharge that responsibility to other employees and so develop such procedures and regulations as are necessary to ensure efficient operation of the schools.

The Board, in all phases of school operation, will work through the Superintendent who will direct other employees in regard to such operations unless otherwise mutually agreed between Superintendent and the Board.

The Board assumes the Superintendent is professionally able and possesses qualities of leadership, vision and administrative skill and that the Superintendent will implement all policies of the Board in good faith.

The Superintendent may assume that the Board will respect his/her professional competence and extend to him/her full responsibility for implementing Board policy decisions. The Superintendent can expect the Board to support his/her decision in the administration of the schools.

Due to the unique and close working relationship between the Board and Superintendent, mutual loyalty and respect are essential if they are to work together in the best interests of education for the children of the school District.

Specifically, the Superintendent shall:

- A. Attend all Board meetings except when his/her contract is being considered;
- B. Have the right to speak on matters, but not the right to vote;
- C. On a monthly basis, present such financial statements as directed by the Board;
- D. Assist the Board in all matters pertaining to the general welfare of the school and perform other duties as the Board may determine;
- E. Offer professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis;
- F. Interpret and execute the intent of Board policy;
- G. Seek and accept constructive criticism of his/her work;
- H. Use policies and actions;
- I. Maintain a harmonious working relationship with the Board;
- J. Serve in an advisory capacity to Board subcommittees appointed on a temporary basis.

Specifically, the Board shall:

- A. Establish written policies for the guidance of the Superintendent in the operation of the schools;
- B. Provide the Superintendent with a clear statement of the expectation of performance.

- C. Reach decisions only on the basis of available background data and the recommendations of the Superintendent;
- D. Request information through the Superintendent;
- E. Provide a climate of mutual respect and trust, offering commendation whenever earned and constructive criticism when necessary;
- F. Be willing to devote the necessary time on an individual basis to be effective Board members.

Board/Other Staff Relationship/Accountability of the Superintendent

(Policy 1230)

Objective

The Superintendent of Schools shall serve as the chief executive officer of the Bridgman Public Schools and its educational system and as such carry out the policies and decisions of the Board consistent with legal requirements and with professional standards of educational excellence.

Job Description

The Superintendent shall be expected to carry out those duties in his/her job description as defined in the Board Policies and referenced below:

The Superintendent of Schools shall perform the following functions:

- A. Prepare the agenda for meetings of the Board in cooperation with the Board President, attend meetings of the Board except when his/her own contract is being considered, and assure effective communications between the Board and the employees of the school system;
- B. Plan and oversee the necessary processes of organization and administration to obtain and retain the services of a highly competent professional staff and highly competent supporting staffs;
- C. Submit annually a proposed budget for the District's operations and consult with the Board in its consideration and adoption of the annual budget;
- D. Professionally oversee the planning and conduct of all educational, recreational and related programs of the District with continuous regard for educational excellence and sound economy;
- E. Continually study the population trends, the educational and cultural needs, and the educational facilities of the District to assure timely decisions by the Board and the electorate regarding construction and renovation projects;
- F. Keep abreast of and contribute to the development of highly competent practices in education and allied professions that are essential for continuing educational excellence;
- G. Guide the administration of the District's educational programs through the approval of written job descriptions, administrative regulations, and operating plans;
- H. Represent the District as its chief executive officer and its foremost professional educator in its dealings with other school systems, social institutions, business firms, agencies of government, and the general public;
- I. Advise the Board as to appropriate legal actions, personnel matters and appointments, operating expenses, educational programs, and appropriate and necessary Board policies as needed;
- J. Shall hold voting position on Board of Bridgman Foundation for Educational Excellence, or designate representative for this position.

Monitoring Superintendent Performance

The Board of Education believes it is essential that it evaluate the Superintendent's performance annually in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Below is the revised Superintendent Evaluation process:

- January Board Retreat – The Superintendent and Board of Education meet to determine performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model); appropriate benchmarks and checkpoints (formal and informal) throughout year; and evidence/artifacts to be used as evidence for the Superintendent's final evaluation. Board adopts formal evaluation at January Board meeting.
- April – Informal Update - Superintendent provides written update to the board. Board President shares with the superintendent any specific concerns/questions from the board.
- July Board Retreat – Formal Update - Superintendent provides update on progress along with available evidence/artifacts prior to meeting. Board President collects questions from the Board and provides to Superintendent prior to meeting. Board and Superintendent discuss progress and make adjustments to course or goals, if needed.
- October – Superintendent provides Board of Education members his self-evaluation using the MASB tool and provides supporting evidence/artifacts.
- November – The Board of Education members and the Superintendent meet in closed session to conduct the Superintendent's evaluation using the MASB tool and process. Final ratings will be reached by consensus. After the closed session, the Board of Education will re-convene in open session and the formal evaluation is adopted by the Board of Education. At the conclusion of this process, negotiation of the annual salary increase and contract extension will occur.

