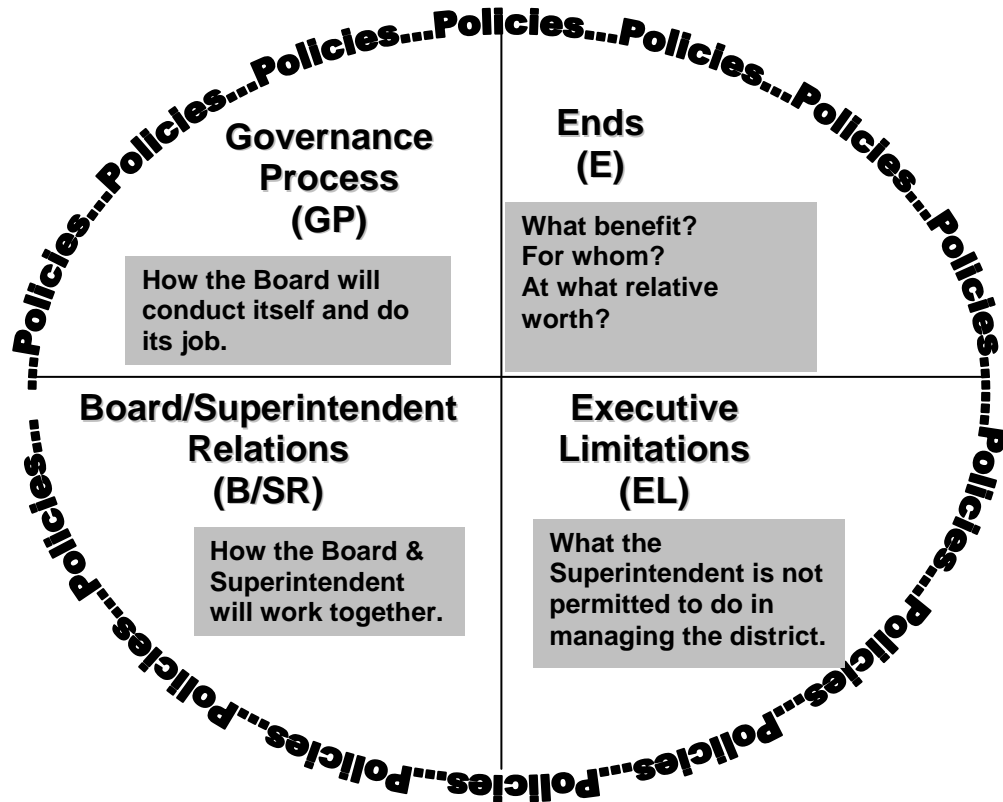




## HOWARD-SUAMICO SCHOOL DISTRICT BOARD OF EDUCATION GOVERNANCE MODEL

*Example: GP-9, Board Member Covenants: In order to build and maintain productive, effective relationships, Board members shall maintain communication and interaction that builds upon mutual respect and trust; embodies civility; and respects decisions made by the full Board.*

*Example: Ends Global Policy - Students will demonstrate continuous improvement toward their full potential in: Creativity, critical thinking and problem solving; Communicating effectively; Collaborating with others; Practicing citizenship, personal responsibility and compassion; Core subjects and themes; Life and career skills.*



*Example: B/SR-1 Global Governance...Management Connection: The Board will direct all operational functions exclusively through the Superintendent, who is the district's CEO.*

*Example: EL-1, Global Executive Constraint: The Superintendent shall not cause, allow or fail to take reasonable measures to prevent any practice, activity, decision or operational condition which is unlawful, unethical, imprudent, in violation of Board policy and commonly accepted professional standards, or which endangers the organization's public image or credibility.*

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## **GOVERNANCE BY POLICY**

John Carver's Policy Governance model is a universally applicable paradigm for the governing board role. It is a set of concepts and principles-though not a fixed structure-by which a group of peers is charged with seeing to it that an organization under its authority achieves what it should while avoiding unacceptable circumstances and actions. This group acts as an agent for others, generically called *owners*.

The board fulfills its task by connecting closely with its owners, establishing guiding values for itself and the organization, and ensuring that the operating organization performs in line with stated values. To optimize both board control and management freedom, values established by the board are assembled exclusively in categories of ends, prohibited staff means, and the board's own means. Board statements in these categories are commonly called policies, hence the term *Policy Governance*.

