

# **Governance Policy Book**

**University Place School District #83  
University Place, Washington**

## Executive Summary

The University Place School District Board of Education 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 University Place 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 University Place 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.

**Adopted:**

**August 27, 2003**

## Policy Governance

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|       |  |
|-------|--|
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**Policy Type: Ends**

**District Mission**

**E-1**

The Mission of University Place School District, in partnership with our community, is to ensure that all UPSD students are competent, contributing citizens.

***Adopted: July 13, 2005***  
***Monitoring Method: Internal Report***  
***Monitoring Frequency: Annually in May***

## **Academic Competence**

**E-2**

All UPSD students meet or exceed high academic standards by acquiring the knowledge and skills essential for reading, writing, communication, mathematics, science, social studies, the arts, and technology.

Standards:

- S1. The performance of the district as a whole will exceed that of Washington State and (if available) the nation as a whole as measured by standardized test and other data;
- S2. All UPSD schools will make adequate yearly progress as defined by the federal Elementary and Secondary Education Act (No Child Left Behind);
- S3. The district will eliminate the achievement gap of disparate performance between identified student groups, and will make yearly progress toward eliminating the achievement gap.
- S4. The district will make continuous progress on all measures and indicators.

Competencies:

1. Reading - All UPSD students read with comprehension, as evidenced by:
  - a. Learning to read by the end of 3<sup>rd</sup> grade.
  - b. Meeting or exceeding district grade-level achievement standards for:
    - (1) 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade reading benchmarks
    - (2) 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade WASL
2. Writing - All UPSD students write with skill, as evidenced by meeting or exceeding district grade-level achievement standards for:
  - a. 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade writing benchmarks
  - b. 4th, 7th, and 10th grade WASL
3. Communication – All UPSD students communicate effectively and responsibly in a variety of ways and settings, as evidenced by meeting or exceeding district grade-level achievement standards
4. Mathematics – All UPSD students compute, reason and solve problems mathematically, as evidenced by meeting or exceeding district grade-level achievement standards for:
  - a. 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade math benchmarks
  - b. 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade WASL
5. Science – All UPSD students meet or exceed district grade-level achievement standards for 5th, 8th, and 10th grade WASL
6. Social Studies.
  - a. Civics – All UPSD students know the core values, democratic principles, rights and responsibilities of U.S. citizenship.
  - b. History – All UPSD students know the major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
  - c. Geography – All UPSD students use geographic tools to understand the physical and human characteristics of places and regions, and understand the interaction of people, the environment, and culture.
  - d. Economics – All UPSD students know the impact of scarcity on their lives, and the essential characteristics of past and present economic systems.
7. Arts – All UPSD students understand, think, communicate through, and apply the arts.
8. Technology – Each student will demonstrate the ability to use and apply technology appropriately.

## **Policy Type: Executive Limitations**

9. Integrated Skills
  - a. Thinking Skills – All UPSD students are able to think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems, as evidenced by district standards across the curriculum.
  - b. Self-directed, life-long learners - All UPSD students are able to assess their learning needs, locate needed information, and set and achieve learning goals, as evidenced through completion of self-directed student projects.
10. Other – All UPSD students demonstrate academic achievement as evidenced by meeting or exceeding Washington State performance and showing continuous progress in each of the following:
  - a. HS Graduation.
  - b. HS Dropout Rate.
  - c. SAT.
    - (1) Participation rate
    - (2) Average scores
    - (3) Improvement in SAT scores
  - d. ACT.
    - (1) Participation rate
    - (2) Average score
  - e. AP.
    - (1) Participation rate
    - (2) Distribution of scores
    - (3) Percentage of total 11th-12th grade student population scoring 3 or higher
  - f. U of W Freshmen GPA rating.
  - g. Community College remediation rating.
  - h. Percent of HS Graduates attending either community/technical college or 4-year college.
  - i. Percentage of 10th grade students scoring proficient or higher on all portions of the WASL.

***Adopted: February 22, 2006***

***Monitoring Method: Internal Report***

***Monitoring Frequency: Annually in October***

## **Contributing Citizens**

All UPSD 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.

1. Individual. All UPSD students are individuals of good character.
  - a. Honesty and Integrity. UPSD students are honest and demonstrate integrity - through their words and deeds they merit trust.
  - b. Respect. UPSD students show respect for themselves and others.
  - c. Accountability. UPSD students are accountable for their actions.
  - d. Responsibility. UPSD students demonstrate empathy, compassion and a sense of responsibility for others.
  - e. Self control. UPSD students are able to control their actions.
  - f. Dependability. UPSD students are dependable.
  - g. Effort. UPSD students understand the value of work and put forth their best efforts in school.
2. School. All UPSD students demonstrate successful emotional and social skills within a school setting.
  - a. Conflict resolution. UPSD students demonstrate conflict resolution skills.
  - b. Cooperation and teamwork. UPSD students demonstrate teamwork toward the common goal of a safe and civil school environment.
  - c. Bullying and harassment. UPSD students resist bullying or harassment and report its occurrence to school authorities.
  - d. Leadership. UPSD students set the example, influencing others to make good choices.
  - e. Inclusiveness. UPSD students are welcoming to each other and are inclusive in encouraging each other to participate in school activities.
3. Community - All UPSD students demonstrate contribution to the local community.
  - a. Service. UPSD students demonstrate community service skills.
  - b. Relationships. UPSD students demonstrate caring relationships with others in their community.
4. Society – All UPSD students demonstrate citizenship knowledge and skills essential to a democratic society.
  - a. Rights and Responsibilities. UPSD students know and act on their rights and responsibilities as students and as citizens.
  - b. Representative democracy. UPSD students demonstrate a working knowledge of America's form of self-government.