Such evaluation shall include an assessment of:

- A. Governance and Board Relations
- B. Community Relations
- C. Staff Relations
- D. Business and Finance
- E. Instructional Leadership
- F. Student Growth
- G. Progress Towards District-Wide Goals

The Board and the Superintendent, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted. Such method may include:

- A. The Superintendent's own self-analysis;
- B. The active participation of each Board member;
- C. A compilation of assessments on a prepared standard form by individual Board members, which shall then be reviewed jointly by the Board and Superintendent;
- D. Evaluation interviews between the Board and Superintendent during which no other business is discussed.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and:

- A. Be helped in the determination of the Superintendent's salary;
- B. Identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;
- C. Establish specific objectives, the achievement of which will advance the District toward its goals;
- D. Be better able to improve its own performance, as the public body, ultimately charged with the educational responsibility of the District.

Emergency Superintendent Succession

(Policy 1260)

It is the legal duty of the Board of Education to appoint a temporary or acting Superintendent by a majority vote of the Board upon determination that the Superintendent is incapacitated in such a manner that s/he is unable to perform the duties of his/her office.

The temporary Superintendent shall perform all of the duties and functions of the Superintendent. (S)He shall serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract, whichever is sooner. However, (s)he may be removed at any time for cause by a two-thirds (2/3's) majority vote of the Board. The Board shall determine the compensation of the temporary Superintendent.

The Board shall determine that the Superintendent is incapacitated:

- A. At the request of the Superintendent, if the Superintendent is absent by reason of lengthy personal illness or injury or exposure to contagious disease which could be communicated to others;
- B. Upon certification of a physician selected and compensated by the Board;
- C. Upon the determination of a referee that the Superintendent is unable to perform his/her the duties.

If the Board determines that the Superintendent is unable to perform his/her duties, s/he may be placed on sick leave with such pay to which s/he may be entitled or which may be authorized by Board policy.

The foregoing leave shall not extend beyond the term of the contract.

The Superintendent may upon request to the Board President, and proper certification of recovery, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request.

IV. Means Limitations

Adherence to Values

- We value learning as a priority and together challenge students to succeed.
- We provide a healthy, safe, respectful and nurturing learning environment.
- We support a continuous professional growth of a quality staff.
- We generate a collaborative relationship among students, staff and parents.
- We value community partnerships.
- We respect the uniqueness of each other.
- We demonstrate fiscal responsibility in support of our mission.

Limitations on the Superintendent's Discretion

- With respect to interactions with students, faculty, staff, parents, and community members, the Superintendent shall not cause or consciously disregard conditions, procedures, or decisions which are unsafe, disrespectful, undignified, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.
- Budgeting any fiscal period or the remaining part of any fiscal period shall not compromise from Board end priorities, risk fiscal jeopardy, fail to be derived from a multi-year plan, or place the District in a fiscal emergency.
- The Board will be adequately informed. Information and advice to the Board will have no significant gaps in timeliness, completeness or accuracy.
- Assets, including facilities, may not be unprotected, inadequately maintained or unnecessarily risked.
- No compensation and benefits for employees, consultants, contract workers and volunteers shall be established which are not internally and externally comparable.

Treatment of Staff

With respect to treatment of staff, the Superintendent shall not operate without written personnel procedures which clarify personnel rules, comply with applicable laws and provide the effective handling of grievances, as appropriate or as required by law or contract.

Educational Equity

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic and social conditions or actual or potential marital or parental status.

- We value learning as a priority and together challenge students to succeed.
- We provide a healthy, safe, respectful and nurturing learning environment.
- We support a continuous professional growth of a quality staff.
- We generate a collaborative relationship among students, staff and parents.
- We value community partnerships.
- We respect the uniqueness of each other.
- We demonstrate fiscal responsibility in support of our mission.