

***Mapleton Public Schools***

***Board of Education***

***Standards for Governance***

*“If I have seen further than others,  
it is by  
standing upon the shoulders of giants.”*

Isaac Newton

The Mapleton Public Schools Board of Education honors the work of those who served before, respects the work of those who are committed to serve today, and understands the huge responsibility to plan for an uncertain tomorrow.

The Board recognizes that access to a quality public education is not only a constitutional requirement – it is a moral imperative.

The Board’s work ensures that all Mapleton students can achieve their dreams and contribute to their community and world. Accordingly, all Mapleton students are guaranteed a quality public education that prepares them for a bright future.

To provide the necessary and appropriate leadership for Mapleton Public Schools, the Board, both collectively and individually, is committed to governing as a professional board of directors.

The Board agrees to a commitment to the principles and practice of collaborative governance, the sharing of a common understanding of Board policies, practices, procedures and principles, a focus on continuous learning and improvement, and a willingness to serve as a model of effective leadership to students, staff and the community.

The following set of *Standards for Governance* outline the roles and responsibilities of the Board of Education and helps identify the goals for Board performance for the benefit of current and future members of the Mapleton Public Schools Board of Education.

**The mission of Mapleton Public Schools,**  
a community that embraces its children  
through high performing schools of choice, is to

*ensure that the students and staff are provided a safe environment and that  
each student is empowered to achieve his or her dreams and  
contribute to his or her community, country and world*

through an education system distinguished by:

- *A resourceful community working together to ensure that no obstacles impede student success*
- *A tenacious pursuit of rigorous academics and personal development*
- *An effective, student-focused, and compassionate staff*
- *Small, family-like environments where relationships inspire achievement*
- *Practices that honor the deeply-rooted history and diversity of our community*

## **STANDARDS FOR GOVERNANCE**

### **STANDARD 1**

#### **LEADERSHIP: MISSION, VISION AND GOALS**

The board of education periodically reviews the district's vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Indicators:

- The board, along with the superintendent, reviews and re-adopts the written district vision and mission statements when determined appropriate by the Board.
- Board members can clearly articulate the vision, mission and goals of the district.
- The board, with the superintendent's input and collaboration, reviews, rewrites and adopts the board and district goals.
- The board adopts objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.

### **STANDARD 2**

#### **POLICY AND GOVERNANCE**

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board establishes, adopts and revises policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals, through the Unified Improvement Planning (UIP) process, and keeps those goals at the forefront of all board and district decisions throughout the year.

## **STANDARD 3**

### **COMMUNITY RELATIONS**

The board establishes and promotes effective two-way communication strategies with parents, students, staff and community members that includes information about the district and marketing of the district programs.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using strategies that might include: forums, groups, the media and/or other vehicles following agreed-upon procedures.

## **STANDARD 4**

### **CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY**

The board develops and promotes understanding and awareness of diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- The board's outreach and community engagement activities support individual differences that may include culture, ethnicity, gender, socio-economic, or other.
- The board actively encourages and expects the superintendent to facilitate the participation of diverse groups.
- The board has a process to review policies for bias to include, but not limited to, cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.

## **STANDARD 5**

### **ACCOUNTABILITY AND PERFORMANCE MONITORING**

The board constantly monitors progress towards district goals and the observance of written board policies using data as the basis for assessment.

Indicators:

- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student learning and growth, that leads to student success.
- The board supports a recognition system to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes and prioritizes needs based on that analysis.
- The board appropriates resources based on student achievement priorities.
- The board communicates to the public how policy decisions are linked to student achievement data.

## **STANDARD 6**

### **BOARD OPERATIONS: MEETINGS**

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board including the work of the board during study sessions and/or learning retreats.
- The board has procedures in place to allow for public input in a respectful manner.
- The board president runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

## **STANDARD 7**

### **BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS**

Board members are all kept equally (fully) informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the superintendent on matters of board business.
- Board members share information with one another and with the superintendent between meetings and/or study sessions, and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

## **STANDARD 8**

### **BOARD OPERATIONS: BOARD-STAFF RELATIONS**

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.
- Board acts as a unit, interacting with staff with one voice.



## **STANDARD 9**

### **BOARD OPERATIONS: BOARD-SUPERINTENDENT RELATIONS**

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration across the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.
- Board members consistently engage in conversations even when difficult decisions are requested or required.
- The board delegates to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent mutually agree which goals and expected performance indicators will be included in the superintendent's annual formal evaluation.

## **STANDARD 10**

### **VALUES, ETHICS AND RESPONSIBILITY FOR SELF**

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members recuse themselves for discussion or deliberation of topics which may result in a personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.
- The board works together and respects the policies they have set forth.

## **STANDARD 11**

### **BOARD SYSTEMATIC IMPROVEMENT**

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

Indicators:

- The board participates annually in training and professional development opportunities.
- The board evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.