

BOARD OF EDUCATION WORKSHOP PACKET

January 26, 2026

6:00pm

Bates Boardroom



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. The agenda reserves two periods for public participation and those wishing to receive a personal response from the board or superintendent must complete a public comment form available at the meeting entrance and on our website. Upon request to the Superintendent the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

WORKSHOP AGENDA

- A. CALL TO ORDER – Roll Call
- B. APPROVAL OF AGENDA
- C. [PUBLIC PARTICIPATION](#) (up to ~30 minutes; max 5 per person)
- D. DISCUSSION
 - 1. Board Workshop: New Governance
- E. ADJOURNMENT

CALENDAR

February 9, 2026 Community Chat 6:00pm-6:45pm Bates Boardroom
February 9, 2026 Board Meeting 7:00pm Bates Boardroom
February 23, 2026 Board Meeting 7:00pm Bates Boardroom
March 9, 2026 Community Chat 6:00pm-6:45pm Bates Boardroom
March 9, 2026 Board Meeting 7:00pm Bates Boardroom
March 23, 2026 Board Meeting 7:00pm Bates Boardroom
March 30-April 3 Spring Break

***Public Participation Policy 0167.3:** Those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.*



NEW GOVERNANCE TEAM WORKSHOP

Monday, January 26, 2026

6:00-9:00 p.m.

1. Welcome/opening comments
 - a. Why are we here?
2. Retreat ground rules
3. Shared interests
4. Board-Superintendent roles & responsibilities
 - a. Best practices
 - b. DCS Bylaws
 - i. 2101 – Roles of the Board and Board Members
 - ii. 2302 – Board Code of Ethics
5. Communication
 - a. Governance Team
 - b. Internal & external
6. Governance Team operating norms
 - a. Pearls of Wisdom
 - b. Best practices
 - c. Review/update DCS Governance Team Declaration of Commitment, Norms & Social Media Guidelines
7. Questions/concerns
8. Closing thoughts

Ground rules

- A. Cell phones silenced, put aside
- B. Actively engage in discussion
- C. Actively listen to one another
- D. Value our differences; respect individual opinions/perspectives
- E. Respectfully dissent – address issues, not people
- F. Assume positive intent
- G. Ask questions to check for understanding
- H. Focus on the greater purpose

Vision

Champion Learning – Develop, Educate, and Inspire!

Mission

We will encourage and develop each student's individual abilities, skills and character to shape tomorrow's world through positive relationships, best practices and a shared sense of purpose.

Clear Board and Superintendent Roles

The school board governs and the superintendent administers the school district. While this may sound simple it is often the most difficult area for the board and superintendent to clarify.

In general, boards are elected by the community to set priorities, establish policies and evaluate the outcomes of district operation. Superintendents identify needs and policies, develop regulations, provide leadership, and manage the day-to-day operation of the district.

The Role of the School Board

The school board is the final authority in the district. Since the board can only act as a group it confers to the superintendent sufficient legal authority to implement the board's policies and run the day-to-day operations of the district. The board and superintendent should consult before making any final determination on educational issues affecting the district.

The Role of the Superintendent

The superintendent serves as the board's chief adviser on educational matters and as the district's educational leader. He or she is responsible for ensuring the board is informed about district operations and activities, and about the district's needs.

Developing administrative procedures necessary to manage the district's day-to-day affairs properly and in conformity with board policy is the responsibility of the superintendent. These procedures must be in compliance with all laws, rules and regulations that apply to the district.

The superintendent should ensure sufficient information is provided to the board so it is able to make informed decisions and evaluate the results of those decisions.

Setting Priorities

The board and superintendent should work together to set priorities for the district.

Priorities can establish goals for the budget, determine new educational programs, and ensure adequate services are available to students. The board and superintendent should set aside time to define their proper roles within each of these areas.