**Adopted:** *February 22, 2006*  
**Monitoring Method:** *Internal Report*  
**Monitoring Frequency:** *Annually in March*

**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 our 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 UPSD achieves the results described in its Ends policies and operates within the parameters described in its Executive Limitations policies.

**Adopted:** August 24, 2005  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Semi-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, 2005  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Semi-annually in July and December

**Policy Type: Governance Process**

**Board Self-Assessment**

**GP-2-E**

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                        |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Board followed its agenda and did not allow itself to get sidetracked. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The agenda was well planned to focus on the real work of the Board         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The meeting proceeded without interruptions or distractions.               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Board's deliberations and decision-making processes were public        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participation was balanced. All participated; no one dominated.            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Members listened attentively, avoiding side conversations.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work was conducted in an atmosphere of trust and openness.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Board actions occur at the policy level rather than at the operational level.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The Board reviews policy about each topic before discussing that issue.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. The Board minimizes Board meeting time monitoring past performance.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. The Board routinely dedicates time to reviewing/improving its own process.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. The Board follows an annual calendar based on a plan for doing its work.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. The Board Chair helps the Board efficiently conduct its meeting   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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." |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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  
     Mark the number that corresponds with your evaluation of the meeting.

**Adopted:**                                      **July 13, 2005**  
**Monitoring Method:**                      **Board self-assessment**  
**Monitoring Frequency:**                  **Semi-annually in July**

## **Legal Status and Organization**

**GP-2-E1**

The board of directors of the University Place School District is the corporate entity established by the state of Washington to plan and direct all aspects of the district's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

1. Bylaws. The policies contained in GP-2-E1 through GP-2-E7 constitute the bylaws of the board and define board organization and the manner of conducting its official business.

Legal Reference:

- a. RCW 28A.320.010 Corporate powers
- b. RCW 28A.150.230 Basic Education Act of 1977

2. Legal Status. The corporate name of this school district is University Place School District No. 83, Pierce County, state of Washington. The district is classified as a first-class district and is operated in accordance with the laws and regulations pertaining to first-class districts.

3. Legal Powers, Duties and Responsibilities. In order to achieve its educational goals and fulfill its mission as reflected in the board approved strategic plan, the board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from state statute and regulation. Sources such as the school code (RCW 28A), attorney general's opinions and regulations of the state board of education (WAC 180) and the state superintendent of public instruction (WAC 392) delineate the legal powers, duties and responsibilities of the board.

Legal References:

- a. RCW 28A.315.040 Organization of school districts
- b. RCW 28A.315.100 Classes of districts
- c. RCW 28A.320.010 Corporate powers
- d. RCW 28A.320.020 Liability for debts and judgments
- e. RCW 28A.320.040 Directors-Bylaws

4. Number of Members and Terms of Office. The board shall consist of five members, elected by ballot by the registered voters of the district. Except as otherwise provided by law, board members shall hold office for terms of four years and until their successors are elected and qualified. Terms of board members shall be staggered as provided by law.

**Adopted:** February 22, 2006  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Annually in July

## **Election of Members**

**GP-2-E2**

The board of directors of the University Place School District is the corporate entity established by the state of Washington to plan and direct all aspects of the district's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

1. Board elections shall be held on the Tuesday following the first Monday in November of odd-numbered years.
2. A person is legally qualified to become a board member who is a United States citizen, a qualified voter and resident of the school district. Staff of the district are precluded from serving on the board by RCW 42.23.030, which makes it unlawful for a director to receive employment compensation from the district.
3. A person may become a candidate for a place on the board by filing a declaration of candidacy with the county auditor during the July filing period as prescribed by law. In the event that there are more than two candidates for any position on the board, a primary election shall be held on the third Tuesday of September in the manner prescribed by law. The two candidates receiving the greatest number of votes will appear on the election ballot in November.
4. Newly-elected directors shall take office at the first official meeting of the board of directors after the election results have been certified by the county auditor. Prior to beginning term, directors shall take and subscribe to an oath of office.

