

Centralia School Board Operating Protocols

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

ROLES AND RESPONSIBILITIES

Successful organizations are the results of strong and effective leadership. In order for members of our team to be active players, they must know their roles.

Roles of the Board and Superintendent

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

What Our Roles do Not Encompass

The role of the School Board is not to:	The role of the Superintendent is not to:
Carry out policies or micro-manage or develop budgets	Make policies
Direct any staff other than the superintendent	Direct the board
Create surprises	Create Surprises
Abdicate Board responsibility	Assume Board responsibilities
Press narrow personal agenda	Press narrow personal agenda;
As individuals, make promises that would appear binding upon the Board and/or District	Discourage open discussion and feedback

BOARD OPERATING PROTOCOLS

We, the members of the Board of Directors of the Centralia School District, are committed to serving the children and citizens of this community. We will strive to provide a high quality public education, which meets the needs of all the children in our district.

To achieve that goal, we have established this operating protocol, which will serve as a code of conduct and ethics to help govern our actions at meetings and in our role as directors.

We believe that the success of the Centralia School District depends on a shared vision among the school board, staff, parents and community, and we will try to the best of our ability to uphold these aspirations.

<p>Board Meetings</p> <p>Board meetings provide the forum for where decisions are made.</p> <p><u>Executive Sessions</u> will be held when specific needs arise as allowed by law. These needs include:</p> <ul style="list-style-type: none"> • Acquiring or selling real estate • Qualifications of an application for employment by the board • Qualifications of a candidate for appointment to elective office such as a school director. • Discussion with legal counsel of enforcement actions, litigation or potential litigation 	<p>We will:</p> <ul style="list-style-type: none"> • Strive to hold efficient, succinct, and equitable meetings. • Review agenda items prior to board meetings. • Request any additional information from the board president or superintendent. • Ask the board president or superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting. • Ensure that surprises to the board or superintendent are the exception and not the rule. • Expect the board president to be cautious of time and observe the board’s protocol. • Refer additional facts and information needed by the board to the superintendent for follow-up. <p>Regarding Executive Sessions</p> <p>We will:</p> <ul style="list-style-type: none"> • Be extremely sensitive to the legal ramifications of executive session meetings and comments. • Respect the confidentiality of all privileged information, including that discussed in executive session. • Discuss a permissible topic in executive session, but take final actions in public, as is required by the Open Public Meetings Act.
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<p>Communications Between the Board and Staff</p>	<p>The following communications procedures are established:</p> <p>A. Staff Communications to the Board</p> <ul style="list-style-type: none"> • All reports to the board or individual board members from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. • Personal complaints and criticism received by board members will be referred to the appropriate supervisor or superintendent. • This will not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent will have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances. <p>B. Board Communications to Staff</p> <ul style="list-style-type: none"> • All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. • The superintendent will employ all such media as are appropriate to keep staff fully informed of the board's priorities, concerns and actions. • Requests for information from staff by board members will be taken to the superintendent. The superintendent will provide the information in a timely manner. <p>C. Visits to the School</p> <ul style="list-style-type: none"> • The typical process is for individual board members to inform the principal of their visit to the school or classrooms. • Such visits will be regarded as expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. • Official visits by board members will be carried on only under board authorization and with the full knowledge of staff, including the superintendent and principal <p>D. Social Interaction</p> <ul style="list-style-type: none"> • Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations can be anticipated. • Discussions of personalities or staff grievances are not appropriate.
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<p>Working with district staff about our own children</p>	<p>In order to work effectively with district staff about our own children we agree to:</p> <ul style="list-style-type: none"> • Remember we are parents (grandparents) first. • Follow the same process that we expect all parents to follow: meet with the teacher first, then follow the chain of command. • Be clear that we are speaking to the teacher as a parent. (i.e., “My child is having this problem _____. How can I help them?”) • Understand that sometimes our spouse or significant other may be the right person to handle situation. • Inform the superintendent of the situation regardless of the resolution.
<p>Board and Community Interaction</p> <p>Communication between board members and community (complaints or concerns)</p>	<p>The board encourages public input through a variety of print and electronic media.</p> <p>In order to respond effectively to community members who share a concern or complaint with us, we agree to:</p> <ul style="list-style-type: none"> • Remember that receiving information from an individual or a group is not the same as having total knowledge of the topic or issue. There are usually two sides to every concern. • Utilize the 6 R’s to ensure the person speaking feels valued and heard: <ul style="list-style-type: none"> ○ Receive by listening openly to what the other person is saying. ○ Repeat by paraphrasing back or asking questions for clarification. ○ Request what the person sees as a solution to the problem and/or what they want you to do with the information. ○ Review the real options the person has available to them within the district policies or processes. ○ Redirect the person into the appropriate place in the system: <ul style="list-style-type: none"> - Encourage patrons to present their own issue to the person who can properly and expeditiously address their issues - If appropriate, explain the district complaint policy and how to access it.