The superintendent acts as an adviser to the board in establishing its priorities. He or she identifies the current needs of the district, suggests a process, supplies information to the board, makes recommendations and develops strategies for implementing the priorities. **Boards make the final determination of priorities for the schools.**

Board Policies

Developing its policies is the board's major responsibility. By adopting policies aimed at specific priorities, the board clearly defines its vision for the district while it leaves room for the administration to use judgment in selecting an approach to implementing them. Neither the board nor superintendent can work alone in this process.

The board reviews, evaluates and adopts policies that define its intent for the superintendent and what is needed to implement the policies. The superintendent suggests policies to the board, provides information and drafts written policies, develops regulations, and collects information on the impact specific policies have on the district.

Clarifying Roles

Only the superintendent can manage the day-to-day operations of the district, and **only the board can identify the expectations for the district through its policies. Boards that micro-manage are working outside of their policy-making role.** Superintendents who macro-manage are superseding the governance role of the board.

The school board and superintendent should treat each other with respect at all times. The actions of the school board and superintendent should provide the public with confidence that the district is being run professionally and in a manner that is consistent with the students' educational needs and the community's desires and aspirations.

If the school board and superintendent make an effort to understand and respect each other's roles, they will avoid unnecessary conflicts. They also stand the best chance of responding successfully to the various issues confronting the district.

2101 Roles of the Board and Board Members

A. Role of the Board

The Board has the legal authority and duty to provide public elementary and secondary education in its schools. The Board's authority is based on state and federal law as set forth in Policy 2201. The Board's primary role is to:

1. Adopt Bylaws and Policies

The Board will concern itself with broad questions about the District's operation, including the establishment of District goals, objectives, and priorities through the adoption of bylaws and policies. The Board will focus on governance, not management. Policy implementation and administrative details are tasks overseen by the Superintendent, who is responsible for the effective administration and supervision of the District. The Superintendent will apprise the Board about the implementation of its policies and will recommend changes to policies as necessary.

2. Employ and Evaluate a Superintendent

The Board will employ or contract for a Superintendent as its chief executive to whom it will delegate the District's administration, within Board-approved parameters. The Superintendent does not assume tenure in any administrative position. As the chief administrator for the Board, the Superintendent will implement Board policies and supervise the District's day-to-day operations. The Superintendent will furnish educational leadership to the Board, District employees, and the community. The Board will annually evaluate the Superintendent in accordance with the Revised School Code. See Policies 4206 and 4603.

3. Employ or Contract with Other Administrators and Supervisors

The Board may employ or contract with other administrators and supervisors, who do not assume tenure in their positions. The Board will prescribe the duties and fix the terms for those administrative positions. See Policies 4206 and 4501.

4. Employ Teachers

The Board will employ teachers through contracts which will be in writing and signed on behalf of the District by the Superintendent. The Board may contract for instructional services with third parties as permitted by law. See Policies 4206 and 4401.

5. Employ or Contract with Non-Teaching Professionals

The Board may employ non-teaching professionals. The Board may contract with non-teaching professionals through third parties as permitted by law. The Board will prescribe the duties and fix the terms for those positions. See Policies 4206 and 4401.

6. Employ or Contract with Non-Exempt Staff

The Board may employ non-exempt staff. The Board may contract with non-exempt staff through third parties as permitted by law. The Board will prescribe the duties and fix the terms for those positions. See Policies 4206 and 4301.

7. Adopt and Oversee a Budget

The Board will annually adopt and continually monitor a budget to fund District operations, including District employees, buildings, equipment, and materials which support the District's educational program. The Superintendent or designee will manage the District's financial resources and develop a proposed budget for Board approval. The Board will maintain adequate funding reserves pursuant to Policy 6612.

8. Establish and Maintain Grades, Schools, and Departments, and Determine the Curriculum and Courses of Study

The Board will establish and maintain the grades, schools, and departments as it considers appropriate and necessary to support the District's educational program and determine the curriculum and courses of study to educate the students enrolled in its schools.