**Ends policies** dictate what consumer results are to be achieved for whom at what cost or priority, stated with a long-term perspective. *Consumer results* are desired impacts on intended target groups outside the operating organization. For example, fully computerized payroll is not considered a consumer result, though legislative data in members' hands would be. Ends, in short, specify what difference the organization will make in consumers' lives, and not the programs or services. Ends must first be stated in the broadest form possible, but the board can further define them.

The level of detail that links the principles of policymaking with those of delegation is determined by the *any reasonable interpretation rule*. Essentially the board stops its progression into ever increasing detail at the level of specificity where any further reasonable interpretation is acceptable. Consequently, the board can comfortably delegate to the CEO authority to proceed with any action or decision that can, upon monitoring, be demonstrated to be a reasonable interpretation of the words the board used.

Following a similar progression from broad statements to more narrow ones, the board sets out policies that limit or prohibit certain classes of executive action. These policies – or **executive limitations** – inform the CEO of unacceptable means rather than dictate which means to use. Thus, the board tells the CEO how *not* to do his or her job, not how to do it.

Such policies, though negative in wording, are extremely positive psychologically and are typically experienced as very freeing by staff. In effect, the message to the CEO is “achieve board-stated ends while avoiding board-stated unacceptable means.” CEO evaluation then consists only of determining whether ends were achieved and if unacceptable means have occurred.

The board describes its own job, discipline, and relationships in **board governance policies** and the way it connects governance and management in **board-superintendent relations policies**. These policies follow the same broad-to-narrow expansion – again,

only to the point at which the board is comfortable with any further reasonable interpretation. In this case, however, the board's chief elected officer is the empowered delegate, not the chief staff executive (i.e. superintendent). Subsequently, board self-evaluation is tied directly to the provisions of these policies. The effect of this model is a disciplined board process that:

- clarifies organizational values,
- focuses its attention more on results than administrative process,
- empowers considerable executive authority safely, and
- enhances the board-owner relationship.

### **PRINCIPLES OF POLICY GOVERNANCE**

**The policy governance model adopted by the HSSD Board of Education in 2006 is guided by nine principles** (Refer to the book, *Boards That Make a Difference*, for additional detail):

1. **The board is trustee of the owners.**  
-Adopting this model of governance forces the board to know the community and view it as the true owner of the school system. It means the ends must represent the community's interests, views and desires. That can't be accomplished unless links with these owners are maintained by continuously meeting with a wide spectrum of groups, organizations and residents, including students, staff, and alumni.
2. **Board decisions are all policy decisions.** This means being content with not having a finger in every operational pie.
3. **Policy should be formulated by determining the broadest values before progressing to more narrow ones.**  
-Board members shelve personal agendas, pet projects and personality conflicts for the good of the whole.
4. **The board should define and delegate, not react and ratify.** This requires trusting the superintendent, or "CEO," to make the operational decisions necessary to achieve the board's desired results known as "ends."
5. **The pivotal duty of the board: determine the desired ends.** Board members must also be willing to periodically review, clarify, change and evaluate the ends they've established to make certain the desired results can be achieved.
6. **The board's role in means: limit executive discretion; don't prescribe.** The board adheres to a hands-off approach regarding the CEO's decision-making, accepting that the superintendent may do anything within the limits of board policy to achieve the ends.

7. **The board establishes its own culture – by policy.** Members must also agree to monitor their performance against policies for their own governance in terms of conduct at meetings; self-evaluation; board development; discipline; and other values.
8. **The board must create a relationship with management that is empowering and safe.** It must agree that the CEO is accountable to the board as a whole, not individual members, assuring freedom on his or her part to make decisions.
9. **CEO, or superintendent, performance must be monitored rigorously, but only against policy criteria.** Having set executive limitations, the board must then be willing to monitor the CEO's performance only against policy criteria.



