

**POWAY UNIFIED SCHOOL DISTRICT
BOARD POLICY**

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ARTICLE: 1.0 GOVERNING BOARD

SECTION 1.3 CONCEPT OF TRUSTEESHIP

There is a basic concept of responsibility attached to service as a member of a Board of Education. Board members are individually and collectively trustees in fact as well as in name. They are trustees on behalf of the community and the state for the educational welfare of the community's children. More specifically, the "estate" which members of the Board of Education hold "in trust" is: 1) The present welfare of children and community as may be enhanced by a program of public education; and 2) The future welfare of the community, state, and nation as the children in school today become the responsible adults of tomorrow.

There is no dollar sign attached to this kind of estate. The responsibility of this trusteeship is more far-reaching than that involved in the management of a more material type of estate.

In terms of concept, a Board of Education is responsible to the community at large and also the State of California. This responsibility looms large, and it is one which can be filled best by persons of sound judgment, broad vision, dedication to the interests of education, and unselfish concern for the public welfare.

As elected representatives of the public, Boards of Education are subject to close scrutiny in their daily interactions in schools and the community as well as at Board meetings. They are expected to be dignified, well-informed members, who are alert to the wishes of the community, use good judgment, and demonstrate insight and understanding in arriving at decisions. Freedom from prejudice, bias, or commitment to special interests is essential. In order to enhance public confidence in the total educational program, respect and cooperation shall be demonstrated in a Board's relationship with the Superintendent, the staff, and the community.

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the District. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the District. To maximize Board effectiveness and public confidence in District governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The governance standards, which were adopted by the California School Board Association in November 2000, represent the expected behaviors of School Board members. The Poway Unified School District Board of Education approved a resolution on January 16, 2001, adopting these standards. Individual trustees are expected to adhere to these standards during their tenure on the Board.

The Board expects its members to work with each other serving as Trustees and the Superintendent to ensure that a high-quality education is provided to each student in accordance with CSBA professional governance standards. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus.
2. Value, support, and advocate for public education.
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the community.
4. Act with dignity, and understand the implications of demeanor and behavior.

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5. Keep confidential matters confidential.
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
8. Understand that authority rests with the Board as a whole and not with individuals.

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the District focused on learning and achievement for all students.
2. Communicate a common vision.
3. Operate openly, with trust and integrity.
4. Govern in a dignified and professional manner, recognizing the diverse talents individual trustees bring to the governance team and treating everyone with civility and respect.
5. Govern within Board-adopted policies and procedures.
6. Take collective responsibility for the Board's performance.
7. Periodically evaluate its own effectiveness.
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations.

The primary responsibilities of the Board are to set a direction for the District, provide a structure for establishing policies, ensure accountability, and provide community leadership on behalf to the District and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

1. Involve the community, parents, students, and staff in developing a common vision for the District focused on learning and achievement and responsive to the needs of all students.
2. Adopt, evaluate, and update policies consistent with the law and the District's vision and goals.
3. Maintain accountability for student learning by adopting the District curriculum and monitoring student progress.
4. Hire and support the superintendent so that the vision, goals, and policies of the District can be implemented.
5. Conduct regular and timely evaluations of the superintendent based on the vision, goals, and performance of the District, and ensure that the superintendent holds District personnel accountable.
6. Adopt a fiscally-responsible budget based on the District's vision and goals, and regularly monitor the fiscal health of the District.
7. Ensure that a safe and appropriate educational environment is provided to all students.
8. Establish a framework for the District's collective bargaining process and adopt responsible agreements.
9. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels.