

SAMPLE

**Board
Policies**

XYZ School District

Executive Summary

The XYZ School District Board of Directors is formulating new policies designed to focus the district's attention on student achievement results. The board will establish **Ends** policies that clearly delineate what students should know, understand, and be able to do upon exiting our schools. The board will also designate performance goals for schools and the district to work toward. These goals will be stated in terms of increased student achievement.

The board's policies fall into four categories:

1. **Ends** – What XYZ School District graduates should know, understand, and be able to do.
2. **Governance Process** - How the board will conduct its business. Specifically, the Governance Process policies call on the board to focus on strategic leadership, establishing vision and specifying desired results, rather than on administrative detail.
3. **Board/Superintendent Relations** – These policies clarify the relationship between the board and the superintendent. The board delegates the day-to-day operations of the school district to the superintendent. The superintendent will be held accountable for leading the district's personnel in moving toward accomplishment of the board's identified End Results while at the same time working within the framework established by the board. The board will monitor the district's compliance with various policies throughout each year.
4. **Executive Limitations** - Executive Limitations define the framework within which the superintendent and staff are to work. The superintendent is expected to devote her/his time to moving the district toward accomplishment of the End Results policies. S/he is authorized to make decisions and take actions within the framework provided by the board.

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Policy Type: Ends

District Mission

E-1

The Mission of XYZ School District, in partnership with our community, is to ensure that all students graduate with the skills and academic knowledge necessary to succeed as a responsible, contributing member of a global society.

Adopted: July 13, 2XXX

Monitoring Method: Internal Report

Monitoring Frequency: Annually in May

Academic Competence

E-2

All XYZ SD students meet or exceed high academic standards by acquiring the knowledge and skills essential for success in post-secondary education, the world of work, and citizenship.

1. District Standards. The Board establishes the following three standards by which academic progress (in subjects for which standardized test and other data are available) is to be measured:
 - S1. Student achievement in the district will exceed that of Washington State and the nation as measured by standardized test and other available data. This standard specifically includes all standardized state and federally-mandated testing data, as well as standardized college entry tests such as the SAT and ACT.
 - S2. The district will make yearly progress toward eliminating the achievement gap of disparate performance among identified student sub-groups; further, identified student sub-groups will outperform their peers when measures that yield standardized disaggregated data are implemented.
 - S3. The grade level cohorts within the district will make continuous progress over time and when compared to their state peers on all available measures and indicators, including percent passing, percent passing all parts of the assessment and the improvement of performance of each quartile.
2. The Board intends the three district standards to be applied to the following indicators:
 - a. On-time graduation rates (S1, S2 & S3).
 - b. Attendance (S1, S2 & S3)
3. The Board specifically intends the above three standards to be applied to the following subjects:
 - a. Reading.
 - b. Writing.
 - c. Mathematics.
 - d. Science.
4. The Board intends the district to make progress toward the state's essential academic learning requirements in the following two areas not measured by state mandated tests:
 - a. Social studies.
 - b. The arts.
5. The Board intends high levels of participation, test-taking, and passing rates for Advanced Placement courses.

Adopted: February 24, 2xxx
Monitoring Method: Internal Report
Monitoring Frequency: Annually in October and January

Contributing Citizens

E-3

All XYZ SD students demonstrate the individual character qualities, emotional strength and social skills to succeed. They understand the importance of work and how performance, effort, and decisions directly affect their future educational and career opportunities. They contribute to the betterment of school and community, and understand their responsibility to contribute to both family and society. They demonstrate knowledge and skills that reflect responsible citizenship in a democratic society.

5. Individual. All XYZ SD students are individuals of good character.
 - a. Honesty. They do not lie, cheat or steal - through their words and deeds they merit trust.
 - b. Respect. They show respect for themselves, other people, and property.
 - c. Responsibility. They are responsible and accountable for their actions.
 - d. Caring. They demonstrate empathy and compassion for others.
 - e. Self control. They are able to control their actions.
 - f. Effort. They understand the value of work and put forth their best efforts in school.
6. School. All XYZ SD students demonstrate successful emotional and social skills within a school setting.
 - a. Conflict resolution. They demonstrate an ability to avoid or resolve conflict situations.
 - b. Cooperation and teamwork. They demonstrate an ability to work together.
 - c. Bullying and harassment. They demonstrate an ability to resist and consistently report bullying or harassment.
 - d. Leadership. They set the example, influencing others to make good choices.
 - e. Inclusiveness. They are welcoming to one another, and are inclusive in encouraging one another to participate in school activities.
7. Society – All XYZ SD students demonstrate citizenship knowledge and skills essential to a democratic society.
 - a. Rights and Responsibilities. They know and act on their rights and responsibilities as students and as citizens.
 - b. Representative democracy. They demonstrate a working knowledge of America's form of self-government.
 - c. Community - All XYZ SD students demonstrate community service

Adopted: *May 13, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in March*

Physical Health and Fitness

E-4

All XYZ SD students are healthy and physically fit, and demonstrate the knowledge, skills, habits and attitudes of a healthy and fit lifestyle that will successfully carry them into adult life.

1. XYZ SD students are physically fit, as measured by the FitnessGram © Standards for Healthy Fitness Zone.
2. XYZ SD students demonstrate knowledge of a healthy and fit lifestyle.
 - a. XYZ SD students know the relationship between physical fitness and longevity, disease prevention and quality of life.
 - b. XYZ SD students know the American Heart Association Nutritional Guidelines for Healthy Children.
 - c. XYZ SD students know the relationship between proper nutrition and overall physical fitness, longevity, disease prevention and quality of life.
 - d. XYZ SD students know that the choices they make both at school and at home with regard to physical activity and nutrition impact their ability to learn in school, their physical fitness, longevity, disease prevention and quality of life.
3. XYZ SD students demonstrate the habits and attitudes of a healthy and fit lifestyle.

Adopted: *August 13, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in June*

Governance Commitment and Beliefs

GP-1

The Board, supporting the welfare of students, the work of staff, and the interest of the community, holds itself accountable to the citizens of the district by ensuring that all action it takes is consistent with law and the Board's policies.

1. In the fulfillment of this charge, the Board is committed to rigorous, continual improvement of its capacity to govern effectively through policy by defining its concerns in terms of values and its vision in terms of expectations.
2. The following beliefs reflect the district's fundamental values and character:
 - a. *Education is essential to quality of life.*
 - b. *Every individual can learn.*
 - c. *Public education is essential to participatory citizenship in a democracy.*
 - d. *Learning is a lifelong process*
 - e. *Ability to adapt to change is essential.*
 - f. *A shared set of basic values and ethical standards is essential to our community.*
 - g. *A diverse population working in unity enriches a community.*
 - h. *Integrity is essential for trust.*
 - i. *Trust is fundamental to quality relationships.*
 - j. *Hard work and perseverance are essential in order to maximize potential.*
 - k. *High expectations are important for student learning.*
 - l. *Every individual has value and is entitled to be treated with respect.*
 - m. *Every individual has a responsibility to contribute to a safe and civil school environment.*
 - n. *Every individual has a responsibility to family, school, and community.*
 - o. *Every individual is responsible for his or her decisions and behavior.*
3. The Board's purpose is to assure that XYZ SD achieves the results described in its Ends policies and operates within the parameters described in its Executive Limitations policies.

Adopted: August 8, 20XX
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in July

Governing Style

GP-2

The Board will govern with emphasis on organizational vision rather than on interpersonal relationships; encourage diversity in viewpoints; focus on strategic leadership rather than administrative detail; observe clear distinction between Board and Superintendent roles; make collective rather than individual decisions; exhibit future orientation rather than past or present; and govern proactively rather than reactively.

Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board will work in partnership with the Superintendent, staff, students, parents, and the community. The Board, not the Superintendent or staff, will be responsible for excellence in governing. The Board will use the expertise of individual Board members to enhance the ability of the Board as a body, but will not substitute individual judgments for the Board's collective values.
2. The Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.
3. The Board will direct, control, and inspire the district through the careful establishment of written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits.
4. Continuous Board development will include orientation of candidates and new members in the Board's governance process and periodic Board discussion and evaluation of process to assure continued improvement.
5. The Board will allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling its commitments.
6. The Board will monitor the Board's process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the *Governance Process* and *Board-Staff Relationship* categories.
7. The Board, by majority vote, may revise or amend its policies at any time. However, the norm is after review and monitoring as scheduled in GP-8-E, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting. In emergency circumstances, the Board may approve a policy change without delay.