## **HSSD BOARD OF EDUCATION ENDS POLICIES**

*ADOPTED 5/07/12*

**Ends Global Policy - Students will demonstrate continuous improvement toward their full potential in the following areas:**

E-1 Creativity, critical thinking and problem solving

E-2 Communicating effectively

E-3 Collaborating with others

E-4 Practicing citizenship, personal responsibility and compassion

E-5 Core Subjects and Themes

- a. English Language Arts
- b. Science
- c. Math
- d. History
- e. Arts
- f. Business/Entrepreneurship
- g. Global Awareness

E-6 Life and Career Skills

**HSSD BOARD OF EDUCATION EXECUTIVE LIMITATIONS POLICIES**  
***(ADOPTED – SEPTEMBER, 2012 - JANUARY, 2013)***

**EL-1 GLOBAL EXECUTIVE CONSTRAINT**

The Superintendent shall not cause, allow or fail to take reasonable measures to prevent any practice, activity, decision or operational condition which is unlawful, unethical, imprudent, in violation of Board policy and commonly accepted professional standards, or which endangers the organization's public image or credibility.

*Adopted: 10/08/12*

**EL-2 EMERGENCY SUPERINTENDENT SUCCESSION**

In order to protect the District in the event of a sudden unexpected loss of superintendent services, the Superintendent shall not fail to assure that at least one other administrator is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an emergency basis, should the need arise.

*Adopted: 9/24/12*

**EL-3 TREATMENT OF THE PUBLIC**

With respect to interactions with the public, the Superintendent shall not cause or allow conditions or procedures that are unfair, unsafe, untimely, undignified or unnecessarily intrusive.

Accordingly, the Superintendent shall not:

1. Elicit information for which there is no clear District necessity.
2. Allow complaints to be handled in an ineffective manner.
3. Allow ineffective means of communication and response between HSSD and the public.

*Adopted: 01/21/13*

#### **EL-4 TREATMENT OF STAFF**

**With respect to treatment of paid and volunteer staff, (collectively, “staff”), the Superintendent shall not cause or allow conditions, procedures, actions or decisions that are unsafe, untimely, unfair, undignified or that negatively impact the ability of staff to responsibly perform their jobs.**

Accordingly, the Superintendent shall not:

1. Allow improper contact between staff and students.
2. Operate without a written personnel manual, approved and updated by competent legal counsel, or ignore any rules or procedures contained in it.
3. Allow complaints and grievances to be ineffectively handled.
4.
  - a) Retaliate against staff for non-disruptive, internal expressions of dissent, or
  - b) Retaliate against staff members for reporting to appropriate staff or to the Board acts or omissions by staff or the Board that the staff member believes, in good faith and based on credible information, constitutes a violation of state or federal law or a governing policy of the Board.
5. Fail to acquaint staff with this policy, and the Superintendent’s interpretations of their protections under this policy.
6. Allow staff to be unprepared to deal with emergency situations.

*Adopted: 01/07/13*

#### **EL-5 EMPLOYEE COMPENSATION**

**With respect to employment compensation and benefits for employees, consultants and contract workers, the superintendent shall not cause or allow jeopardy to the fiscal integrity or public image of the district.**

Accordingly, the Superintendent shall not:

1. Change his or her own compensation and benefits.
2. Promise or imply permanent or guaranteed employment.
3. Create obligations over a longer term than adequate resources can be safely projected.
4. Fail to explore effective means of linking staff compensation to performance.
5. Allow administrative staff compensation to be unlinked to performance.
6. Allow the Board to be uninformed of negotiations progress for each employee group prior to settlement.
7. Establish current compensation and benefits that deviate materially from the geographic and/or professional market value for the skills employed.

*Adopted: 10/08/12*



## **EL- 6 BUDGETING/FINANCIAL PLANNING**

**Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy to the district or fail to be derived from a multi-year plan.**

Accordingly, the Superintendent shall not:

1. Develop a budget which fails to take into consideration fiscal soundness in future years or ignores the building of organizational capabilities sufficient to achieve Ends in future years.
2. Develop a budget which fails to consider the overall tax impact on the community when proposing the levy.
3. Develop a budget that provides inadequate support for Board development and other governance priorities.
4. Develop a budget that omits credible projections of revenues and expenses, cash flow, and disclosure of planning assumptions.