9. Evaluate Programs

The Board will evaluate, or cause to be evaluated, the progress and results of the District's educational programs on a continuing basis. In making those evaluations, the Board will consider the Superintendent's analysis and recommendations.

10. Act as Decision-Maker

As delineated by applicable legal authority, policy, or collective bargaining agreement, the Board will act as a decision-maker for matters within its jurisdiction for students, employees, and the community.

In fulfilling its duty and role, the Board acts as a body corporate at properly convened meetings held in compliance with the Open Meetings Act. See Policy 2501. A Board decision requires a majority vote of the members elected or appointed to and serving on the Board (unless otherwise expressly required by statute) and as recorded in the Board's meeting minutes.

B. Role of Board Members

1. Individual Board members do not speak on the Board's behalf without Board approval. Unless authorized, public communications by individual Board members about District matters must clearly indicate that the Board member is not speaking on the Board's behalf.
2. Board members may access information and public records as necessary to perform their duties or as otherwise permitted by law.
3. Board members may access sensitive information, including personnel files and student records, if permitted by law and necessary to perform their duties.
4. Board members will not disclose privileged or confidential information unless permitted by Board action or applicable law.

Legal authority: MCL 15.261 et seq.; MCL 141.411-.415, 141.436-.451; MCL 380.11a, 380.601, 380.1229, 380.1231, 380.1249b, 380.1250, 380.1277, 380.1282; *Tavener v Elk Rapids Rural Agric Sch Dist*, 341 Mich 244 (1954)

Date adopted: 8/1/2024

Date revised:

2302 Board Code of Ethics

Each Board member has a fiduciary duty to act in the District's best interests and to faithfully discharge the office of a Board member in compliance with applicable law and Policy to the best of that person's ability.

A. Each Board member will:

1. remember that a Board member's primary concern must be the educational welfare of students attending the District's schools;
2. regularly attend Board meetings and be informed about issues to be considered at those meetings;
3. make decisions only after consideration at legally held Board meetings;
4. focus on governance, not management, taking care to distinguish the Board's responsibility to focus on the District's mission, values, vision, policy development, strategic planning, and budgeting from the administration's responsibility for implementation of Policies and goals, routine operational decisions, and administration of daily operations;
5. employ or contract with and retain those persons best qualified to serve as District employees and insist on a regular and impartial evaluation of all employees in compliance with applicable law;
6. render all decisions based on an objective evaluation of available information, exercising independent judgment;
7. encourage constructive dialogue among Board members and among the Board and students, staff, parents/guardians, and the school community;
8. learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the Michigan Association of School Boards and the National School Boards Association;
9. work constructively and collaboratively with other Board members to establish effective Policies and procedures;
10. work constructively and collaboratively with the Superintendent, staff members, students, parents, and community stakeholders;
11. recognize the Superintendent as the District's chief executive officer;

12. refer complaints to the Superintendent (other than those involving the Superintendent), designee, or designated administrator(s), as appropriate (see Policies 4101, 4102, 4013, and 4104);
13. safeguard confidential information, including social security numbers, criminal history record information, information pertaining to unprofessional conduct checks, and personally identifiable student information under the Family Educational Rights and Privacy Act (FERPA) and Revised School Code Section 1136;
14. avoid an actual or perceived conflict of interest;
15. comply with the Open Meetings Act;
16. be mindful of a Board member's fiduciary obligations to the District, including duties of loyalty and care, placing the District's interests above a Board member's personal interests; and
17. use District employee resources, property, and funds judiciously and solely in accordance with prescribed constitutional, statutory, and regulatory procedures and not for personal gain or benefit.

B. A Board member will *not*:

1. represent the Board member's personal opinions as those of the Board;
2. act in isolation, operating as if a "Board-of-one";
3. disrupt or impede the established District administrative structure;
4. use the Board position for actual or perceived personal or political gain;
5. discuss confidential Board business except as authorized by law;
6. disclose closed session deliberations or proceedings other than as permitted by law; or
7. refer a student for an abortion or assist a student in obtaining an abortion. This prohibition does not apply to a Board member who is the parent or legal guardian of that student.