Adopted: August 24, 20XX
Monitoring Method: Board self-assessment
Monitoring Frequency: Semi-annually in July

Board Job Description

GP-3

The job of the Board is to represent our community and to lead the district by determining and demanding excellent organizational performance. To distinguish the Board's own job from the job of the Superintendent, the Board will:

1. Ensure that the mission and Ends are the focus of organizational performance.
2. Use appropriate avenues to ensure input from students, staff, parents and the community as a means to link to the entire community.
 - a. In addition to the 5 school directors, the Board shall invite 2 high school students to serve as student representatives to the Board of Directors.
 - b. It shall be the responsibility of student representatives to serve as a link between XYZ SD students and the Board.
3. Develop written governing policies at the broadest levels,
 - a. **Ends:** Organizational products, impacts, benefits, or results for specified recipients and their relative worth (what end result is desired for whom and at what cost).
 - b. **Executive Limitations:** Constraints on executive authority which establish the practical, ethical and legal boundaries within which all executive activity and decision-making will take place.
 - c. **Board/Superintendent Relationship:** How authority is delegated and its proper use monitored; the Superintendent's role, authority and accountability.
 - d. **Governance Process:** How the Board will conceive, carry out and monitor its own work.
4. Ensure Superintendent performance by monitoring Ends and Executive Limitations policies;
5. Ensure Board performance by monitoring Governance Process and Board/Superintendent Relationship policies;

Adopted: August 24, 20XX
Monitoring Method: Board self-assessment
Monitoring Frequency: Semi-annually in July

Monitoring Board Governance Process and Board-Staff Relationship Policies **GP-4**

The purpose of monitoring the Board's *Governance Process* and *Board-Staff Relationship* policies is to determine the degree to which the policies are being fulfilled. Monitoring will be as automatic as possible, using Board time effectively so that meetings can be used to create the future rather than to review the past.

These policies are monitored through Board self-assessment according to the following frequency:

Governance Process Policies

	<u>Method</u>	<u>Frequency</u>
<i>GP-1 Governance Commitment</i>	Self-Assess	July
<i>GP-2 Governing Style</i>	Self-Assess	July
<i>GP-3 Board Job Description</i>	Self-Assess	July
<i>GP-4 Monitoring Board Policies</i>	Self-Assess	July
<i>GP-5 Chair's Role</i>	Self-Assess	March
<i>GP-6 Board Committee Principles</i>	Self-Assess	March
<i>GP-7 Committee Structure</i>	Self-Assess	March
<i>GP-8 Agenda Planning</i>	Self-Assess	August
<i>GP-9 Board Member's Code of Conduct</i>	Self-Assess	April
<i>GP-10 Board Member Covenants</i>	Self-Assess	May
<i>GP-11 Board Member Conflict of Interest</i>	Self-Assess	September
<i>GP-12 Board Member Compensation and Expenses</i>	Self-Assess	January
<i>GP-13 Process for Addressing Board Member Violations</i>	Self-Assess	November

Board-Staff Relationship Policies

	<u>Method</u>	<u>Frequency</u>
<i>B/SR-1 Board/Superintendent Connection</i>	Self-Assess	December
<i>B/SR-2 The Board Acts As a Unit</i>	Self-Assess	December
<i>B/SR-3 Accountability of the Superintendent</i>	Self-Assess	December
<i>B/SR-4 Delegation to the Superintendent</i>	Self-Assess	December
<i>B/SR-5 Monitoring Superintendent Performance</i>	Self-Assess	January

Adopted: **January 12, 20XX**
Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually in July**

The Board's Policy GP-2 (Governing Style) provides that:

The Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.

The purpose of annual self-evaluation (and mid-year review) is to summarize actions previously taken by the Board as it monitored **Governance Process** and **Board-Superintendent Relationship** policies during the year, and to draw conclusions on the basis of that on-going self-monitoring process relative to overall Board performance and consequently the Chair's performance.

During the current year, the following **Governance Process** and **Board-Superintendent Relationship** policies have been monitored by the Board, with approval of monitoring reports considered to be evidence of satisfactory Board and Chair performance:

✓	GP 1	Governance Commitment	July 20XX
✓	GP 2	Governing Style	July 20XX
✓	GP 3	Board Job Description	July 20XX
✓	GP 4	Monitoring Board Policies	July 20XX
✓	GP 5	Chair's Role	Mar 20XX
✓	GP 6	Board Committee Principles	Mar 20XX
✓	GP 7	Committee Structure	Mar 20XX
✓	GP 8	Agenda Planning	Aug 20XX
✓	GP 9	Board Member's Code of Conduct	Apr 20XX
✓	GP 10	Board Member Covenants	May 20XX
✓	GP 11	Board Member Conflict of Interest	Sept 20XX
✓	GP 12	Board Member Compensation and Expenses	Jan 20XX
✓	GP 13	Process for Addressing Board Member Violations	Nov 20XX
✓	B/SR 1	Board/Superintendent Connection	Dec 20XX
✓	B/SR 2	The Board Acts as a Unit	Dec 20XX
✓	B/SR 3	Accountability of the Superintendent	Dec 20XX
✓	B/SR 4	Delegation to the Superintendent	Dec 20XX
✓	B/SR 5	Monitoring Superintendent Performance	Jan 20XX

Remarks from Current Year's Self-Monitoring Documents:

Findings - Governance Process:

- GP-1: Governance Commitment
- GP-2: Governing Style
- GP-3: Board Job Description
- GP-4: Monitoring Board Policies
- GP-5: Chair's Role
- GP-6: Board Committee Principles
- GP-7: Committee Structure
- GP-8: Agenda Planning
- GP-9: Board Member's Code of Conduct
- GP-10: Board Member Covenants
- GP-11: Board Member Conflict of Interest
- GP-12: Board Member Compensation and Expenses
- GP-13: Process for Addressing Board Member Violations

Policy Type: Governance Process

Findings - Board-Superintendent Relationship:

- B/SR-1: Board/Superintendent Connection
- B/SR-2: The Board Acts as a Unit
- B/SR-3: Accountability of the Superintendent
- B/SR-4: Delegation to the Superintendent
- B/SR-5: Monitoring Superintendent Performance

Conclusions: Based upon the Board's self-monitoring of its own performance during the preceding year, the Board reaches the following conclusions relative to its own and the chair's performance:

Policy Implications:

Additional Remarks:

Signed: _____, Chair

Date: _____

Adopted: *July 11, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in July*

Policy Type: Governance Process

Monitoring Document

GP-4-E-1

Policy: _____

Date: _____

1. With respect to the provisions of its policy, _____, the XYZ SD Board of Directors concludes that its performance during the previous year has been
 - a. _____ In compliance
 - b. _____ In compliance, with the following exceptions:
 - c. _____ Not in compliance
2. In order to maintain its commitment to excellence in governance, to the provisions of this policy, and to improve its own performance, the Board commits to the following actions:

Signed: _____, **Chair**

Adopted: *July 11, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in July*

Board Self-Assessment 1

GP-4-E-2

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: _____

Number of Board members present: _____

I. General meeting behavior

Rate the Board's meeting behavior by assigning a numerical rating using the following scale:

1 **2** **3** **4** **5**
 Failing Poor Satisfactory Good Commendable

1	2	3	4	5

1. The agenda was well planned to focus on the real work of the Board.
2. The Board followed its agenda and did not allow itself to get sidetracked.
3. Board members prepared for and contributed to the meeting.
4. The meeting proceeded without interruptions or distractions.
5. The Board's deliberations and decision-making processes were public.
6. Participation was balanced. All participated; no one dominated.
7. Members listened attentively, avoiding side conversations.
8. Work was conducted in an atmosphere of trust and openness.
9. Meeting participants treated each other with respect and courtesy.

Remarks:

II. Governance principles review

Were these principles followed? Mark **Yes** or **No**. For any **not** followed, please add remarks.