**Legal References:**

- a. RCW 28A.315.450 Directors-Elections-Terms-Numbers
  - b. RCW 28A.315.470 Directors-Declarations of candidacy - Designation of positions
  - c. RCW 28A.315.480 Directors-Ballots-Form
  - d. RCW 28A.315.490 Directors-Elected when-Qualifications
  - e. RCW 29.01.140 Residence
  - f. RCW 29.13.070 Primaries, When held
  - g. RCW 29.21.010 Primary elections in other towns and districts
  - h. RCW 42.12.010 Causes of vacancy
  - i. RCW 28A.315.450 Directors-Elections-Terms-Numbers
  - j. RCW 28A.315.470 Directors-Declaration of candidacy
  - k. RCW 28A.315.480 Directors-Ballots-form
  - l. RCW 28A.315.500 Directors-Oath of Office
  - m. RCW 29.13.050 Commencement of terms of officers-Organization of district board of directors
5. According to statutory provision, each new director shall take an oath to support the constitutions of the United States and the state of Washington and to promote the interests of education and to faithfully discharge the duties of his/her office to the best of his/her ability. A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. After properly completed, the oath of office shall be filed with the county auditor.

**Legal Reference:**

- a. RCW 28A.315.500 Oath of office

**Adopted:** February 22, 2006  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Annually in July

## **Board Member Vacancy**

**GP-2-E3**

Board action may be required to fill a vacancy due to resignation or other extraordinary circumstances.

1. Resignation. If a board member ceases to maintain permanent residence in the district, the director shall resign immediately. Upon receipt of a director's written resignation for this or any other reason, the board shall consider the resignation at its next regularly scheduled meeting. The board shall then accept the resignation by formal action and declare the board position vacant unless the resignation is withdrawn at any time prior to the board's action.
2. The following procedures shall be used to identify and appoint citizens to fill board vacancies:
  - a. Announcement of the vacancy and the procedure for filling it shall be made in the general news media as well as general district publications to patrons for at least 30 days.
  - b. All citizens shall be invited to nominate candidates for the position provided that the nominees shall be residents of the director district in which the vacancy occurs.
  - c. The superintendent shall notify all nominees by sending them a summary of director responsibilities and orientation information and soliciting from them a biographical sketch as well as a statement about their interest in being a board member.
  - d. The board shall screen the candidates, selecting for interview those whose prior experience and expressed interest suggest that they will be most able to contribute to the board's deliberations as well as effectively represent the community.
  - e. Possible topics to discuss during the interview are:
    - (1) Policy Governance with the group of board candidates.
    - (2) A brief biographical sketch of the candidate: background, education, interests, experience on policy boards, community and/or school activities, etc.
    - (3) The major strengths and shortcomings of the district.
    - (4) How the candidate's experience, training and interest can contribute to the district.
    - (5) Any time commitments which might prevent candidates from attending regularly scheduled meetings, participating in workshops, reviewing study materials, etc.
    - (6) Any questions the candidate has for the board.
  - f. The board shall appoint the candidate who, in the judgment of at least three of its members, is most likely to contribute to the district.
  - g. The superintendent shall prepare for the signatures of all board members a letter thanking all candidates for the position and commending them for their interest in the district.
3. Appointment. The appointment shall be approved by roll call vote by not less than three members of the board. If there are fewer than three members, the educational service district board members shall fill the vacancy in accordance with law. Appointees shall meet the requirements provided by law and shall serve until the next regularly scheduled board election, at which time a director shall be elected for the unexpired term.

**Legal References:**

- a. RCW 28A.315.490 Directors-Elected when-Qualifications
- b. RCW 29.01.140 Residence
- c. RCW 42.12.010 Causes of vacancy
- d. AGO 7508.00 – 1975 No. 8 Vacancy upon voluntary change of residence out of director district  
RCW 28A.310.030 ESD Board-Members-Number from board-member districts-Board member district boundaries, determination of, changes in
- b. RCW 28A.315.530 Directors-Filling vacancies
- c. RCW 28A.330.020 Certain board elections, manner and vote required

**Adopted:** February 22, 2006  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Annually in July:

**Policy Type: Governance Process**

**Application for Board Appointment**

**GP-2-E4**

Please use extra page if necessary

Provide three letters of reference/recommendation with telephone numbers

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_ Work Phone \_\_\_\_\_

\_\_\_\_\_

Occupation \_\_\_\_\_

Training/Education \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Community and/or School Activities \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special Interests \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you wish to be appointed to the board of directors? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe how your experience, training and interest can contribute to improvement of the district.

\_\_\_\_\_

\_\_\_\_\_

If appointed to a position on the board of directors, I agree to serve within the framework of the policies of the school district and to abide by the director's code of ethics.

\_\_\_\_\_  
Signature of Candidate

**Adopted:** February 22, 2006  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Annually in July

## **Organization of Board of Directors**

**GP-2-E5**

At the first regular meeting following election of directors, the board shall elect from among its members a president, a vice president, and a legislative representative to serve one-year terms. Officers shall not be elected following the appointment of a board member to fill a vacancy unless a majority of the board is appointed. If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the president and the vice president, the board shall elect a president pro tempore who shall perform the functions of the president during the latter's absence.

1. The normal order of business shall be modified by considering the following matters after the approval of the minutes of the previous meeting:
  - a. Welcome and instruction of newly-elected board members by the president.
  - b. Call for nominations for president to serve during the ensuing year.
  - c. Election of a president (roll call vote).
  - d. Assumption of office by the new president
  - e. Call for nominations for vice president to serve during the ensuing year.
  - f. Election of a vice president (roll call vote).
  - g. Call for nominations for legislative representative to serve during the ensuing year.
  - h. Election of legislative representative.