C. Violations of the Board Code of Ethics will be handled in compliance with Policy 2303.

Legal Authority: 20 USC 1232g; 34 CFR Part 99; Const 1963, art 11, §1; MCL 15.261 et seq., 15.341 et seq.; MCL 168.310(1); MCL 380.11a, 380.601a, 380.1136; MCL 388.1766

Date adopted: 8/1/2024

Date revised:



COMMUNICATING EFFECTIVELY WITH SCHOOL PARTNERS



Rochester Community Schools believes that effective communication is essential for maintaining healthy partnerships with all members of the school community. Understanding the preferred sequential order when connecting with district representatives can ensure questions and concerns are addressed in the most timely and effective manner.

The process to raise questions and address concerns should begin with the staff member closest to the situation, leading up through the numerical sequence (outlined below) if needed.

Families are encouraged to use email as the most efficient way to connect with the appropriate individual. Using the ParentVUE app, an RCS parent or caregiver can click on the “school information” tab to access the entire contact list for staff members in their student’s school. Phone/voicemail may also be used. All community members may call the school or building directly, or use the [Talk to RCS](#) feature on the district website at www.rochester.k12.mi.us.

<p>CURRICULUM, INSTRUCTION, STUDENT DISCIPLINE</p> <ol style="list-style-type: none"> 1 Classroom teacher 2 Principal or school administrator, then supervisor if appropriate 	<p>TECHNOLOGY</p> <ol style="list-style-type: none"> 1 For technology services support, visit the district website (www.rochester.k12.mi.us) 2 Principal or school administrator
<p>TRANSPORTATION</p> <ol style="list-style-type: none"> 1 Transportation supervisor 2 Principal or school administrator 	<p>FOOD SERVICES</p> <ol style="list-style-type: none"> 1 Food services director 2 Principal or school administrator
<p>ATHLETICS</p> <ol style="list-style-type: none"> 1 Coach, then athletic director 2 Principal or school administrator 	<p>FACILITIES, GROUNDS, MAINTENANCE</p> <ol style="list-style-type: none"> 1 Principal or school administrator 2 Facilities manager

<ol style="list-style-type: none"> 3 Central office administrator <ul style="list-style-type: none"> • Assistant superintendent of elementary and early childhood education • Assistant superintendent of secondary and adult education • Assistant superintendent of business operations (includes transportation, food services, and facilities, grounds and maintenance) • Executive director of special education 4 Deputy superintendent 5 Superintendent 6 Board of education
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Pearls of Wisdom From 100+ Years of Board Service

First and foremost, ALWAYS remain focused on the CHILDREN!

The Trustee's Role

- ❖ The question for EVERY decision: How does this serve our students?
- ❖ Trust us, you need a mentor! If your Board does not assign mentors, or you encounter a challenging situation, remember that OCSBA provides confidential peer mentoring to support you.
- ❖ The seven Board members and the superintendent are the governance team of eight. Build trust with the team. Be a part of creating success for your district and your community.
- ❖ Board members do not have any "power" individually, the power of the board is their voting as the seven.
- ❖ The Board governs through policy. We do not manage. The superintendent is responsible for day-to-day operation of the district and management of the staff.
- ❖ IF you know everything that is going on in your district, you are not staying in the governance lane.
- ❖ Be committed to your responsibilities as a Board member. Review your board packet well in advance of the meeting and ask for any additional information needed before the meeting.
- ❖ No surprises at the Board table! Ask your superintendent questions ahead of time to allow time to seek the answers. Then, ask your question at the board table and your superintendent will be prepared to provide the answer.
- ❖ Make sure you are familiar with your district's strategic plan. It should be your roadmap and something that you reference often when making decisions as a board.
- ❖ Always make data-driven decisions. Ask for workshops and presentations that put data in front of the Board.
- ❖ Each Board handles things differently. Know YOUR Board's norms, policies and procedures.
- ❖ When looking for answers or guidance, first look to your Board policies and Board procedures. The answer is often there.

The Trustee's Role, continued

- ❖ Board members may not always agree. State your concerns during discussion. Once a vote is taken put your differences aside and work as a member of the team to support the decision.
- ❖ You cannot have a hidden or personal agenda at any time. Do not make demands in conversations or communications - people will not listen and you will build animosity.
- ❖ Vote on EVERYTHING (yes, even those controversial & tough decisions). If you need more information to make a decision, request it! Abstain only when you have a conflict of interest *as defined by law*.
- ❖ Remain non-partisan. Vote and make decisions that serve the best interests of the students, not based on political ideologies.
- ❖ Board members do not belong in the schools during the school day - that's not our role. Visits should be by invitation, cleared by the superintendent, or for an appointment on a matter directly related to your own child.
- ❖ Model professional behavior. The Board sets the tone for the entire district. Board disharmony will have a negative effect on the entire district including your staff and students.
- ❖ Remember every Board member has a seat at the table, treat them all with respect.
- ❖ Seeing that all decisions are made by a majority vote, you need to be able to count to four.
- ❖ As a Board member you are part of a governmental entity. Dress the part.
- ❖ Plan your schedule so that you are not overwhelmed.

When You Are A Parent And Board Trustee

- ❖ You are there for all children and staff in the district, not just for your child. Do not talk about your own kids at the Board table!
- ❖ In the eyes of the staff, you are viewed as a Board member first, then as a parent. Try to separate those roles as much as possible. IF you are in your child's school regarding your child, do not wear your Board ID, stay on the topic of your child and leave the building immediately after you finish the business relating to your child.
- ❖ When you are contacting a staff member about your own child, ALWAYS open the communication by stating that you are contacting them as a parent, using your personal email address.

Communication

- ❖ You do not speak for the Board (the Board President is typically the Board’s spokesperson).
- ❖ District communications are subject to the Open Meetings Act (OMA) & the Freedom of Information Act (FOIA). Keep your personal and Board correspondence separate. Do not deliberate outside of a Board meeting. No group texts or emails for district business and do not “reply all” to district correspondence.
- ❖ Make sure you are familiar with your Board’s communication protocols. Copy your Board President on all communications.
- ❖ Maintain confidentiality.
- ❖ What is discussed in a closed session is confidential forever. That includes your spouse and after you leave the Board.
- ❖ Make less statements, ask more questions. Asking questions is your SUPERPOWER!
- ❖ When a community member approaches you with an issue you should listen and be compassionate, but it is not yours to fix. Using the chain of command, direct them to the correct individual.
- ❖ Be careful about what you post to social media. You will be scrutinized more as a trustee so make sure that what you post is something you feel is reflective of your character.
- ❖ Do NOT engage when community members vent about the schools on social media. Your remarks will be taken out of context or misconstrued.
- ❖ Be a good listener and assume positive intent in all interactions with your fellow Board members.
- ❖ If you make a mistake, own it, apologize, learn from the experience and move forward focusing on your role as a member of a team.
- ❖ Read your school district email EVERY DAY. Reply promptly and RSVP to invitations.
- ❖ Stay on topic!

Professional Development

- ❖ Participate in professional development to become the best Board member you can be! Take classes and participate in both OCSBA and MASB events. They are great learning tools and networking opportunities.
- ❖ Stay up to date on local, state and national education policies. Attend classes, conferences and networking opportunities.

7 Signs of Effective School Board Members

Kathryn Blumsack (Maryland) & Terry McCabe (Maine), American School Board Journal

1. Going solo's a no-no

You were elected to your board as an individual. You've got issues that are priorities for you. And you'll get a lot of individual attention early on from friends, school employees, and community members who want you to tackle particular problems. The early temptation will be to say "yes" and use your power to fix things. Except you won't have any power to use – not as an individual, at least. As a school board member, you have no individual legal authority to fix problems or decide issues. One of the wisest things you can do is *help others understand that you can only get your work done as part of a team.*

2. Respect the team

Because boards deal with extremely difficult and vexing issues – from budgets to grievances and everything in between – it's common for emotions to sometimes run high. Keep in mind that you're in this for the long haul, and the best way to succeed is to be part of a strong team. *Boards whose members treat one another with respect tend to be the most effective.* Those whose members give in to acrimony tend to get less done.

3. Understand the difference between the board and staff

Effective board members refrain from trying to perform management functions that are the responsibility of the superintendent and staff. As a board member, it is your responsibility (along with your fellow board members) to ensure that the schools operate well. But it is not your responsibility to run them. That's what the superintendent is for. Part of your job is to help educate the school community about your responsibilities, explain the chain of command (or "chain of accountability," as some board members call it), and *direct concerned individuals to the appropriate staff person.*

4. Share and defend your views, but listen to the views of others.

School board members must have the ability to compromise. You won't "win" on every issue you care about. More importantly, sometimes you'll find that the information, perspectives, and ideas others have may change your mind, or lead to a new and even better collaborative idea. Sometimes, you'll measure the true success of a board not by agreement, but by respectful disagreement and spirited discussion followed by a difficult vote. And after a difficult vote, effective boards embrace the decision and move forward together.

5. Do your homework and ask tough questions.

Members of effective boards come to meetings prepared to engage in discussions, ask questions, and see clarification. A lot of background information is required to make policy and assess accountability. In meetings, asking sharp questions can help clarify issues not just for you, but for students, families, the community, and even school system employees. In American public education, local board members are not expected to be experts. They are responsible for serving as a bridge between lifelong education professionals and local communities.

6. Respect your oath.

Local school board membership is a public office and a public trust. New members swear an oath to uphold laws pertaining to public education. *An important aspect of the public trust is to maintain confidentiality when appropriate.* Many issues considered by school boards must be handled in confidence, in executive or closed sessions. These commonly include personnel issues, legal matters, negotiations, land acquisitions, and grievances.

7. Keep learning.

Effective board members participate in professional development and commit the time and energy necessary to be informed and effective leaders. You should understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community. Most importantly, you should know the aspirations and expectations of the students and parents. Many resources are available to you; you need to know about your state statutes and the organizing documents for your district.

Ten Tips for School Board Members

Michigan Association of School Boards

1. Go slow in the beginning
2. Remember that the only authority you have lies in the corporate action of the school board.
3. Don't let your differences of opinion degenerate into personality conflicts.
4. Don't talk too much. You're not learning when you're talking; you're only hearing your own ideas.
5. If possible, keep out of teacher/personnel problems. The board has hired a superintendent and staff to take that responsibility.
6. Give the superintendent and staff your public support.
7. Make an effort to be informed.
8. Welcome people who come to see you about school problems. Listen carefully, and then refer them to the appropriate person according to board policy.
9. When a special interest group approaches, insist on your right to hear and review all the facts before you act. A vocal minority can force a school board to act before all the facts are known and evaluated.
10. Accept your job on the board as one of responsible leadership in the community. This is more than an opportunity; it's an obligation to interpret school affairs to an interested public. You can help to form public opinion and create active, intelligent support for education in your communities.