Yes No N/A

Yes	No	N/A

1. Board actions occur at the policy level rather than at the operational level.
2. The Board reviews policy about each topic before discussing that issue.
3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.
4. The Board minimizes time spent monitoring past performance.
5. The Board routinely dedicates time to reviewing/improving its own process.
6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.
7. The Board follows an annual calendar based on a plan for doing its work.
8. The Board Chair helps the Board efficiently conduct its meeting
9. The Board spends most of its time deliberating issues, defining and clarifying its vision, and linking with its community, as opposed to "fixing things."
10. The Board supports the Superintendent in any reasonable interpretation of its policies.

Remarks:

III. Overall.

1 2 3 4 5 1=Failing, 2=Poor, 3=Satisfactory, 4=Good, 5=Commendable

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Mark the number that corresponds with your evaluation of the meeting.

Adopted: *July 11, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in July*

Board Self-Assessment 2

GP-4-E-3

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: _____

Number of Board members present: _____

I. General meeting behavior

Rate the Board's meeting behavior by assigning a numerical rating using the following scale:

1 Failing **2** Poor **3** Satisfactory **4** Good **5** Commendable

1	2	3	4	5

1. The agenda was well planned to focus on the real work of the Board.
2. The Board followed its agenda and did not allow itself to get sidetracked.
3. Board members prepared for and contributed to the meeting.
4. The meeting proceeded without interruptions or distractions.
5. The Board's deliberations and decision-making processes were public.
6. Participation was balanced. All participated; no one dominated.
7. Members listened attentively, avoiding side conversations.
8. Work was conducted in an atmosphere of trust and openness.
9. Meeting participants treated each other with respect and courtesy.

Remarks:

II. Conduct (Policy GP-9)

Were these principles followed? Mark **Yes** or **No**. For any **not** followed, please add remarks.

Yes **No** **N/A**

1. Members represent the interests of citizens of the entire school district. This supersedes any conflicting loyalty to other advocacy or interest groups.
2. Members do not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
3. Interactions with the Superintendent or staff recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
4. Interactions with the public/press recognize the same limitation and inability of any member to speak for the Board except to repeat Board decisions.
5. Members do not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments are made only by the full Board, meeting in executive session as appropriate.
6. Members refer to the Superintendent or to his/her designated representative any complaints or concerns about operational issues.
7. Members maintain the confidentiality appropriate to issues of a sensitive nature, especially those discussed in executive session.

Remarks:

III. Overall.

1 **2** **3** **4** **5** 1=Failing, 2=Poor, 3=Satisfactory, 4=Good, 5=Commendable

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Mark the number that corresponds with your evaluation of the meeting.

Adopted: August 25, 20xx
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in July

Board Self-Assessment 3

GP-4-E-4

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: _____

Number of Board members present: _____

I. General meeting behavior Rate the Board's meeting behavior by assigning a numerical rating:

1	2	3	4	5	
Failing	Poor	Satisfactory	Good	Commendable	
1	2	3	4	5	1. The agenda was well planned to focus on the real work of the Board.
					2. The Board followed its agenda and did not allow itself to get sidetracked.
					3. Board members prepared for and contributed to the meeting.
					4. The meeting proceeded without interruptions or distractions.
					5. The Board's deliberations and decision-making processes were public.
					6. Participation was balanced. All participated; no one dominated.
					7. Members listened attentively, avoiding side conversations.
					8. Work was conducted in an atmosphere of trust and openness.
					9. Meeting participants treated each other with respect and courtesy.

Remarks:

II. Communication (Policy GP-10)

Were these principles followed? Mark **Yes** or **No**. For any **not** followed, please add remarks.

Yes	No	N/A	
			1. Exercise honesty in all communication.
			2. Respect each other.
			3. Focus on issues, not on personalities.
			4. Assume and practice trust.
			5. Maintain focus on shared goals.
			6. Communicate in a timely manner to avoid surprises.
			7. Support majority decisions of the Board.
			8. Withhold judgment on issues until fully informed.
			9. Seek first to understand rather than to be understood.
			10. Criticize privately, praise publicly.
			11. Maintain confidentiality.
			12. Openly share concerns, issues, and interests.
			13. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
			14. Share information and knowledge.
			15. Give direction as the whole, not as individuals.
			16. Protect and promote the integrity and reputation of the district.
			17. Support the Superintendent/staff in their roles.

Remarks:

III. Overall.

1	2	3	4	5	1=Failing, 2=Poor, 3=Satisfactory, 4=Good, 5=Commendable
					Mark the number that corresponds with your evaluation of the meeting.

Adopted: August 25, 20xx
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in July

Chair's Role

GP-5

The Chair of the Board ensures the integrity of the Board's processes and normally serves as the Board's official spokesperson. Accordingly, the Chair has the following authority and duties:

1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization;
 - a. Conduct and monitor Board meeting deliberations to ensure that only Board issues, as defined in Board policy, are discussed;
 - b. Ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
 - c. Chair Board meetings in accordance with law and *Robert's Rules of Order* ;
 - d. Provide a means of collecting monitoring data from all board members, collate and present data to the board for discussion and action.
2. Make all interpretive decisions that fall within the topics covered by Board policies on *Governance Process* and *Board/Staff Relationship*, except where the Board specifically delegates such authority to others, using any reasonable interpretation of the provisions in those policies;
 - a. Refrain from making any interpretive decisions about policies created by the Board in the Ends and Executive Limitations policy areas;
 - b. Refrain from exercising any authority as an individual to supervise or direct the Superintendent;
3. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the Chair, delegating this authority to other Board members when appropriate, but remaining accountable for its use;
4. With the Superintendent, plan and approve the meeting agenda.
5. When necessary, sign documents as required by law and authorized by the Board;
6. Appoint members to Board-approved subcommittees with input from the Board.

In the absence or inability of the Chair, the Vice Chair shall have all of the powers and duties of the Chair.

Adopted: *March 23, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in March*

Board Advisory Committee Principles

GP-6

Board advisory committees, when needed, will be used to support the work of the Board and to reinforce the wholeness of the Board's job, and never to interfere with delegation of authority from the Board to the Superintendent.

Accordingly:

1. Board advisory committees are to assist the Board, not to direct or advise the staff. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board consideration. In keeping with the Board's broader focus, Board advisory committees will not have direct dealings with staff operations unless specifically given that authority by the Board.
2. Board advisory 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 by the Board to assure that committee authority will not conflict with authority delegated to the Superintendent.
3. Board advisory committees may not exercise authority over the Superintendent or staff. Because the Superintendent works for the full Board, any direction to the Superintendent related to a committee recommendation must come from the full Board.
4. Board advisory committees are expected to avoid over-identification with organizational parts rather than the whole. Therefore, a Board committee which has helped the Board create policy will not be used to monitor organizational performance on that same subject.
5. This policy applies only to committees which are formed by Board action, whether or not the committees include Board members. It does not apply to committees formed under the authority of the Superintendent.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in March*

Advisory Committee Structure

GP-7

A committee is a Board advisory committee only if its existence and charge come from the Board and its work is intended to support the Board's work, whether or not Board members serve on the committee. The only Board advisory committees are those which are created by the Board and defined in this policy. Unless otherwise indicated, a committee ceases to exist as soon as its task is complete.

1. xxx Committee
 - a. Committee Purpose: n/a
 - b. Coordinating Instructions: n/a
 - c. Membership: n/a
 - d. Authority: n/a
 - e. Term: n/a
2. yyy Committee.
 - a. Committee Purpose: n/a
 - b. Coordinating Instructions: n/a
 - c. Membership: n/a
 - d. Authority: n/a
 - e. Term: n/a
3. No other committees have been created by the Board.

Adopted: *July 11, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in March*

Agenda Planning

GP-8

To accomplish its stated objectives, the Board will follow an annual schedule which includes continuing review, monitoring and refinement of *Ends* policies and continually improves Board performance through education and enriched input and deliberation.