**Legal References:**

- a. RCW 28A.400.030 Superintendent's duties
- b. RCW 28A.330.050 Duties of superintendent as secretary
- c. RCW 28A.330.010 Board president, Vice-president, Secretary
- d. RCW 29.13.050 Commencement of terms of city, town, and district officers elected-Organization of district boards of directors
- e. RCW 28A.330.020 Certain board elections, manner and vote required

**Adopted:** February 22, 2006  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency** Annually in July

## Officers of the Board

GP-2-E6

The board shall elect three members to serve as its officers.

1. President.
  - a. The president shall preside at all meetings of the board and sign all papers and documents as required by law or as authorized by action of the board. The president shall conduct the meetings in the manner prescribed by the board's policies, provided that the president shall have the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.
  - b. It shall be the responsibility of the board president to manage the board's deliberation so that it shall be clear, concise, and directed to the issue at hand; summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner in accordance with the adopted rules of order and agenda procedures.
  - c. The president shall be the official recipient of correspondence directed to the board and shall provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.
  - d. When time and circumstances demand an immediate decision from the board and the board has no opportunity to confer, the president is authorized to make decisions on behalf of the board provided, however, that the decision shall be communicated as soon as practical thereafter to all members of the board for review and ratification.
  - e. In dealing with the media and the public in general, the president or his/her designee will serve as the spokesperson of the board. The president is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president shall avoid speculating upon actions or decisions which the board may take but has not yet taken.
  - f. The president shall meet with the superintendent to prepare board meeting agendas and manage other official business of the board as needed in advance of the board meetings.
  - g. The president shall confer with the superintendent regarding sensitive issues which need immediate attention. When appropriate, he/she will confer with individual board members when other opinions should be sought.
2. Vice President. The vice president shall preside at board meetings in the absence of the president and shall perform all of the duties of the president in case of his/her absence or disability.
3. Legislative Representative. A legislative representative shall serve as the board's liaison with the Washington State School Directors' Association Legislative assembly. The legislative representative shall attend Washington State School Directors' Association Assemblies, conveying local views and concerns to that body and participating in the formulation of state legislative programs. The legislative representative shall monitor proposed school legislation and inform the board of the issues.

Legal Reference:

|                 |  |
|-----------------|--|
| RCW 28A.330.030 | Duties of the President                |
| RCW 28A.330.080 | Payment of Claims--Signing of Warrants |
| RCW 28A.330.020 | Organization of the board              |
| RCW 28A.330.040 | Duties of vice president               |

|                              |                              |
|------------------------------|------------------------------|
| <b>Adopted:</b>              | <b>February 22, 2006</b>     |
| <b>Monitoring Method:</b>    | <b>Board self-assessment</b> |
| <b>Monitoring Frequency:</b> | <b>Annually in July</b>      |

## **Student Representatives**

**GP-2-E7**

In addition to the five Directors, the Board shall appoint two student representatives to the Board of Directors. It shall be the responsibility of the Student Representatives to represent the UPSD student body and to serve as a liaison between the UPSD students and the Board.

1. The Student Representative shall have the following responsibilities:
  - a. Regularly attend Board meetings;
  - b. Be knowledgeable about, and willing to comply with, Board Bylaws and procedures;
  - c. Serve as a representative for the Board at various events;
  - d. Consult with student councils in the District about issues of Board interest and of concern to students; and
  - e. Fully participate as a representative of the District student body in Board meetings and activities.
2. The Student Representative shall be entitled to all the rights, responsibilities, duties and privileges of Director with the following exceptions. The Student Representative:
  - a. Shall not have an official vote in Board matters, but shall be entitled to speak and have his/her comments noted in the meeting minutes
  - b. Shall not participate in or attend Executive Sessions or receive materials pertaining to personnel or legal matters without consent of the board;
  - c. Shall not be held responsible for representing constituencies aside from the District student body; and
  - d. Shall not get paid or receive an honorarium, but will be reimbursed for out-of-pocket expenses reasonably incurred in carrying out the duties in accordance with the Board's policies.
3. The Student representative shall be a student in good standing, by passing every class, and be regularly attending Curtis High School.
4. The Student Representative shall serve on the Board for a period of one year, beginning with the first meeting in July each year.
5. The Superintendent shall forward applications to the Board for the position of Student Representative..

|                             |                                |
|-----------------------------|--------------------------------|
| <b>Adopted:</b>             | <b>February 22, 2006</b>       |
| <b>Monitoring Method:</b>   | <b>Board self-assessment</b>   |
| <b>Monitoring Frequency</b> | <b><u>Annually in July</u></b> |

**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 UPSD 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, 2005  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Semi-annually in July

**Policy Type: Governance Process**

**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**

|   | <b><u>Method</u></b> | <b><u>Frequency</u></b> |
|---|----------------------|-------------------------|
| <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          | May                     |
| <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          | April                   |
| <i>GP-13 Process for Addressing Board Member Violations</i> | Self-Assess          | November                |

**Board-Staff Relationship Policies**

|   | <b><u>Method</u></b> | <b><u>Frequency</u></b> |
|---|----------------------|-------------------------|
| <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, 2005**  
**Monitoring Method:** **Board self-assessment**  
Monitoring Frequency: Annually in July

## Policy Type: Governance Process

### 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, 2005*  
**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, 2003*  
**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. X Committee (There are currently no active board advisory committees)
  - a. Committee Purpose:
  - b. Membership:
  - c. Authority:
  - d. Term:
2. Y Committee (etc.)