*Adopted: 12/10/12*

## **EL-7 ONGOING FINANCIAL CONDITION AND ACTIVITIES**

**With respect to financial condition and activities, the Superintendent shall not cause or allow the development of fiscal jeopardy, or a material deviation of actual expenditures from the Board's Ends priorities.**

Accordingly, the Superintendent shall not:

1. Maintain an unreserved designated (working capital) fund balance below 5 percent of general fund revenues at fiscal year end.
2. Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means.
3. Allow payroll and debts to be settled in an untimely manner.
4. Allow District financial records of funds and accounts to be kept in a manner not in accordance with generally accepted accounting principles and Governmental Accounting Standards Board (GAAP/GASB).
5. Authorize any single expenditure in excess of \$500,000 exclusive of grants and items previously disclosed in the District budget, nor split expenditures to avoid this limit.

*Adopted: 11/19/12*

### **EL-8 FACILITIES AND ASSET PROTECTION**

**The Superintendent shall not allow assets to be unprotected, inadequately maintained, inappropriately used or unnecessarily risked.**

Accordingly, the Superintendent shall not:

1. Unreasonably deny the public's use of facilities as long as student functions and the academic program are not compromised.
2. Allow board members, staff and the organization itself to be inadequately insured against theft, casualty, and liability losses:
  - a. Burglary, theft and casualty losses: replacement value
  - b. Liability of Board members, staff and the District: reasonable coverage as compared to districts of similar size and characteristics.
3. Needlessly expose the district, its Board or staff to legal liability.
4. Make any significant purchase:
  - a. without exercising reasonable precaution against a conflict of interest;
  - b. without having obtained comparative prices based on items of similar quality;
  - c. without considering a balance between long-term quality and initial cost.
5. Fail to use competitive bidding process for capital improvements in excess of \$10,000 with no splitting of orders to avoid the limit.
6. Fail to protect intellectual property, information and files from loss or significant damage.
7. Fail to implement sufficient financial controls to meet commonly accepted professional standards.
8. Change the organization's name or substantially alter its identity in the community.

*Adopted: 11/05/12*

## **EL- 9 COMMUNICATION AND COUNSEL TO THE BOARD**

**The Superintendent shall not permit the Board to be inadequately informed or unsupported in its work.**

Accordingly, the Superintendent shall not:

1. Fail to submit monitoring data required by the Board (see policy B/SR-5 – Monitoring Superintendent Performance) in a timely, thorough, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored and including both superintendent interpretations and relevant data.
2. Fail to advise the Board in a timely manner of relevant trends, facts, information and program changes.
3. Fail to advise the Board of changes in assumptions upon which Board policy has been established.
4. Fail to advise the Board for its consideration if, in the superintendent's opinion, the Board or individual members are not in compliance with the board's policies on Governance Process and Board/Superintendent Relations, citing the specific policy that may have been violated.
5. Present information in unnecessarily complex or lengthy form.
6. Impede the board's holism, misrepresent its processes and role, or impede its lawful obligations.
  - a. Deal with the board in a way that favors or privileges certain board members over others except when (i) fulfilling individual requests for information, (ii) responding to officers or committees with respect to duties charged to them by the board, or (iii) communicating with the president;
  - b. Allow the board to do its work without the necessary items on its consent agenda. Necessary items are those decisions delegated to the Superintendent yet required by law, regulation, or contract to be board approved, along with applicable monitoring information.
  - c. Hinder access to the board for any person who alleges unethical or unlawful action or circumstance in the organization or by its representatives.
7. Let the Board be uninformed of all additions, deletions or corrections, to the Superintendent's Administrative Regulations.
8. Fail to inform the Board in a timely manner of the administrative disposition of complaints presented to the Superintendent by the Board.
9. Withhold from the board and its processes logistical and clerical assistance.

*Adopted: 10/08/12*

## **EL-10 LEARNING ENVIRONMENT/TREATMENT OF STUDENTS**

**The Superintendent shall not allow an unsafe or disrespectful learning environment.**

Accordingly, the Superintendent shall not:

1. Allow an environment that is unsupportive or demeaning;
2. Permit collection of student information for which there is no legitimate need;
3. Allow inappropriate student access to and utilization of electronically distributed information and material;
4. Permit students and parents to be uninformed about the Code of Conduct and District expectations of students.