Accordingly:

1. The planning cycle will begin each year in July in order that administrative decision-making and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term *Ends*.
2. The planning cycle will start with the Board's development of its schedule for the next year, and will include:
 - a. Scheduled linkage discussions and consultations with selected groups and persons whose opinions will be helpful to the Board,
 - b. Training and discussion on governance matters, including orientation of new Board members in the Board's governance process and periodic discussions by the Board about means to improve its own process,
 - c. Discussion related to *Ends* policies (e.g. presentations by futurists, demographers, community representatives, staff, etc.).
 - d. Scheduled monitoring of all policies.
3. The Board will meet at least once a month to conduct a business meeting, with work sessions scheduled as needed.
4. Guided by the annual board agenda, the Board chair and Superintendent, with input from Board members and the public, will set the agenda for Board meetings. The agenda will be based upon the Board's annual schedule (GP-8-E). Agenda items will be numbered in sequence, with estimated start time and applicable policy references.
5. The consent agenda enables the board to efficiently deal with matters that have been delegated to the Superintendent, but by law must be approved by the Board. Throughout the year the Board will attend to consent agenda items as expeditiously as possible.
 - a. Items routinely assigned to the consent agenda include meeting minutes, personnel actions, business transactions, expense vouchers, gifts, travel requests, textbook adoption, intergovernmental agreements, and monitoring reports for Executive Limitations policies.
 - b. An item may be removed from the consent agenda only upon approval of a majority of the Board. Executive Limitations monitoring reports will be pulled for discussion only if members have concerns about reasonable interpretation or compliance, or if the Superintendent and Board Chair determine the full Board needs information concerning new programs or problem areas.

Adopted: *August 23, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in August*

Policy Type: Governance Process

GP-8-E, Annual Board Agenda

GP-8-E

	GP	BSR	EL	ENDS	LINKAGE	BOARD DEVELOPMENT	OTHER
July 2xxx	1 2 3 4		2, 6			Board Retreat	
Aug. 2xxx	8		1 3 4 7				
Sept. 2xxx	11		9 10		Linkage/ Outreach		Staff Day 1 st Day
Oct. 2xxx			18	2	E-2: Academic Achievement	WSSDA Regional Meeting	
Nov. 2xxx	13		13 14		Linkage/ Outreach	WSSDA Conference 11-19 to 11-22	
Dec. 2xxx		1 2 3 4	8 11 12			Board Orientation	
Jan. 20XX	12	5			Linkage/ Outreach		Mid-Yr Review
Feb. 20XX			17				
March 20XX	5 6 7			3	Linkage/ Outreach	WSSDA Regional Meeting	
April 20XX	9		5 16			NSBA Conference 4-4 to 4-7	
May 20XX	10		15	1	Linkage/ Outreach	Board Self- Evaluation	20-yr Dinner Honors Dessert
June 20XX				4			Graduation, 6-12 Supt Evaluation/ Contract

Adopted: *September 24, 2xxx*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in August*

Three-Year Linkage Plan

GP-8-E-1

To increase the board's access to the community, the board commits to "link" with the community at a variety of its meetings and activities. Toward that end, we will target individual community members and a diverse array of local organizations, seeking out opportunities on their "own turf" as well as at board meetings to solicit their views about desired results for our students.

20XX-YY

1. Outreach - Settings Other Than Board Meetings (5 dates)
 - September @PTSA Council Meeting
 - November @Joint Meeting with UP City and UP Fire District
 - January @Rotary Meeting
 - March @Optimists Meeting
 - May @Lions Meeting
2. Topical Linkage – Broadcast Invitation Throughout the Community
 - Oct - E-2 Academic Standards
3. Invited Linkages - Specific Invitees, Prior to Board Meeting (3 dates)
 - December
 - February
 - April

20YY-ZZ

1. Outreach - Settings Other Than Board Meetings (5 dates)
 - September @Chambers Bay Women's Club
 - November @Parks and Recreation Committee, City of UP
 - January @PTSA Council Meeting
 - March @Ethnic Group (group TBA)
 - May @Homeowners' Association (association TBA)
2. Topical Linkages - Broadcast Invitation Throughout the Community
 - Oct - E-2 Academic Standards
3. Invited Linkages - Specific Invitees, Prior to Board Meeting (3 dates)
 - December
 - February
 - April

20ZZ-AA

2. Outreach - Settings Other Than Board Meetings (5 dates)
 - September @City of UP Council Meeting
 - November @UP Chamber of Commerce Meeting
 - January @UP Parks and Recreation Committee Meeting, City of UP
 - March @Senior Center
 - May @Private Schools
3. Topical Linkages - Broadcast Invitation Throughout the Community
 - Oct - E-2 Academic Standards
2. Invited Linkages - Specific Invitees, Prior to Board Meeting (3 dates)
 - December
 - February
 - April

Adopted: *July 13, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in August*

Policy Type: Governance Process

Linkage Response Document

GP-8-E-2

1. With respect to the provisions of its policy, GP-8-E-1, the XYZ Board of Directors linked with its community of “owners” on _____ (date).
2. Following this linkage opportunity, board members responded as follows:
 -
 -

Signed: _____, Chair

Adopted: August 25, 20XX
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in August

Board Members' Code of Conduct

GP-9

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. The Board acting in its legislative capacity shall have the authority and responsibility to interpret and apply these standards of conduct.

Accordingly:

1. Board members will represent the interests of the citizens of the entire school district. This accountability to the whole district supersedes any conflicting loyalty to other advocacy or interest groups or membership on other boards or staffs or the personal interest of any Board member who is also a parent of a student in the district or a relative of an employee of the district.
2. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
 - a. Members' interaction with the Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
 - b. Members' interaction with the 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.
 - c. Members will not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments of Superintendent or staff performance will be made only by the full Board, meeting in executive session as appropriate.
 - d. Members will refer to the Superintendent or to his/her designated representative any complaints or concerns about operational issues.
3. Board members shall maintain the confidentiality appropriate to issues of a sensitive nature, especially those discussed in executive session.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in April*

Board Members' Covenants

GP-10

In order to build and maintain productive and effective relationships, Board members shall establish a system of communication that builds upon mutual respect and trust.

Accordingly, members will:

1. Exercise honesty in all communication.
2. Respect each other.
3. Focus on issues, not on personalities.
4. Assume and practice trust.
5. Maintain focus on shared goals.
6. Communicate in a timely manner to avoid surprises.
7. Support majority decisions of the Board.
8. Withhold judgment on issues until fully informed.
9. Seek first to understand rather than to be understood.
10. Criticize privately, praise publicly.
11. Maintain confidentiality.
12. Openly share concerns, issues, and interests.
13. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
14. Share information and knowledge.
15. Give direction as the whole, not as individuals.
16. Protect and promote the integrity and reputation of the district.
17. Support the Superintendent/staff in their roles.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in May*

Board Members Conflict of Interest

GP-11

Public office represents a trust created by the confidence the voters hold in the integrity of local government officials for the common good of the people. It is the expectation of the Board that all Board members operate under the highest ethical standards.

For purposes of this policy, a conflict of interest is considered to exist whenever a board member is or may reasonably appear to be in a position to request or receive, directly or indirectly, anything of value for or on account of his or her influence as a member of the Board of Directors.