***Adopted:*** ***July 13, 2005***  
***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) and will be structured as follows: Part I – Call to order (including flag salute, welcoming of guests, approval of agenda, public comments, and consent agenda); Part II - Assurance of organizational performance (including monitoring reports, board response, board self-monitoring); Part III – Written policy (including review/discussion/revision of policy); Part IV – Linkage; and Part V – Adjournment (including announcements and board self-assessment). 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 24, 2005*  
**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 2005  | 1<br>2<br>3<br>4 |                  | 2                  |      |                                      | Board Retreat<br>B/SR 1,2,3,4 | Quarterly Conversation, 7-10-05                                      |
| Aug. 2005  | 8                |                  | 1<br>3<br>4<br>7,8 |      | Health & Fitness                     | Administrator Retreat         |  |
| Sept. 2005 | 11               |                  | 9<br>10            |      |                                      |                               | Staff Day, 9-1-05<br>1 <sup>st</sup> Day, 9-6-05                     |
| Oct. 2005  |                  |                  | 18                 | 2    | E-2: Academic Achievement            |                               |  |
| Nov. 2005  | 13               |                  | 13<br>14           |      | E-2: Graduation & Beyond             | WSSDA Conference              | Quarterly Conversation, 11-17-05                                     |
| Dec. 2005  |                  | 1<br>2<br>3<br>4 | 11<br>12           |      |                                      | Board Orientation             |  |
| Jan. 2006  |                  | 5                |                    |      | E-3: Civic Goals                     |                               | Mid-Yr Review & Quarterly Conversation, 1-7-06                       |
| Feb. 2006  |                  |                  | 17                 |      |                                      |                               |  |
| March 2006 | 5<br>6<br>7      |                  |                    | 3    | E-2: Academic Standards (w/Students) |                               |  |
| April 2006 | 12               |                  | 5<br>16            |      |                                      | NSBA Conference               | Quarterly Conversation, 4-8-06                                       |
| May 2006   | 9<br>10          |                  | 15                 | 1    |                                      | Board Self-Evaluation         | 20-yr Dinner Honors Dessert, 5-15-06                                 |
| June 2006  |                  | 5                | 6                  |      |                                      |                               | Board Reception; Graduation, 6-16-06<br>Supt Evaluation/<br>Contract |

**Adopted:** September 14, 2005  
**Monitoring Method:** Board self-assessment  
**Monitoring Frequency:** Annually in August

**Policy Type: Governance Process**

**Monitoring Document**

**GP-8-E-1**

**Policy:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. With respect to the provisions of its policy, \_\_\_\_\_, the University Place 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:** *August 25, 2004*  
**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, 2003*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Annually in May*

**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, 2003*  
**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. A conflict of interest arises when a public official is unable to devote complete loyalty and singleness of purpose to the general public interest.

For purposes of this policy, a conflict of interest is considered to exist whenever a board member is 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. 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.
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. "Family member" includes the Board member's spouse, parent, brother, sister, child, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandparent, godchild, or a member of the Board member's immediate family.
3. The Board shall not hire any of its members as employees of the district. 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).
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. 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;

**Policy Type: Governance Process**

- f. engage in a substantial financial transaction for private business purposes with employees of the District;
  - 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.
6. 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
7. Annually, prior to April 15, each Board member shall file a Personal Financial Affairs Statement with the State Public Disclosure Commission.

**Adopted:** *August 27, 2003*  
**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.
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 immediately prior to approved travel, and will return credit cards immediately 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.
  - d. Board members will submit meeting reimbursement claims on a quarterly basis.

**Adopted:** *May 25, 2005*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Annually in April*

**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 willful and continuing 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. Consider public censure of the offending member of the Board;
4. Ask the offending member to step down from a committee or other Board-designated responsibility, if appropriate;
5. In cases of nonattendance, declare the seat vacant in accordance with law.