	<ul style="list-style-type: none"> ○ Report to the superintendent <ul style="list-style-type: none"> - Call the superintendent to give him a heads-up about the constituent issue so that the superintendent is able to understand the total picture. - Describe our response to the constituent so that the superintendent hears directly from us, and does not get caught in the middle. <p>The superintendent will deal with the issue as necessary and when appropriate determine how best to inform the total board.</p>
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<p>Board Conduct</p>	<p>We will:</p> <ul style="list-style-type: none"> • Lead by example. We use words and actions that create a positive impression on an individual, the board, or the district. • Base our decisions on the available facts and not independent judgment. • Not yield to individuals or special interest groups. • Represent the needs and interests of all the children in the district as outlined in the district’s mission statement • Not abuse our official position. • Not use district facilities, resources, or position for the purpose of advancing the interest of ourselves or any other individual or individuals. • Make every attempt to attend all board functions, including committee meetings. • Serve on committees as a silent observer or active participant, as defined by the board. • Accept responsibility for all board decisions, regardless of how we voted and not offer a different opinion outside the boardroom. • Take no private actions that will compromise the board or administration. • Endeavor to hear all members’ opinions and listen objectively. • Encourage debate and differing points of view. • Conduct discussions with care and respect.
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<p>The Board's Authority</p>	<p>We recognize:</p> <ul style="list-style-type: none"> • That only the board as a whole has authority. • That individual board members do not have authority. • That the board president is the spokesman for the board. • That the board emphasizes planning, policy-making and public relations rather than being involved in the management of school operation. • That an individual board member will not take unilateral action. • The individual directors do not give direction. Direction is given by the board as a whole. <p>We will:</p> <ul style="list-style-type: none"> • Exercise oversight responsibilities through policy, planning, advocacy and public relations. • Avoid attempts to micro-manage the schools. • Delegate the management of the schools to the superintendent. • Set clear goals for the superintendent.
<p>Board- Superintendent Relationship</p>	<ul style="list-style-type: none"> • Surprises to the board or the superintendent will be the exception, not the rule. • The board recognizes the superintendent as the chief executive officer and expects recommendations, proposals and suggestion on most matters before the board. • The board president meets with the superintendent and keeps all board members informed of board matters/information. • Prior to a board meeting, each board director meets individually or in pairs with the superintendent to share concerns, ask questions, or to bring forth a future agenda item for consideration of the board.
<p>Board Professional Development</p>	<p>We will:</p> <ul style="list-style-type: none"> • Conduct an annual self-evaluation. • Address any individual problems, such as poor meeting

	<p>attendance or leaks of confidential information.</p> <ul style="list-style-type: none"> • Model life-long learning. • Participate in opportunities that provide professional growth. • Encourage members to take advantage of opportunities to inform themselves about current educational issues through individual study and participation in programs providing needed information. • Encourage members to disseminate information to other members.
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<p>Board and Superintendent Roles in Negotiations</p>	<p>We will:</p> <ul style="list-style-type: none"> • Define the philosophical and financial parameters for negotiations. • Trust our negotiating team to do the best job that they can. • Remind staff that there is a process in place, that the staff and district each have an identified negotiating team, and that any questions or issues need to go through the defined negotiation process. • Change to Adopt and stand behind the final contracts.
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Adopted: February 19, 2014
 Centralia School District Board of Directors
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