1. The Board shall not hire any of its members as employees of the district.
2. A Board member may not cause or take action to advance the employment, appointment, promotion, transfer, or advancement of a family member to a position in the District. Similarly, a Board member may not participate in an action relating to the discipline of the Board member's family member.
3. A Board member who, in the discharge of his/her official responsibilities, is required to take an action or make a decision which affects an economic interest of the Board member, a member of the Board member's immediate family, an individual with whom the Board member is associated, or a business with which the Board member is associated shall provide to the Board Chair a written statement which describes the matter requiring action and the nature of the Board member's potential conflict of interest with respect to the action or decision. The Chair shall cause the statement to be printed in the minutes and shall require the member to be excused from any votes, deliberations, and other actions on the matter on which the potential conflict of interest exists and shall cause such disqualification and the reasons for it to be noted in the minutes.
4. The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless the contract is awarded to the lowest responsible bidder based on established competitive bidding procedures, and the Board member performs no official function regarding the contract.
5. Members may be reimbursed for authorized expenses in carrying out Board duties, and may receive compensation for their services only as provided for in Policy GP-12 (Board Member Compensation and Expenses).
6. A Board member must avoid conflict of interest with respect to his or her fiduciary responsibility. Accordingly, a Board member will not:
 - a. Disclose or use confidential information acquired in the performance of official duties to substantially further the Board member's own personal financial interests;
 - b. Use the Board member's position for personal financial gain;
 - c. Solicit, accept, or receive any gift, which would tend to improperly influence a reasonable person in that position or which the Board member knows or should know is primarily for the purpose of a reward for official action taken;
 - d. Solicit, accept, or receive any gift from companies doing business with the District;
 - e. Accept anything of value for speaking before a public or private group when acting in an official capacity as a Board member;
 - f. Engage in a substantial financial transaction for private business purposes with employees of the District;

Policy Type: Governance Process

- g. Perform an official act which directly confers an economic benefit on a business or other undertaking in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative, or agent;
 - h. Use District personnel, equipment, or materials in an election campaign.
7. It is permissible for a board member to receive:
- a. Campaign contributions and contributions in kind which are reported;
 - b. An occasional nonpecuniary gift which is less than \$50 in value, in recognition of public service;
 - c. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting in which the Board member participates in his/her official capacity as a Board member; and
 - d. A meal provided in conjunction with a speaking engagement where all participants are entitled to the same meal and the meal is incidental to the speaking engagement
8. Annually, prior to April 15, each Board member shall file a Personal Financial Affairs Statement with the State Public Disclosure Commission.

Adopted: *October 8, 2xxx*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in September*

Board Member Compensation and Expenses

GP-12

The Board wishes to demonstrate judicious stewardship of the public funds entrusted to its care, while acknowledging the costs in both time and money of Board service. Board members shall be compensated for expenses incurred in performing their responsibilities, and may receive limited compensation as allowed by law for time devoted to Board service.

1. Each Board member shall receive as compensation for his/her services the sum of \$25 per completed hour of service, up to a total of \$50 per day and \$4,800 per year. Board members will submit meeting compensation claims on a quarterly basis.
2. Board members shall have reimbursable out-of-district travel pre-authorized by one of the following persons: Board President or Vice-President. Pre-authorization is not required for in-state attendance of meetings or training sessions sponsored by the Washington State School Directors Association (WSSDA).
3. When Board members incur expenses in carrying out their responsibilities as Board members, they may be reimbursed from District funds upon submission of vouchers and supporting receipts consistent with District requirements. Such vouchers must be acknowledged by the Board President or Vice-President. In addition:
 - a. Board members will check out credit cards for district use not earlier than one board meeting prior to approved travel, and will return credit cards not later than one board meeting after travel is completed.
 - b. Board members will not use district credit cards for meals unless one member is paying for a group working meal. In this situation, the paying Board member will retain and submit an itemized list of meals purchased.
 - c. Board members will submit vouchers for travel within 10 days of the completion of travel.
4. Failure to comply with procedures in this policy will be cause for disapproval of travel, loss of use of the credit card during the subsequent year, and/or loss of the unclaimed compensation after the close of the fiscal year.

Adopted: *May 9, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in January*

Process for Addressing Board Member Violations

GP-13

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 violation of policy, the Board may seek remedy by the following process:

1. Conversation in a private setting between the offending member and the Board Chair or other individual member;
2. Discussion in a private session between the offending member and the Board (as permitted by law);
3. Removal of the offending member from a committee or other Board-designated responsibility, if appropriate;
4. Public censure of the offending member of the Board;
5. In cases of nonattendance, declaration of vacancy of the seat in accordance with law.

Adopted: *February 14, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in November*

Policy Type: Board-Superintendent Relations

Board/Superintendent Connection

B/SR-1

The Board's sole connection to the operational organization is the Superintendent. Members will refer to the Superintendent or his/her designated representative any compliments, complaints or criticisms about operational issues so that issues and trends can be addressed and tracked.

Adopted: August 27, 20XX
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in December

Policy Type: Board-Superintendent Relations

The Board Acts As a Unit

B/SR-2

Only decisions of the Board acting as an entity are binding on the Superintendent.

Accordingly:

1. Decisions or instructions of individual Board members, officers, or committees are not binding on the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.
2. Individual members will not give instructions to or request work of the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.
3. Board members should refer parents, employees, and others with complaints directly to the responsible individual closest to the situation (classroom teacher, school principal, central office staff, or the Superintendent's office) and will report such contacts to the Superintendent for follow-up.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in December*

Accountability of the Superintendent

B/SR-3

The Superintendent is the Board's only link to the operational organization. All authority over and accountability of staff, as far as the Board is concerned, is considered to be the responsibility of the Superintendent.

Accordingly:

1. The Board or individual members will never give instructions to persons who report directly or indirectly to the Superintendent.
2. The Board will not formally evaluate any staff member other than the Superintendent.
3. The Board will view successful Superintendent performance as identical to organizational accomplishment of the Board's Ends policies and compliance with the Board's Executive Limitations policies.

Adopted: *January 12, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in December*

Delegation to the Superintendent

B/SR-4

The Board will instruct the Superintendent through written policies which prescribe the organizational ends to be achieved and describe organizational situations and actions to be avoided, and will allow the Superintendent to use any reasonable interpretation of those policies.

Accordingly:

1. The Board will develop policies instructing the Superintendent to achieve stated results for identified recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Ends policies.
2. The Board will develop policies which limit the latitude the Superintendent may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies.
3. As long as the Superintendent uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the Superintendent is authorized, within the provisions of applicable statutes and regulations, to establish all further policies, make all decisions, take all actions, establish practices and develop all activities he/she deems appropriate to achieve the Board's Ends policies.
4. The Board may change its Ends and Executive Limitations policies at any time, thereby shifting the boundary between Board and Superintendent domains. By doing so, the Board changes the latitude of choice given to the Superintendent. However, as long as any Board-specified delegation of authority is in place, the Board will respect and support any reasonable interpretation of its policies, even though Superintendent choices may not be the choices the Board or its members would have made.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in December*

Policy Type: Board-Superintendent Relations

Monitoring Superintendent Performance

B/SR-5

The Superintendent’s job performance will be monitored systematically and rigorously against the two Superintendent job expectations: organizational accomplishment of the Board’s *Ends* policies, and organizational operation within the boundaries established in the Board’s *Executive Limitations* policies.

Accordingly:

1. Monitoring determines the degree to which Board policies are being met. Information that does not contribute directly to this purpose is not considered monitoring data.
2. The Board will acquire monitoring data on *Ends* and *Executive Limitations* policies by one or more of three methods:
 - a. By **internal report**, in which the Superintendent discloses and certifies compliance information to the Board,
 - b. By **external report**, in which an external, disinterested third party selected by the Board assesses compliance with Board policies,
 - c. By **direct Board inspection**, in which the Board assesses compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted the Board policy being monitored. The Board will make the final decision as to whether a Superintendent interpretation is reasonable, and will provide to the Superintendent, by the next meeting, a monitoring response document (B/SR-5-E-1 or B/SR-5-E-2). The chair will gather individual board member input and will draft a board response document for consideration/approval at the next meeting.
4. All policies which instruct the Superintendent will be monitored on schedule according to a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend upon the following schedule and method:

<u>Ends Policies</u>	<u>Method</u>	<u>Frequency</u>
<i>E-1 District Mission</i>	<i>Internal Report</i>	<i>May</i>
<i>E-2 Academic Standards</i>	<i>Internal Report</i>	<i>October</i>
<i>E-3 Contributing Citizens</i>	<i>Internal Report</i>	<i>March</i>