*Adopted: 01/07/13*

## **HSSD BOARD/SUPERINTENDENT RELATIONS & BOARD GOVERNANCE POLICIES**

*Adopted 4/10/06*

### **BOARD/SUPERINTENDENT RELATIONS (B/SR):**

**B/SR-1. Unity of Control:** Only decisions of the Board acting as a governing entity are binding on the Superintendent. Accordingly:

- a. Unless specifically authorized and delegated by the Board at a public meeting, individual Board members or sub-groups of Board members have no authority to give instructions or otherwise direct the Superintendent in the management or operations of the district; and any such decisions or direction will not be binding on the Superintendent. Any such Board authorization to an individual or sub-group of the board will be given only in rare and extreme circumstances.
- b. Board member or Board committee requests for information or assistance, unless authorized by the Board as an entity, may be rejected by the Superintendent if, in her/his judgment, complying will require a material commitment of staff time and/or resources; is unreasonable; or is disruptive to district operations. Such requests may be referred to the whole Board for authorization.

**B/SR-2. Accountability of the Superintendent:** The Superintendent is the Board's sole link to district operations. The Superintendent has exclusive authority over staff and has the exclusive right to delegate that authority. Staff are accountable only to the Superintendent and their respective supervisors, as determined by the Superintendent. Accordingly:

- a. The Board will never give instructions or direction to any staff other than the Superintendent.
- b. The Board will not evaluate any staff member other than the Superintendent.
- c. Except for stating its values through policy and fulfilling any statutory or contractual mandates in regard to such matters, the Board will refrain from participating in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Superintendent.

**B/SR-3. Delegation to the Superintendent:** The means by which the Board will direct the Superintendent shall be through its written ends policies and executive limitations policies describing operational situations and actions to be avoided. The Superintendent will be allowed any reasonable interpretation of these policies.

**Accordingly:**

- a. The Board will maintain ends policies specifying defined results for specified recipients. These policies will be devised and adopted in the order of the broadest and most general level first to more specific levels afterward, as determined by the Board.
- b. In the same manner, the Board will maintain executive limitations policies that define the latitude the Superintendent has in devising and implementing the means for achieving the ends policies.
- c. Using any reasonable interpretation of the Board's ends and executive limitations policies, the Superintendent is authorized to develop administrative policies and practices, make all decisions and take all actions (s)he deems appropriate to achieve the Board's ends policies. The collation of what has been the Board's official policies shall hereafter be administrative policy, subject to revision by the Superintendent within the constraints of the limitations policies.
- d. As with all policy, the Board's ends and limitations policies are dynamic and subject to updating and change by the Board. The Board recognizes that in doing so, the boundary between Board and Superintendent domains will shift; and adding policies in these areas will constrain the latitude of choice given the Superintendent. The Board will respect and honor any reasonable interpretation of its policies as they stand at any given point in time, even if the Board may have made different choices or decisions or taken different action.

**B/SR-4. Monitoring Superintendent Performance:** Adequate district progress toward or achievement of the Board's ends policies, operating within the limitations policies, shall be the only expectations against which the Superintendent's performance will be monitored and assessed. **Accordingly:**

- a. Monitoring determines the degree to which Board policies are being met. Information not formally presented as monitoring data and/or that does not contribute directly to this purpose will not be considered monitoring data. The Board will acquire monitoring data on ends and executive limitations policies in one or more of three ways:
  - i. via internal report in which the Superintendent discloses and certifies compliance information to the Board;
  - ii. via external report in which an outside, disinterested third party selected by the Board assesses compliance with board policies;  
(NOTE: "It is important that the external party assess performance

- against the CEO's interpretation of the board's policy. If the external person judges against his or her own standards, the resulting assessment confounds monitoring and decision information." -p.p. 168-169 *Boards that Make a Difference*); and
- iii. via direct Board inspection in which the Board assesses compliance with appropriate policy criteria. (**NOTE:** "This monitoring method should not be used unless the board role and discipline are in excellent order, lest it deteriorate into meddling. Board members involved have no authority to direct anyone, nor may they make judgments on any basis but the literal policy." -p. 168, *Boards That Make a Difference*).
  - b. The performance standard for ends policies shall be whether the Superintendent has reasonably interpreted and has made reasonable progress toward achieving the policies. The performance standard for executive limitations shall be whether the Superintendent has reasonably interpreted and complied with the policy being monitored. The Board will make the final determination of whether the Superintendent's interpretations are reasonable, compliance has been achieved and /or reasonable progress is occurring.
  - c. All policies instructing the Superintendent shall be monitored on a schedule and by a method of the Board's choosing. While the Board will maintain a calendar or schedule of its monitoring and methods, it may monitor any policy at any time and by any method. Where such monitoring deviates from the prescribed schedule and method, the Board shall give the Superintendent adequate advance notice.
  - d. Annually, the Board will conduct a summative evaluation of the Superintendent. It will be based upon the data collected throughout the year from the respective monitoring reports on ends and limitations. Elements of the evaluation process will include:

- i. **Evaluation**

A formal summative review will take place by **June 15**.

In a closed session, Board members will review monitoring report progress. The document titled, *Superintendent Performance Management*, will serve as the basis for the summative review and Superintendent performance evaluation. Per Policy GP 5.h., the Board Chair will "Facilitate the Board's summative evaluation of the Superintendent."

One composite evaluation will be completed by the Board Chair based on direction from the majority of the Board. The results will be discussed in a closed meeting between the Board and the Superintendent. The Superintendent may submit a written response to the evaluation.

ii. **Contract Modification**

As a result of the annual evaluation, a recommended salary adjustment may be proposed and acted upon by the Board by **June 15** (to go into effect beginning July 1). Following that action a jointly signed agreement will be attached to the Superintendent's contract reflecting salary adjustments.

*Revised: 6/11/07*

*Revised: 11/29/10*

*Revised: 01/21/13*



## **BOARD GOVERNANCE POLICY**

*Adopted 4/10/06*

**GP-1. Board Mission:** The mission of the Howard-Suamico School District Board of Education is to enact policies and allocate resources to develop all students' full academic potential and to promote their social and emotional growth.

*Revised 9-10-07*

**GP-2. Governance Commitment:** The Howard-Suamico Board of Education supports the welfare and education of students, the interest of the community and the work of the staff. The Board shall hold itself accountable to property taxpayers of the Howard and Suamico communities who are the owners of the district, by ensuring that all its actions are consistent with the Board's policies and in compliance with state and federal statutes and regulations. In order to meet these obligations and to model its expectations for the learning enterprise at the core of the district, the Board commits itself to:

- a. engage in rigorous and continuous development and improvement of its capacity to govern effectively;
- b. use its policies to define its values and expectations;
- c. assure the organization achieves the results described in its ends policies;
- d. assure the district operates within the parameters described in its limitations policies; and
- e. abide by its policy commitments contained in its board/superintendent relations and governance policies.

*Revised 10-22-12*

**GP-3. Governing Style:** The Board's governing style will emphasize the district vision; encourage diverse viewpoints; focus on strategic leadership; observe the clear distinction between board and superintendent roles; make collective decisions; exhibit a future orientation; and avoid reactive governance.

**Accordingly:**

- a. The Board will cultivate a sense of group responsibility, working in partnership with the superintendent, staff, students, parents and community. The Board will be responsible for excellence in governing, using individual board members' talents and expertise to enhance the board entity while preserving the Board's collective judgments and values.

- b. The Board will hold itself accountable for continuous governance excellence, applying a high level of collective self-discipline in attendance at and preparation for meetings; observing policy-making principles; demonstrating respect for board, staff and constituent roles; engaging in capacity-building for excellence in governing; and conducting effective, efficient meetings.
- c. The Board will conduct its business at meetings using the parliamentary procedures detailed in Roberts' Rules of Order for small boards.
- d. The Board will direct, control and inspire district operations and results through the implementation of carefully-written policies. The Board's focus will be on the intended long-term benefits for students rather than on the means for attaining those benefits. **Accordingly:**
  - i. Board members will refrain from assuming responsibility for resolving operational issues or complaints; and
  - ii. Board members will refrain from giving personal direction to any part of the district's operations.
- e. The Board will engage in continuous Board development through conferences, workshops, new board member orientation and training and retreats.
- f. The Board will monitor its processes and performance at each meeting.
- g. By majority vote, the Board may revise or amend its policies at any time; however, the Board will normally follow its established practice of two readings/discussion of a proposed policy change before taking action.