***Adopted: August 27, 2003***  
***Monitoring Method: Board self-assessment***  
***Monitoring Frequency: Annually in November***

**Policy Type: Board/Superintendent Relationship**

**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, 2003***  
***Monitoring Method: Board self-assessment***  
***Monitoring Frequency: Annually in December***

**Policy Type: Board/Superintendent Relationship**

**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, 2003*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Annually in December*

**Policy Type: Board/Superintendent Relationship**

**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, 2005***  
***Monitoring Method: Board self-assessment***  
***Monitoring Frequency: Annually in December***

## **Policy Type: Board/Superintendent Relationship**

### **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, 2003*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Annually in December*

**Policy Type: Board/Superintendent Relationship**

**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>August</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 &amp;<br/>Direct Inspection</i> | <i>April</i>     |
| <i>EL-6 Staff Evaluations</i>                              | <i>Internal Report</i>                             | <i>June</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>December</i>  |
| <i>EL-12 Communication with the Public</i>                 | <i>Internal Report</i>                             | <i>December</i>  |

## Policy Type: Board/Superintendent Relationship

| <u>Executive Limitations Policies</u>          | <u>Method</u>                                  | <u>Frequency</u> |
|--|--|------------------|
| <i>EL-13 Academic Standards and Practices</i>  | <i>Internal Report &amp; Direct Inspection</i> | <i>November</i>  |
| <i>EL-14 Academic Program</i>                  | <i>Internal Report &amp; 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:
- Data generated during the year from monitoring the Board's policies on *Ends* and *Executive Limitations*;
  - Findings 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;
  - An improvement plan addressing policy implications stemming from insufficient progress toward meeting the *Ends*, or failure to operate within the boundaries of the *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:** *January 27, 2006*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Semi-annually in January and June*

## Policy Type: Board/Superintendent Relationship

### 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 2005                 |
| ✓ | E-2   | Academic Standards                             | Oct 2004                 |
| ✓ | E-3   | Life-Long Learning                             | March 2005               |
| ✓ | E-4   | The World of Work                              | March 2005               |
| ✓ | E-5   | Contribution/Service                           | March 2005               |
| ✓ | E-6   | Character/Citizenship                          | March 2005               |
| ✓ | EL-1  | Expectations of Superintendent                 | July 2004, February 2005 |
| ✓ | EL-2  | Emergency Superintendent Succession            | July 2004                |
| ✓ | EL-3  | Treatment of Parents, Students, and the Public | July 2004, February 2005 |
| ✓ | EL-4  | Staff Treatment                                | July 2004, February 2005 |
| ✓ | EL-5  | Staff Compensation                             | April 2005               |
| ✓ | EL-6  | Staff Evaluations                              | June 2005                |
| ✓ | EL-7  | Budgeting                                      | August 2004              |
| ✓ | EL-8  | Financial Administration                       | August 2004              |
| ✓ | EL-9  | Facilities Program                             | September 2004           |
| ✓ | EL-10 | Asset Protection                               | September 2004           |
| ✓ | EL-11 | Communication and Counsel to the Board         | December 2004            |
| ✓ | EL-12 | Communication with the Public                  | December 2004            |
| ✓ | EL-13 | Academic Standards and Practices               | November 2004            |
| ✓ | EL-14 | Academic Program                               | November 2004            |
| ✓ | EL-15 | Instructional Materials Selection              | May 2005                 |
| ✓ | EL-16 | District Calendar                              | April 2005               |
| ✓ | EL-17 | Student Conduct and Discipline                 | December 2004, June 2005 |

#### Remarks from Board Response Documents:

##### Ends:

##### **Positive indicators:**

- The district is meeting its first academic standard (S1) in the following areas:  
Reading: ITBS grade 3, WASL grade 4, ITBS grade 6, WASL grade 7, ITED grade 9, WASL grade 10; Writing: WASL grade 4, WASL grade 7, WASL grade 10; Mathematics: ITBS grade 3, WASL grade 4, ITBS grade 6, WASL grade 7, ITED grade 9, WASL grade 10; Science: Grade 5, Grade 10; HS graduation; and HS Dropout rate.

## **Policy Type: Board/Superintendent Relationship**

- The district is meeting its second academic standard (S2) in the following areas: Reading: WASL grade 4, WASL grade 7, ITED grade 9, WASL grade 10; Writing: WASL grade 4, WASL grade 7, WASL grade 10; Mathematics: WASL grade 4, WASL grade 7, WASL grade 10; HS graduation; and HS Dropout rate.
- The district is meeting its third academic standard (S3) in the following areas: Reading: WASL grade 4, ITED grade 9; and HS Dropout rate.
- The district is meeting its fourth academic standard (S4) in the following areas: Reading: WASL grade 4, ITBS grade 6, WASL grade 7, Writing: WASL grade 4, WASL grade 7, WASL grade 10; Mathematics: ITBS grade 3, WASL grade 4, ITBS grade 6, WASL grade 7, WASL grade 10; HS Dropout rate; AP Participation rate; UofW FAR rating.

### **Indicators of a need for improvement:**

- 8<sup>th</sup> grade science, the University of Washington FAR rating, and community college remediation rating remain below statewide performance (S1) – “The performance of the district as a whole will exceed that of Washington State and (if available) the nation as a whole as measured by standardized test and other data.”
- The district is not meeting its third academic standard (S3) – “The district will eliminate the achievement gap of disparate performance between identified student groups, and will make yearly progress toward eliminating the achievement gap.”
- ITBS grade 3, ITED grade 9, ITED grade 9, WASL Science grade 8, and community college remediation rating failed to show continuous progress (S4) – “The district will make continuous progress on all measures and indicators.”