<u>Executive Limitations Policies</u>	<u>Method</u>	<u>Frequency</u>
<i>EL-1 Expectations of Superintendent</i>	<i>Internal Report</i>	<i>May</i>
<i>EL-2 Emergency Superintendent Succession</i>	<i>Internal Report</i>	<i>July</i>
<i>EL-3 Treatment of Parents, Students, and the Public</i>	<i>Internal Report</i>	<i>August</i>
<i>EL-4 Staff Treatment</i>	<i>Internal Report</i>	<i>August</i>
<i>EL-5 Staff Compensation</i>	<i>Internal Report & Direct Inspection</i>	<i>April</i>
<i>EL-6 Staff Evaluations</i>	<i>Internal Report</i>	<i>July</i>
<i>EL-7 Budgeting</i>	<i>Internal Report</i>	<i>August</i>
<i>EL-8 Financial Administration</i>	<i>External Report</i>	<i>August</i>
<i>EL-9 Facilities Program</i>	<i>Internal Report</i>	<i>September</i>
<i>EL-10 Asset Protecting</i>	<i>Internal Report</i>	<i>September</i>
<i>EL-11 Communication and Counsel to the Board</i>	<i>Internal Report</i>	<i>January</i>
<i>EL-12 Communication with the Public</i>	<i>Internal Report</i>	<i>January</i>

Policy Type: Board-Superintendent Relations

<u>Executive Limitations Policies</u>	<u>Method</u>	<u>Frequency</u>
<i>EL-13 Academic Standards and Practices</i>	<i>Internal Report & Direct Inspection</i>	<i>November</i>
<i>EL-14 Academic Program</i>	<i>Internal Report & Direct Inspection</i>	<i>November</i>
<i>EL-15 Instructional Materials Selection</i>	<i>Internal Report</i>	<i>May</i>
<i>EL-16 District Calendar</i>	<i>Internal Report</i>	<i>April</i>
<i>EL-17 Student Conduct and Discipline</i>	<i>Internal Report</i>	<i>February</i>
<i>EL-18 Mandatory Policies</i>	<i>Internal Report</i>	<i>October</i>

5. In conjunction with the conclusion of the Board’s annual planning cycle, each June the Board will conduct a formal evaluation of the Superintendent. The evaluation will be based upon data generated during the year in monitoring reports and Board response documents when monitoring Board *Ends* and *Executive Limitations* policies. A written evaluation document will be prepared, compiling the content of Board response documents. The Superintendent will review the document with the Board in executive session. The report will be signed by the Superintendent and the Board Chair. The evaluation document will consist of:
- a. Findings generated during the year from monitoring the Board’s policies on *Ends* and *Executive Limitations*;
 - b. Conclusions and policy implications as to whether each *End* has been achieved (or whether reasonable progress has been made toward its achievement) and whether the Superintendent has operated within the boundaries established in *Executive Limitations* policies;

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, Board policy, or contract. All employment decisions regarding the Superintendent remain within the sole and continuing discretion of the Board.

Adopted: *February 28, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in January*

Policy Type: Board-Superintendent Relations

Annual Summative Evaluation of the Superintendent

B/SR 5-E

The Board's Policy B/SR-5 provides that:

Each June, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon accumulated data derived from monitoring Board policies on **Ends** and **Executive Limitations** policies during the current year. A written evaluation document will be prepared by the Board. The Superintendent and Board will review the document in executive session.

The Board and Superintendent will conduct an informal mid-year review as of January.

The purpose of the annual evaluation (and mid-year review) of the Superintendent is to summarize actions previously taken by the Board as it monitored **Ends** and **Executive Limitations** policies during the year, and to draw conclusions on the basis of that on-going monitoring process relative to organizational performance and consequently the Superintendent's performance.

During the current year, the following **Ends** and **Executive Limitations** policies have been monitored by the Board, with acceptance of monitoring reports considered to be evidence of satisfactory organizational and Superintendent performance:

✓	E-1	District Mission	May 20XX
✓	E-2	Academic Standards	Oct 20XX
✓	E-3	Contributing Citizens	Mar 20XX
✓	EL-1	Expectations of Superintendent	Aug 20XX
✓	EL-2	Emergency Superintendent Succession	July 20XX
✓	EL-3	Treatment of Parents, Students, and the Public	Aug 20XX
✓	EL-4	Staff Treatment	Aug 20XX
✓	EL-5	Staff Compensation	Apr 20XX
✓	EL-6	Staff Evaluations	Jul 20XX
✓	EL-7	Budgeting	Aug 20XX
✓	EL-8	Financial Administration	Aug 20XX
✓	EL-9	Facilities Program	Sep 20XX
✓	EL-10	Asset Protection	Sep 20XX
✓	EL-11	Communication and Counsel to the Board	Dec 20XX
✓	EL-12	Communication with the Public	Dec 20XX
✓	EL-13	Academic Standards and Practices	Nov 20XX
✓	EL-14	Academic Program	Nov 20XX
✓	EL-15	Instructional Materials Selection	May 20XX
✓	EL-16	District Calendar	Apr 20XX
✓	EL-17	Student Conduct and Discipline	Feb 20XX
✓	EL-18	Mandatory Policies	Oct 20XX

Findings - Ends:

Commendable indicators:

Indicators of a need for improvement:

Additional Remarks:

Findings - Executive Limitations:

Policy Type: Board-Superintendent Relations

Conclusions: Based upon the Board’s acceptance of these reports and the on-going monitoring of the district’s performance during the preceding year, the Board reaches the following conclusions relative to Superintendent performance:

Policy Implications:

Additional Remarks:

Signed: _____, Chair
Signed: _____, Superintendent

Date: _____
Date: _____

Adopted: *May 23, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in January*

Monitoring Response Document (Ends)

B/SR 5-E-1

Policy Monitored: E-

Date Report Submitted: _____

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-__ submitted by the Superintendent. Following its review of the report, the Board concludes:

- 1. _____ Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:

- 2. _____ Based upon the information provided, the Board finds that the district is making progress toward achieving the desired results called for in the relevant Ends policy, but a greater degree of progress is expected in the following specific areas:

Further action required.

- 3. _____ Based upon the information provided, the Board finds that the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:

- 4. _____ The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate:

Signed: _____, Chair
 Signed: _____, Superintendent

Date: _____
 Date: _____

Adopted: *May 23, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in January*

Policy Type: Board-Superintendent Relations

Monitoring Response Document (Means)

B/SR 5-E-2

Policy Monitored: EL- _____

Date Report Submitted: _____

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-__ submitted by the Superintendent. Following its review of the report, the Board concludes:

1. With respect to the provisions of its policy, EL-__ the XYZ SD Board of Directors concludes that the Superintendent's performance during the previous year has been
 - a. _____ In compliance.
 - b. _____ In compliance, with the following exceptions:
 - c. _____ Not in compliance.

2. Additional Remarks:

Signed: _____, Chair
Signed: _____, Superintendent

Date: _____
Date: _____

Adopted: *May 23, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in January*

Expectations of Superintendent

EL-1

The Superintendent shall not cause or allow any practice, activity, decision, condition, procedure or organizational circumstance which is unlawful, unethical, unsafe, disrespectful, imprudent, unfair, inequitable, disruptive, undignified or in violation of contract, Board policy, or collective bargaining agreements.

Adopted: September 26, 20XX
Monitoring Method: Internal Report
Monitoring Frequency: Annually in August

Organizational Continuity

EL-2

In order to ensure continuity of district operations, the Superintendent shall not allow the district's leadership or any critical functions to be unprepared to respond to conditions that can stop or otherwise impede district operations:

Accordingly, the Superintendent shall not fail to:

1. Ensure that at least one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an emergency basis.
2. Ensure that continuity of leadership exists at each level of the district's management.
3. Ensure that district plans include a projection of foreseeable disasters or emergency situations.
4. Ensure that the district tests disaster/emergency preparedness plans for their ability to assure organizational continuity.

Adopted: September 24, 2xxx
Monitoring Method: Internal Report
Monitoring Frequency: Annually in July

Treatment of Parents, Students, and the Public

EL-3

With respect to interactions with stakeholders (parents, students, and the public), the Superintendent shall not fail to ensure that parents, students and the public are treated with respect and dignity at the district level and within each school and classroom.

Accordingly, the Superintendent may not:

1. Jeopardize or neglect the protection of confidential information;
2. Fail to provide for effective handling of complaints;
3. Fail to appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; nor fail to provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.
4. Fail to take reasonable steps to inform stakeholders of those policies and procedures that impact them.
5. Fail to offer a nutritious school breakfast/lunch program which incorporates federal/state guidelines and includes age-appropriate measures to encourage healthy eating habits.
6. Fail to facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.