The Principles that Guide our Work

Gregory Goyert (Grosse Ile, Michigan), American School Board Journal

1. The board directs the district's activities and its personnel by establishing board policies. It is the board's role to monitor adherence to these policies to ensure that the district is managed well by the superintendent and staff.
2. The board will govern with an emphasis on the future, based on a foundation of the past and present.
3. The board will exercise decision-making by striving to reach consensus.
4. In all actions, the board will demonstrate a clear distinction between the roles of the board and the administration.
5. The board's actions will promote strategic leadership.
6. Board members will speak as one voice (the majority), not as individuals, when giving direction to the superintendent. Board directives to staff are communicated exclusively through the superintendent.
7. As individuals, board members have no authority and should not direct actions or request information that requires significant amounts of additional work or time from the superintendent or staff.
8. The board should be the community's "eyes and ears" and communicate information that may not be well known to the administration. Sharing general information with the superintendent and appropriate staff members in the form of nondirective "heads up" is encouraged.
9. In contrast, when a board member is approached with a complaint or concern regarding district activities, the board member may actively listen and then advise the individual on how best to proceed. The individual board member will make no promises regarding disposition of the concern and will inform the superintendent of the conversation as appropriate.
10. The board will govern in an atmosphere that encourages and respects free expression of opinions and ideas, whether in the minority or majority.

DECLARATION OF COMMITMENT BOARD OF EDUCATION DEXTER COMMUNITY SCHOOLS

We, the members of the Dexter Community Schools Board of Education, each July commit ourselves collectively and individually to do the following:

- A. We will devote time, thought, and study to our duties and responsibilities as Board members.
- B. We will build and maintain good relationships with each other and with the Superintendent.
- C. We will emphasize planning, policy-making, and public relations, leaving management to the Superintendent.
- D. We will prepare ourselves well for each Board meeting; keep our comments concise, organized, and clear; and listen carefully to others who have the floor.
- E. We will vote our individual convictions and avoid factionalism.
- F. We will individually refrain from deliberations and decisions on matters in which we have a vested interest or a conflict of interest.
- G. We will respect all confidential information received and refrain from disclosing opinions expressed in confidence by each other and the Superintendent.
- H. We will listen courteously to citizens, refer those with personal requests and criticisms to the Superintendent, and keep the Superintendent apprised of community concerns.
- I. We will set clear goals for the Superintendent, support him/her, and help him/her to be as effective as possible.
- J. We will belong to organizations for Board members and be active in these associations.
- K. We will establish goals for our school district and make the community aware of these goals.
- L. We will abide by the *Code of Ethical Relationships for Board of Education Members and Educational Administrators* provided by the Michigan Association of School Boards (MASB).

If one (1) of us thinks another has violated any provision of this agreement, s/he will talk with the other in an attempt to resolve the issue. If the attempt fails s/he will bring the matter to the attention of the entire Board. If any grievances arise, we will deal with them at the earliest opportunity.

Signed by: _____

Date: _____

Norms of the Dexter Board of Education

Revised 4/28/21

Board Discussion

- Wait to speak until recognized by the Board President or meeting Chair.
- Once a trustee has spoken, other trustees ought to have an opportunity to speak before the trustee speaks again.
- Keep comments concise.
- Stay on topic.
- Ask questions to seek understanding, rather than to challenge.
- Avoid side-bar conversations which are distracting to those at the table and in the room.
- Treat fellow trustees, staff and community members with respect.

Board Agenda

- Plan the agenda so that discussion and business comes earlier when trustees are fresh.
- Strive for two-hour meetings.
- As a general rule, agenda items—except for routine matters—should first appear as *Discussion* items before coming to the Board for *Action*.
- Any trustee who would like to see an item placed on the agenda, should contact the Board President or Superintendent.
- If a trustee would like a *Consent* or *Action* item moved to *Discussion*, the item will be moved except for extenuating circumstances.
- Continue providing committee updates.

Meeting Minutes

- Any corrections to Board of Education meeting minutes should be submitted to the Superintendent's Assistant by 9:00 am the day of the meeting. If the requested correction is substantial, the Board President will resolve the issue and the amended minutes will be presented at the meeting for Board approval.

Public Comment

- A podium will be provided for public comment and presentations.
- The Board President should appropriately acknowledge commenters, but will not engage in discussion.
- Trustees should refrain from speaking during public comment.
- At the conclusion of public comment, the Board President may provide clarification on topics--or ask the Superintendent to set the record straight--if misinformation has been shared during the public comment section of the meeting.

- Meeting Minutes will include commenter’s name and topic, but not a summary of thoughts expressed.