**GP-4. Board Job Description:** The Board's job includes representation of the district's owners, advocacy for students, responsible stewardship and district leadership through determining and demanding excellent performance. To those ends, the Board will concentrate its work on the following:

- a. utilizing active and appropriate strategies to ensure input from students, parents, staff and community in order to link the district and all of the community's components;
- b. developing written governing policies which address, at the broadest levels:
  - i. ends (district impacts or outcomes, benefits or results and their relative value for recipients);
  - ii. limitations (constraints on executive authority, establishing the legal, ethical and practical boundaries within which all executive or operational activity and decision-making will occur);

- iii. board/superintendent relations (how authority is delegated and its use monitored, including the superintendent role, authority and accountability)
  - iv. governance process (how the board will conceive, carry out and monitor its own work)
- c. ensuring excellent superintendent performance by monitoring ends and limitations policies;
- d. ensuring excellent board performance by monitoring board/superintendent relations and governance process policies;
- e. ensuring that the ends are the focus of district performance; and
- f. advocating on behalf of the district among the owners and outside the community to area organizations, and bodies such as the Department of Public Instruction and the legislature.

**GP-5. Board Officers: The President** ensures the integrity of the board's processes. Accordingly, the president has the following authority and duties:

- a. Monitor board behavior to ensure that it is consistent with its own rules and policies, as well as those legitimately imposed from outside the organization (e.g., Wisconsin statute)
- b. Conduct and monitor board meeting deliberations to ensure that only board issues as defined by policy are discussed
- c. Ensure that meeting deliberations are fair, open, thorough, efficient, timely, orderly and to the point
- d. Preside over and chair all board meeting deliberations in accordance with the law, parliamentary procedures and commonly-accepted powers of the position as described in Roberts' Rules of Order
- e. Make decisions interpreting topics covered by Board/Superintendent relations and Governance policies, unless specifically delegated elsewhere by the Board, using any reasonable interpretation of the policy provisions; refrain from making such decisions in the ends and limitations policies; refrain from exercising individual authority in supervising or directing the Superintendent
- f. Assign board members to complete and present Board Governance Policy and Board/Superintendent Relations monitoring reports
- g. Perform all statutory and Board-assigned duties
- h. Facilitate the Board's summative evaluation of the Superintendent
- i. Appoint members of Board-approved committees
- j. Collaborate with the Superintendent in preparing meeting agenda
- k. Act as spokesperson for the Board.

**The Vice-President** performs all duties legally assigned to the office and assumes the duties of the president in the event (s)he is absent or unable to act.

**The Clerk** performs all statutory duties and assumes the duties of the president in the event of the absence or inability to perform of both the president and vice-president.

**The Treasurer/Deputy Clerk** performs all statutory functions of the treasurer; acts in the absence/inability to perform of the Clerk; and acts in the absence/inability to perform of all other officers.

**Student Representative to the Board** represents the interests of the district's students, as a non-voting member, and advises the Board of Education on student-related materials.

*Revised 2/26/07*

*Revised: 10-26-09*

**GP-6. Board Committees:** Committees shall be used infrequently to facilitate the Board's work and will not interfere with the Board's delegation of authority to the Superintendent. **Accordingly:**

- a. Board committees shall not direct or advise the staff.
- b. Board committees shall assist the Board's work by facilitating development of policy alternatives and implications for Board consideration.
- c. Board committees shall speak or act for the Board only when authorized by the whole Board to do so.
- d. Board committees may not exercise authority over the Superintendent or staff. Rather, committee recommendations shall be made to the whole Board and any ensuing direction to the Superintendent shall come from the whole Board.
- e. Board committees shall not be authorized to monitor organizational performance on their respective projects. Such monitoring will generally be done by the whole Board or an outside agency.
- f. Board committees shall be formed only by authorization of the whole Board, on an ad hoc basis, and will disband upon completion of the task.

*Revised 6/25/07*

**GP-7. Agenda Planning:** To accomplish its stated goals, the Board will adopt and follow an annual calendar of agenda items which includes monitoring, review and refinement of policies, linkages and board performance in addition to evaluation of the Superintendent.

*Revised 6/25/07*

**GP-8. Board Members' Code of Conduct:** The Board commits itself and its members to ethical, lawful and professional conduct, including proper use of authority and appropriate decorum. **Accordingly:**

- a. Board members will represent the interest of all the owners of the entire district. This representation shall supersede:
  - i. conflicting loyalty to other advocacy or interest group affiliations the member may have;
  - ii. conflicts based on personal interest of a Board member who is also parent of a district student;
  - iii. loyalty to other boards or staffs to which the member belongs;
  - iv. conflicts based on being a relative of a district employee
- b. Board members may not attempt to exercise individual authority over the school district except as explicitly set forth in Board policies, such that:
  - i. interaction with the superintendent or staff recognizes the lack of authority vested in individual board members except where explicitly authorized by the Board;
  - ii. interaction with the public, press or other entities recognizes the same limitation and inability of any individual to speak on behalf of the Board, other than to repeat explicitly stated Board actions or decisions;
  - iii. discussions with and about the Superintendent and staff will be respectful at all times.
- c. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board – particularly, those matters discussed in executive session.

*Revised 3/26/07*

- GP-9. Board Member Covenants:** In order to build and maintain productive, effective relationships, Board members shall maintain communication and interaction that builds upon mutual respect and trust; embodies civility; and respects decisions made by the full Board. Accordingly, members will:
- a. focus on issues, not people or personalities;
  - b. respect decisions of the full Board;
  - c. exercise honesty in all communications;
  - d. make every reasonable effort to protect and promote the integrity and positive image of the district, one another and the Superintendent and staff;
  - e. employ the following format to submit items they wish to have the Board deliberate:
    - i. define the problem
    - ii. propose a possible solution
    - iii. propose possible board action

*Revised: 2/28/11*

**GP-10. Conflict of Interest:** Board members shall avoid conflicts of interest involving any matter pending before the Board. A conflict of interest is deemed to exist when a member is confronted with an issue in which the member or a member of her/his family has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Board members shall be expected to be familiar with Wisconsin State Statute 19.59 Codes of ethics for local government officials, employees and candidates.

Sections (c) and (d) below are specifically relevant to conflict of interest:

(c) Except as otherwise provided in par. (d), no local public official may:

1. Take any official action substantially affecting a matter in which the official, a member of his or her immediate family, or an organization with which the official is associated has a substantial financial interest.
2. Use his or her office or position in a way that produces or assists in the production of a substantial benefit, direct or indirect, for the official, one or more members of the official's immediate family either separately or together, or an organization with which the official is associated.

(d) Paragraph (c) does not prohibit a local public official from taking any action concerning the lawful payment of salaries or employee benefits or reimbursement of actual and necessary expenses, or prohibit a local public official from taking official action with respect to any proposal to modify a county or municipal ordinance.

*Revised 5/23/11*

**GP-11. Board Member Violations:** The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a member's willful and/or continuing violation of policy, any Board member may seek remedy by notifying the board president of the violations. The Board president shall:

- a. if deemed appropriate, hold a private conversation between the president and the offending member;
- b. if deemed appropriate, moderate a discussion between the full Board and the offending member; discussions between the full board and the offending member may be held in closed session pursuant to all applicable restrictions contained in the Wisconsin Statutes;
- c. if deemed appropriate, call for a motion of public censure of the offending member.

*Revised 1/11/10*

**GP 12. Board Member Monitoring Responsibility:** Board members need to be held accountable for the Board's policies. Board/Superintendent Relations policies and Governance Process policies will be the responsibility of the board member who is assigned to the policy monitoring report in the Annual Agenda Planning Calendar. Accordingly:

- a. if a potential violation occurs during a school board meeting, any board member will make the board member aware of the potential violation at that moment during the meeting or after the meeting, record the potential violation, and include as a potential violation on the next monitoring report of that policy to the board;
- b. if any board member is aware of a potential violation of policy by a board member which occurs outside of a school board meeting, the board member will contact him/her regarding the potential violation to policy, record the potential violation, and include as a potential violation on the next monitoring report of that policy to the board;
- c. if any board member is aware of a potential violation of policy by a board member that needs attention by the board prior to the next monitoring report, any Board member may request approval by a majority of the Board for a special monitoring of that report.

*Adopted: 3/31/08*