### **Additional Remarks:**

- E-3: While the monitoring report addresses high school students, what is being done in the lower grades for 2a, b, c, and d? What information would we need to be able to assess these? The monitoring report discusses the means (curriculum vs. curricular standards) by which thinking skills are to be achieved, but does not provide evidence/indicators of where the district is in achieving such a result. The Board needs to further define the Ends to be achieved.
- E-4: Were parents involved in this (culminating project) committee to get the word out? Work in this area is very pronounced at the primary level (we need specificity at the secondary level). We need to measure the end results (knowledge and skills) in the area of workplace behaviors and ethics.
- E-5: 1a and b (family and school, support of the family) are not addressed in the monitoring report. While means are addressed, there is not enough evidence in the monitoring report for the Board to determine progress toward Ends. The Board should clarify the Ends expected so that measurable criteria can be developed.
- E-6: Reasonable progress has probably been made in this area, but measurable evidence is needed.

### **Executive Limitations:**

- EL-2: The Board is confident that Deputy Superintendent Pullen is well prepared to assume Superintendent responsibilities if necessary.
- EL-4: Although not reflected in Board response to monitoring (July 2004 and February 2005), two interactions we have more recently observed (with Board members and with staff) lead us to reconsider our process of monitoring policy EL-4, Staff Treatment. This is noted as a concern.
- EL-5: The statement you provided from the Director of Business Services is useful in evaluating compliance. With regard to retire/rehire employees, it would be helpful to know whether their positions were posted. Also, a copy of the superintendent's contract and employee salary schedules will be useful as background information.

## Policy Type: Board/Superintendent Relationship

- EL-7 and EL-8: The board intends to clarify wording of the policy regarding maintaining a 5% fund balance.
- EL-9: The district needs to update its 5-year facilities plan (last updated in 2000).
- EL-12: The board intends to consider revision of policy language regarding community/public relations
- EL-16: In compliance, with exceptions: This past year late start days which were to take effect in the fall were announced in July/August, giving insufficient advance notice to parents; Only CHS was addressed in the monitoring report on the balance between instructional needs and extracurricular involvement of students; and No data was provided on how much instructional time there is and how many students are actually involved in extracurricular activities at each age level.
- EL-17: The board intends to revise wording to ensure that student discipline has as its purpose the goal of reducing disruptive behavior without necessarily involving suspensions/expulsions. For next year, request you provide laws/regulations and district policy related to misconduct for comparison inspection.

**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:

- This has been an outstanding academic year for the district. Noteworthy are the excellent achievement results at the intermediate level, and a continuation of improvement at the primary level.
- You have interpreted our policy in a reasonable manner and have taken the initiative to accomplish desired ends within the constraints of our means policies.
- You are taking positive steps to improve our results at the secondary level. The secondary level remains a strong area of concern, because results at the secondary level remain stagnant.
- An additional area of concern is the achievement gap, which remains, with some encouraging exceptions, unacceptably high.

**Strengths and Weaknesses:** Following is a summary of the Superintendent's strengths and weaknesses relative to operation within the boundaries established by the Executive Limitations policies and progress toward achieving the Board's Ends policies:

- **Strengths** – The district's academic program appears to be on the right path, due to your strong and focused leadership. Excellence in current achievement, and continuous improvement toward future achievement, are evident at both the primary and intermediate levels. The district's execution of policy governance during the past year continues to improve, as we all increase our understanding and refine our use of its features. Your efforts in this regard are appreciated.
- **Weaknesses** – Although the district's student achievement results show excellent progress, secondary achievement remains stagnant in numerous measures.

## Improvement Plan:

- **Ends** – The Board continues to focus attention on results at the secondary level, and wishes to increase emphasis on the academic achievement gap. In addition, we wish to focus increased attention on school-level results at the primary level which are not representative of district-wide success. The Board intends to further review policies E-3, E-4, E-5, E-6, and E-7 for possible consolidation, and invites staff to provide input so that the non-academic ends are clear and compelling, and are supportive of the academic ends.
- **Means** – The Board fully supports the district's initiatives involving the academic program at the secondary level. These include the implementation of the 6-12 math program,

**Policy Type: Board/Superintendent Relationship**

efforts to ensure a consistent English language arts curriculum, and the schedule at both the junior high and the high school. EL-14.3.d. requires that the secondary schools use of teachers' assistants, late arrival, and early dismissal options With regard to monitoring, the Board intends to expand its monitoring methodology beyond internal reporting so that it obtains a more comprehensive picture of the district's overall status. This includes revision of EL-11 Communication and Counsel to the Board, to ensure that key administrators are afforded the opportunity for entrance and exit interviews upon beginning or ending district employment.

Signed: \_\_\_\_\_, Chair  
Signed: \_\_\_\_\_, Superintendent

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

**Adopted:** *July 9, 2005*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Semi-annually in January and June*

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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Remarks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Further action required.

2. \_\_\_\_\_ 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ 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:** *August 25, 2004*  
**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Semi-annually in February and June*

**Policy Type: Board/Superintendent Relationship**

**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 University Place 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: March 9, 2005**  
**Monitoring Method: Board self-assessment**  
**Monitoring Frequency: Semi-annually in February and June**

**Policy Type: Executive Limitations**

**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 law, contract, Board policy, or collective bargaining agreements.