School and Community Group Presentations

- Those presenting to the Board should be provided with time parameters, preferably keeping presentations to ten minutes or less.
- There should be no more than two presentations per meeting.
- Trustees should be sensitive when asking questions of presenters, but may ask questions for clarity.
- Everyone who presents before the Board should leave the meeting feeling valued.

E-mail and Electronic Communication

- Board members must not use email, texting, instant messaging and other electronic forms to communicate with each other, or members of the public, during board or committee meetings.
- Trustees should make sure that they are able to receive community e-mail messages sent through the district website.
- Refrain from sending intra-Board e-mail messages to avoid accusation of deliberation outside of public meetings.
- Best practice is to send e-mail messages to the Superintendent’s Assistant and to be forwarded to the Board and Superintendent.
- The Board President or Acting President will respond to e-mail and correspondence sent to the Board as a whole.
- Trustees who choose to respond to e-mail or correspondence must make it clear that they are not speaking for the Board. Only the President or Acting President may speak for the Board.

Board Decisions

- Board decisions should take place in an open, transparent fashion at a posted public meeting, with an opportunity for all trustees to have input during deliberation.
- Once a vote has been taken, all trustees should support the decision.

Board Member

Date

Social Media Guidelines for School Board Members

Adapted from TASB School Law eSource

Revised 4/28/21

Many School Board members are active users of social media, including online platforms like Facebook and Twitter, blogs and personal websites. When communicating online about school district business, Board members ought to follow best practices. Consider the following guidelines when using social media as public officials.

Clarify that you are communicating about school district business as an individual member of the Board, not as an official district spokesperson.

When community members hear from Board members, they often assume that these trustees are speaking for the Board and the district. They do not distinguish between a single Board member's musings, and Board policy and District direction. It must be clear that the official spokesperson for the Board is the President, and the official spokesperson for the district is the Superintendent.

Deliberating with a quorum of the Board about school district business violates the Open Meetings Act.

A message sent to an internet-based group whose membership is unknown could constitute a deliberation and a meeting under OMA. Board members should not use online communications as a vehicle for communicating with each other outside of meetings. In addition to the risk of an OMA violation, such communication undermines good working relationships, and the purpose of open meetings.

Direct complaints or concerns presented online to the appropriate administrator.

When a community member approaches a Board member with a concern, in person or online, the Board member ought to direct the person to an appropriate administrator and/or encourage them to access the "Let's talk" link or other function on Dexter's website. This maintains chain-of-command and separates "management," which is the work of administration, from "governance," which is the work of the Board.

Avoid posting content that indicates you have already formed an opinion on pending matters.

When an issue is presented to the Board of Education it is with the understanding that the Board will sit as a deliberative body and operate with due process. Social media posts by a Board member expressing an opinion on a pending matter may be considered evidence of bias or prejudice and call into question the validity of Board action.

Ask for community input to be provided through appropriate channels and do not allow your social network to direct your decisions as a trustee.

Soliciting input from the community is part of the district’s communication strategy. Yielding governance decisions to social networks may violate local policy, Board norms, ethics, and, in some instances, the law.

Only post content that the district has already been released to the public.

In light of the sensitivity of many school district matters and the risk of inadvertent disclosure of confidential material, a trustee should limit the use of social media to sharing content already released to the public by the District.

When attempting to restate what happened at a previous Board meeting, clarify that the posting is not an official record of the meeting and share information only from the open portions of the meeting.

The minutes are the official record of the meeting. When describing what took place at a Board meeting, remember to honor the vote of the Board. Whether in the minority or the majority, once the motion is approved, the Board has spoken and policy has been enacted. It is particularly destructive to use social media to vent about a contentious decision.

Retain electronic records—including your own posts and content others post to your account—when required to do so by district’s records retention policy.

Generally speaking, posts about school district business ought to be retained if the content goes beyond simply sharing existing district information—like a link to the website—or routine correspondence—date/time/location of an upcoming Board meeting.

Board Member

Date