Adopted: *October 8, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in August*

Staff Treatment

EL-4

With respect to treatment of staff, the Superintendent shall not fail to ensure that staff are treated with respect and dignity.

Accordingly, the Superintendent may not:

1. Create or allow a working environment for staff that is not safe, civil or conducive to teaching and learning.
2. Fail to ensure that reasonable background inquiries and checks are made prior to hiring any personnel or approving the use of volunteers;
3. Fail to recommend only highly qualified candidates to the Board for approval of staff appointment, nor fail to actively implement the district's affirmative action plan;
4. Operate without written personnel policies which:
 - a. Clarify personnel rules and procedures for staff;
 - b. Provide for effective handling of grievances;
 - c. Include adequate job descriptions for all staff positions;
 - d. Protect against discrimination, harassment, or other mistreatment.
5. Prevent employees from grieving to the Board when internal grievance procedures have been exhausted and the employee alleges that Board policy has been violated;
6. Fail to protect confidential information;
7. Fail to ensure that all staff are informed of the provisions of this policy.

Adopted: *October 8, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in August*

Staff Compensation

EL-5

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable cost to the district, nor jeopardize the fiscal integrity or public image of the district.

Accordingly, the Superintendent may not:

1. Change his or her own compensation and benefits, as evidenced by the annual contract and district records;
2. Deviate from established fiscal accounting procedures and fiscal checks and balances applicable to all other district employees;
3. Recommend for board approval salary schedules that represent unfair or noncompetitive compensation for employees.

Adopted: June 11, 2xxx
Monitoring Method: Internal Report and Direct Inspection
Monitoring Frequency: Annually in April

Staff Evaluations

EL-6

With respect to evaluation of employees, the Superintendent shall not cause or allow an evaluation system that does not measure employee performance in terms of achieving the Board's *Ends* policies and complying with the Board's *Executive Limitations* policies.

Accordingly, the Superintendent may not:

1. Fail to develop and administer an evaluation system that is designed to:
 - a. Improve instruction;
 - b. Measure professional growth, development, and performance;
 - c. Document unsatisfactory performance as well as excellent performance;
 - d. Link central office administrator performance with multiple measures of district performance;
 - e. Link building administrator performance with multiple measures of school performance;
 - f. Link teacher performance with multiple measures of student performance;
 - g. Assure that scheduled instructional time is used to students' maximum advantage.
2. Fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified or classified employee.
3. Fail to provide to the Board an annual report on the effectiveness of the evaluation system and its alignment with the Board's *Ends* policies.

Adopted: *July 12, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in July*

Budget Planning

EL-7

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

Accordingly, the Superintendent may not present to the Board a recommended budget which:

1. Is not consistent with the board's established priorities;
2. Is not in a comprehensive summary format understandable to the Board and community.
3. Fails to adequately describe major budget initiatives and funding sources;
4. Fails to compare, for each major fund type and activity, the amount of actual expenditures for the most recently closed fiscal year, budgeted expenditures for the current fiscal year, and proposed budget expenditures for the next fiscal year;
5. Fails to disclose major budget development assumptions, including anticipated changes in state funding;
6. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received or appropriated during the year unless otherwise approved by the Board in a multi-year projection;
7. Plans for the reduction, without approval of the Board, of the unreserved and undesignated general fund balance for any fiscal year to less than 5.0 percent of total expenditures;
8. Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audits, Board and committee meetings, Board memberships and district legal fees;
9. Fails to take into consideration fiscal soundness in future years or ignores the building of organizational capabilities sufficient to achieve *Ends* in future years;
10. Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, and benefits.

Adopted: *October 12, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in August*

Budget Execution

EL-8

With respect to execution of the budget and the actual, ongoing condition of the district's financial health, the Superintendent shall not cause or allow a material deviation from the annual budget or budget policy adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the Board's *Ends*, or places the long-term financial health of the district in jeopardy.

Accordingly, the Superintendent may not:

1. Expend more funds than are anticipated to be received in the fiscal year unless authorized by the Board through utilization of available reserves or unless resources are made available through other legal means;
2. Fail to maintain and protect the minimum maintenance of year-end general fund balance as budgeted;
3. Fail to settle payroll and debts in a timely manner;
4. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed;
5. Fail to arrange for the annual audit of all district funds and accounts, and the semi-annual audit of high school ASB accounts.
6. Fail to aggressively pursue receivables after a reasonable grace period;
7. Fail to keep complete and accurate financial records by funds and accounts in accordance with established fiscal accounting procedures as reflected in generally accepted accounting principles;
8. Fail to publish a financial condition statement annually as a part of the district's annual report to the public.
9. Allow commercial entities to advertise or imply the endorsement of any product without Board approval.

Adopted: *September 26, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in December*

Facilities Program

EL-9

The Superintendent shall not fail to ensure that district facilities are adequate, safe, clean, inviting and conducive to teaching and learning.

Therefore, the Superintendent may not:

1. Fail to maintain a continual five-year plan for managing and developing facilities
2. Fail to involve key stakeholders in the process of establishing attendance line adjustments.
3. Cause or allow actions that violate or materially deviate from voter-approved building and renovation projects, state law, state regulations, procurement code, or building codes.

Adopted: October 22, 2xxx
Monitoring Method: Internal Report
Monitoring Frequency: Annually in September

Asset Protection

EL-10

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

Accordingly, the Superintendent may not:

1. Fail to obtain insurance coverage against theft, casualty, and liability losses in accordance with Risk Management Pool directions;
2. Allow unbonded personnel access to funds in excess of \$50,000
3. Fail to take steps to ensure that a program of preventive maintenance is in place for district facilities and equipment;
4. Fail to conduct energy assessments and to make cost effective modifications which result in energy savings;
5. Recklessly expose the district, its Board, or staff to legal liability;
6. Approve any purchase in violation of the district's procurement code;
7. Fail to implement procedures to protect information, records, and files from loss or damage;
8. Receive, process, or disburse funds under controls which are insufficient under generally accepted accounting principles for governments;
9. Acquire, encumber, or dispose of real property without approval of Board;
10. Knowingly or recklessly endanger the district's public image or credibility, thereby jeopardizing the district's ability to accomplish its mission.

Adopted: *October 22, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in September*

Communication and Counsel to the Board

EL-11

With respect to providing information and counsel to the Board, the Superintendent shall not fail to give the Board as much information as necessary to be adequately informed.

Accordingly, the Superintendent may not:

1. Fail to submit monitoring data required by the Board in a timely, accurate, and understandable fashion, directly addressing provisions of the board policies being monitored;
2. Fail to identify reports required by State and Federal agencies; and ensure timely and accurate completion of same.
3. Fail to advise the Board in a timely manner of relevant trends, facts, information, and legal proceedings, anticipated significant media coverage, and changes in assumptions upon which Board policy has been established
4. Fail to advise the Board of changes which reasonably could be expected to substantially affect the district's financial condition.
5. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board decisions;
6. Fail to ensure that newly hired key administrators participate in an entrance briefing, and provide an opportunity for departing key administrators to participate in an exit briefing, with the Board;
7. Fail to advise the Board if, in the Superintendent's opinion, the Board is not in compliance with its own policies on *Governance Process* and *Board-Superintendent Relations*;
8. Present information in unnecessarily complex or lengthy form;
9. Fail to provide a mechanism for official Board or committee communications;
10. Fail to work with the Board as a whole except when:
 - a. Fulfilling individual requests for information as long as such requests do not require a material amount of staff time or resources or are not disruptive;
 - b. Working with officers or committees duly charged by the Board;
 - c. Communicating with the Chair.
11. Fail to report in a timely manner any actual or anticipated noncompliance with any Board *Ends* or *Executive Limitations* policy;
12. Fail to supply for the consent agenda all items delegated to the Superintendent that are required by law or contract to be Board-approved, along with supporting data necessary to keep the Board informed.
13. Fail to advise and include the Board in a timely manner of any anticipated formal mass communication with the public, such as the publishing of newsletters, district newspapers, news releases, community letters, parent surveys, etc.