***Adopted: March 23, 2005***  
***Monitoring Method: Internal Report***  
***Monitoring Frequency: Semi-annually in February and July***

**Emergency Superintendent Succession**

**EL-2**

In order to protect the Board in the event of sudden and unexpected loss of Superintendent services, the Superintendent shall not fail to assure 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.

***Adopted:*** ***August 27, 2003***  
***Monitoring Method:*** ***Internal Report***  
***Monitoring Frequency:*** ***Annually in July***

**Policy Type: Executive Limitations**

**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. Use methods of managing that fail to protect 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:** *February 22, 2006*  
**Monitoring Method:** *Internal Report*  
**Monitoring Frequency:** *Annually in August*

## **Policy Type: Executive Limitations**

### **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. Fail to ensure that reasonable background inquiries and checks are made prior to hiring any personnel or approving the use of volunteers;
2. 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;
3. 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.
4. Prevent employees from grieving to the Board when internal grievance procedures have been exhausted and the employee alleges that Board policy has been violated;
5. Fail to protect confidential information;
6. Fail to establish and maintain a working environment for staff that is safe, civil and conducive to teaching and learning.
7. Fail to ensure that all staff are informed of the provisions of this policy.

**Adopted:** *April 27, 2005*  
**Monitoring Method:** *Internal Report*  
**Monitoring Frequency:** *Semi-annually in February and July*

**Policy Type: Executive Limitations**

**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. Fail to recommend for board approval salary schedules that represent fair and competitive compensation for all employees.

**Adopted:** July 13, 2005  
**Monitoring Method:** Internal Report and Direct Inspection  
**Monitoring Frequency:** Annually in April

## Policy Type: Executive Limitations

### 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 13, 2005  
**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually in June

**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, 2005*  
**Monitoring Method:** *Internal Report*  
**Monitoring Frequency:** *Annually in August*

## Policy Type: Executive Limitations

### 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.
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:** *October 26, 2005*  
**Monitoring Method:** *Internal Report*  
**Monitoring Frequency:** *Annually in August*

**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. With respect to the district's facilities program, the Superintendent shall not 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 26, 2005***  
***Monitoring Method: Internal Report***  
***Monitoring Frequency: Annually in September***

**Policy Type: Executive Limitations**

**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 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 26, 2005*  
**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 annually submit to the Board a list of reports required by State and Federal agencies; and an executive summary of each such report.
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-Staff 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:** July 13, 2005  
**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 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 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 prepare annual school and district progress reports to the public which include the following items:

- a. Student achievement data and graduation rates, disaggregated by gender, ethnic, socioeconomic, disability, and other categories, indicating student progress toward accomplishing the Board's *Ends* policies;
- b. Teacher information by school and district, including professional qualifications;
- c. Information about school and district strategies intended to address achievement problems and to accomplish the Board's *Ends* policies;
- d. Revenues, expenditures, and costs of major programs and elements of district and school operations.

**Adopted:** *January 25, 2006*  
**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 student progress toward achieving content standards and how such progress is measured;
6. Fail to ensure that all UPSD secondary students have an education plan for their high school experience
7. Fail to ensure that all UPSD secondary students have an education plan for the year following graduation.
8. Fail to ensure that all UPSD students demonstrate through a culminating project the comprehensive application of academic and work competencies inherent in UPSD Ends.

**Adopted:** *January 25, 2006*  
**Monitoring Method:** *Internal Report and Direct Inspection*  
**Monitoring Frequency:** *Annually in November*

## Policy Type: Executive Limitations

### 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, 2006*  
**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, 2003*  
**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. Fail to ensure that any changes in the calendar, except for emergency closings or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents, and staff;
3. Fail to consider a reasonable balance between the instructional needs and the extracurricular involvement of students;
4. Fail to appropriately involve parents and staff in the preparation of the calendar.

***Adopted: May 25, 2005***  
***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 for support services which may help them avoid such failure;
  - c. Discipline a special education student in accordance with the student's IEP;
  - d. Ensure that appropriate disciplinary information is communicated to staff members who have direct contact with the student being disciplined;
3. Fail to report to the Board twice each year summary data regarding student suspensions and expulsions, listing infractions and consequences, and disaggregating the data by population demographics (gender, ethnic group, etc.);

**Adopted:** *January 12, 2005*  
**Monitoring Method:** *Internal Report*  
**Monitoring Frequency:** *Annually in February*

**Mandatory Policies**

**EL-18**

The board understands that certain legislative bodies may require the board to adopt policies that would be considered operational and therefore delegated to the Superintendent, under Policy Governance. In order to satisfy both these regulatory requirements and the board's desire to delegate operational issues to the Superintendent, the board adopts this policy.

Accordingly, the Superintendent shall not fail to:

1. Create and implement policies as required by local, state and federal legislation pertaining to the areas :
  - a. Title I Parent Involvement;
  - b. Health and Nutrition;
  - c. Use of pesticides;
  - d. Alternative Learning Experience Programs
  - e. Other policies as required.
2. Present the proposed policy to the board for review, before implementation.

**Adopted:** February 22, 2006  
**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually in October