Adopted: *February 28, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in December*

Communication with the Public

EL-12

1. Community/Public Relations. The Superintendent shall not fail to prepare and execute a community/public relations plan that does the following:
 - a. Establishes and maintains strong links with community support groups and key communicators to ensure they are kept informed and are predisposed to provide support within the community on critical district issues to include bond/levy needs;
 - b. Ensures the publication and distribution of the Dialog at least twice a year, reserving a column on page one for a "From the Board of Directors" article;
 - c. Uses multiple media resources including the district website to connect with the community and provide essential information, to include
 - (1) The current year's schedule and location of board meetings, and the meeting agenda before each scheduled board meeting,
 - (2) Approved board meeting minutes,
 - (3) Current governance policies and district policies/procedures, and
 - (4) Contact information for elected and appointed district officials.
 - d. Promotes and enhances the role and public profile of the board as the district's principal connection with the community, and the community's voice in governing the district;
 - (1) Display board member contact information via brochure at each district school;
 - (2) Display annual board agenda, including information on planned linkage meetings (purpose, date, location, procedures) at each district school;
 - (3) Inform board members of opportunities for participation in and/or attendance at community events.
 - (4) Display board member names on all community-related print material.
2. Annual Progress Reports. The Superintendent shall not fail to present annual school and district progress reports to the public as required by law, including information about school and district strategies intended to address achievement problems and to accomplish the Board's *Ends* policies;
3. Strategic Plan. The Superintendent shall not fail to publish a district strategic plan, describing district ends and major programs designed to achieve them, and will ensure that the plan is current and regularly used with regard to budgeting, professional development, etc.

Adopted: *January 27, 2010*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in December*

Academic Standards and Practices

EL-13

The Superintendent shall not fail to ensure that the district adopts a standards-based system of instruction with a rigorous, guaranteed and viable curriculum for specific courses of study intended to achieve the Board's Ends policies.

Accordingly, the Superintendent may not:

1. Fail to implement rigorous academic content standards that reflect research based "best practices";
2. Fail to ensure that the district works with staff, parents, students, appropriate elements of the community, and others to review and revise content standards to ensure maximum and continuing effectiveness;
3. Fail to implement a rigorous, guaranteed and viable curriculum and program of instruction aligned with Federal, state, and the district's adopted content standards to provide students with the educational experiences needed to achieve the standards;
4. Fail to develop assessments that will adequately measure each student's progress toward achieving the content standards;
5. Fail to ensure that parents are kept informed of current student progress toward achieving content standards and how such progress is measured;
6. Fail to ensure that all XYZ SD secondary students have an education plan for their high school experience
7. Fail to ensure that all XYZ SD secondary students have an education plan for the year following graduation.
8. Fail to ensure that all XYZ SD students demonstrate through a culminating project the comprehensive application of academic and work competencies inherent in XYZ SD Ends.

Adopted: *August 9, 20XX*
Monitoring Method: *Internal Report and Direct Inspection*
Monitoring Frequency: *Annually in November*

Academic Program

EL-14

The Superintendent shall not fail to adopt and develop an academic program for the district to enable students to meet content standards and to achieve the Board's *Ends* policies.

Accordingly, the Superintendent may not:

1. Fail to develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization, as evidenced by:
 - a. Selecting and implementing programs based on thorough analysis of research data.
 - b. Providing for appropriate differentiation of instruction within adopted curriculum to ensure that all students learn.
 - c. Ensuring that all students are provided fair and equitable access to district programs and learning opportunities.
 - d. Ensuring a well-rounded and comprehensive academic and co-curricular program;
 - e. Appropriately using expert resources, staff and community members to develop the curriculum;
 - f. Considering class size and organization as important components of the education program;
2. Fail to ensure that faculty know and teach the adopted curriculum.
3. Fail to ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:
 - a. Ensuring/prioritizing adequate and appropriate instructional time for all students in the core content areas.
 - b. Increasing instructional time for students whose achievement is below grade level standards in reading, writing, and/or math.
 - c. Developing a personalized education plan for students who do not meet grade level standards in reading, writing and/or math.
 - d. Limiting such elective scheduling options as early dismissal, late arrival, assignment as a teacher's assistant, etc. to students whose achievement is at or above grade level standards in reading, writing, and/or math.
 - e. Developing appropriate incentives (e.g. diploma or transcript endorsements, recognition at graduation ceremonies, etc.) for successfully meeting 10th grade WASL standards.
 - f. Reporting on the effectiveness of all-day kindergarten.
4. Fail to report to the Board (and provide sufficient advance notice to the public on) significant changes, deletions or addition of programs and courses of study.

Adopted: *January 25, 20XX*
Monitoring Method: *Internal Report and Direct Inspection*
Monitoring Frequency: *Annually in November*

Instructional Materials Selection

EL-15

The Superintendent shall not fail to recommend to the Board for approval the instructional materials and textbooks to be used in the district.

Accordingly, the Superintendent may not:

1. Fail to ensure appropriate input from the following groups as instructional materials are reviewed and selected: students, parents, teachers, administrators, and other staff members involved in developing the educational program;
2. Fail to address age-appropriateness in the use of instructional materials, to include videos;
3. Fail to ensure sufficient instructional materials to support student needs or to adjust to changes in enrollment;
4. Fail to recommend developmentally appropriate instructional materials that advance the achievement of the Board's *Ends* policies and contribute toward continuity, integration, and alignment of the curriculum by course and program;
5. Fail to consider the needs of all learners, including all levels of ability, when recommending instructional materials;
6. Fail to conduct a systematic review of materials on a scheduled basis or upon formal request by a district stakeholder;
7. Fail to develop and implement appropriate policies governing access to and utilization of electronically distributed information or to develop and implement an Internet Use Policy.

Adopted: August 27, 20XX
Monitoring Method: Internal Report
Monitoring Frequency: Annually in May

District Calendar

EL-16

The Superintendent shall not fail to prepare for Board adoption a negotiated district calendar for at least the current and subsequent school years that provides for the number of instructional and contact hours and days determined by the state and that meets the instructional needs of students.

Accordingly, the Superintendent may not:

1. Fail to provide a copy of the calendar to all parents/guardians of students enrolled in district schools;
2. Change the calendar without adequate and timely notice to students, parents, and staff;
3. Allow an imbalance to exist between the instructional needs and the extracurricular involvement of students;
4. Prepare the calendar without appropriately involving parents and staff.
5. Prepare a calendar that does not maximize instructional time.

Adopted: June 11, 2xxx
Monitoring Method: Internal Report
Monitoring Frequency: Annually in April

Student Conduct and Discipline

EL-17

The Superintendent shall not fail to establish a school environment that is safe, civil, and supportive, conducive to effective teaching and learning, and free from unnecessary disruption.

Accordingly, the Superintendent may not:

1. Fail to adopt an age-appropriate, written, student conduct and discipline code that complies with state and federal laws, nor fail to:
 - a. Consult with staff, students, and the community in developing the code;
 - b. Establish procedures to prohibit the use of drugs, alcohol, or tobacco products on school property, at school-sponsored events, and on school buses;
 - c. Establish procedures to prohibit the presence of firearms or other dangerous weapons on school property, at school-sponsored events, and on school buses;
 - d. Establish an age-appropriate dress code that is enforced.
 - e. Establish procedures to afford students, parents, and school personnel equitable treatment and due process with regard to student conduct and discipline issues;
 - f. Establish procedures for student interrogations, searches, and arrests;
 - g. Establish procedures for written appeal to the Board from a decision to expel, suspend, or deny admission to a student;
 - h. Distribute the conduct and discipline code to each student;
 - i. Distribute to each student copies of any significant changes in the code, to include changes at the school level;
2. Fail to ensure that the code is enforced, nor fail to:
 - a. Take appropriate measures to eliminate student behavior that is deemed to be habitually disruptive of school operations or the learning process;
 - b. Identify students at risk of failure due to their conduct, and to provide interventions to help them avoid such failure;
 - c. Discipline special education students in accordance with each student's IEP;
 - d. Ensure that appropriate disciplinary information is communicated to staff members who have direct contact with students being disciplined;
3. Fail to develop a safe, civil, and supportive school environment as evidenced by climate data including infractions and consequences, disaggregating the data by population demographics (gender, ethnic group, etc.);

Adopted: *August 9, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in February*