

KANAWHA COUNTY BOARD OF EDUCATION POLICY

Series: B05 - Governance

Foundational Policies

5.01 The District Board of Education. The Kanawha County Board of Education (hereinafter "Board") is a public statutory corporation comprised of five members who are responsible for governing the school district. From among its members, a board president shall be elected. In addition to specified statutory/legal duties, the board president shall be responsible for such other duties as may be determined and specified, at his/her election, by the Board, providing such are consistent with law.

5.02 Purpose of Policy Statement. The purpose of this policy is to outline the relationship between the Board and the Superintendent with respect to governance, management and operation of the District, and is intended to be consistent with applicable law. This policy shall not create any rights, remedies, or responsibilities in any persons other than the members of the Board and the Superintendent. To the extent any provision of this Statement is determined by a court of competent jurisdiction to be contrary to law, then such provision shall be deemed severable from the remaining provisions hereof and shall in no way affect the validity of the other provisions hereof.

5.03 Orientation of Members. Prior to or shortly after assuming office, whether through election to office or appointment, a member or members of the Board shall participate in a program of local District orientation.

5.04 Corporate Nature of Board. The Board's decisions, made as a corporate public entity, shall be based on principles as defined herein. The Board will cause its principles to be reflected in its decision making, statements of vision, mission, policy and goals, in its budgeting process, and through the budget itself. Board meetings shall be devoted to deliberation, decision making, and development of policy.

5.05 Board Principles. The Board shall establish these principles, as defined herein, for the District: *humanness*¹, *equity*², *competence*³, *empowerment*⁴ and *renewal*⁵. Accordingly, any and

¹ **Humanness** is a sensitivity to student needs, and the respect for all persons, including System employees, citizens, and students.

² **Equity** is the condition wherein System resources (financial, staffing, time, etc.) are allocated consistent with federal and state legal requirements in a non-disparate way in order to provide each student with the maximum opportunity, within the limits of these resources, to achieve his/her personal and educational goals.

³ **Competence** is the evident possession of knowledge and skills necessary to provide leadership, administration, and education programs and services to the system, its students and the citizens of Kanawha County and the State of West Virginia.

⁴ **Empowerment** is the proper allocation and matching of responsibility and authority for the achievement of the system's goals among students, teachers, principals, service personnel, parents and the general public coupled with an awareness of how each group's responsibility and authority inter-relates with the responsibility and authority of each of the other groups so that the efforts of those in one group do not infringe on the responsibility and authority of those in the other groups.

⁵ **Renewal** is the capacity to continually evolve and adapt, responding to societal and environmental stimuli and influences in order to promote learning, collaboration and cooperativeness. Stated another way, renewal is the capacity to change the manner to which education is achieved.

all decisions rendered by the Board will be made in conformity with Board principles as defined herein, and as may be modified by the Board. The Board may modify, revise, delete or add principles, with resultant amendments to statements of vision, mission, policy, goals and objectives. Principles shall be developed, updated, and adopted by the Board as a corporate Board; thus, the Board shall have sole responsibility for resolving any conflict around the principles.

Board-Executive Relationship

5.06 Superintendent (General Regulations). As chief executive officer of the school district, the Superintendent shall exercise his/her duties in a manner consistent with the expressed principles of the Board, its statements of vision, mission, goals, and statements of policy, and in conformity with state and federal law and policies rules and regulations of the West Virginia Board of Education, and relevant regulatory agencies.

5.07 Delegation of Authority. The Superintendent is encouraged to recommend any additional policies necessary to achieve and advance the goals of the Board. The Superintendent is further empowered to take any necessary actions to achieve the goals of the Board, including the promulgation of administrative regulations.

5.08 Advancement of Principles. The Superintendent shall make any and all decisions, rules, procedures and directives in such a manner that will maximize advancement and achievement of Board principles, as defined herein, and as included in statements of vision, mission, goals, or policy.

5.09 Decision Making Latitude and Discretion. The Superintendent shall have broad latitude and discretion to clarify, interpret, execute and implement Board principles as expressed herein, providing any and all such clarification, interpretation, execution, and implementation shall not conflict with statements of vision, mission, goals, and policy established by the Board.

5.10 Superintendent Evaluation. At least annually, or as often as may be determined necessary by the Board, the Board shall evaluate the Superintendent's performance in regard to his/her clarification, interpretation, execution and implementation of Board principles as defined herein, including any other additional indicators or criteria as may be determined by the Board.

Board Process

5.11 Board Process (General Policies). The Board accepts its obligation to establish policy as guidelines for governance of the Kanawha County school District. The Board intends to define through policies those procedures and results which it considers essential to the success of the District. The Board accepts the obligation to govern the District through statements of vision, goals, and policy. The Board will hold the Superintendent accountable for progress toward the achievement of its goals.

5.12 Administrative Monitoring. Monitoring is the process through which the Board and the Administration are able to evaluate the success of both governance and administration. Accordingly, the Superintendent shall establish internal as well as external vehicles to aid the Board in the monitoring process. The Board may direct the Superintendent to provide reports and information concerning (a) specific programs and services provided to students, (b) emergent issues likely to impact the District, and (c) the success and effectiveness of District educational

initiatives. In addition to reports and information, the Board may secure information from other sources that it deems necessary to ensure that District programs and services are consistent with one or more principles.

5.13 Board-Initiated Monitoring (General Policies). The Board recognizes the necessity for conducting its own monitoring to increase its familiarity with the District and to ensure that programs and services that the Board deems subject to monitoring advance a principle or principles of the Board as defined herein. Specifically, the Board will:

- (a) Gather information through observation, interviews, and in other ways to enhance its understanding of the District and to evaluate the success of the District in achieving Board goals and advancing Board principles.
- (b) Maintain avenues of communication with administration, employees, staff, and the public to further its monitoring efforts.
- (c) Annually, or more often as may be determined by the Board, the Board shall evaluate the effectiveness of its monitoring efforts and the impact of any intervention that may have occurred.

5.14 Intervention (General Policies). The Board recognizes its responsibility to intervene in the District when the monitoring process reveals that its principles are not being advanced, its goals are not being achieved, or its specific policies are being violated. Such intervention may be administrative or managerial in nature. Any such interventions, however, shall be considered most carefully, corporately, and evaluated particularly in regard to likely impact and effectiveness on the District as a whole.

5.15 Intervention. When the Board finds it necessary to intervene, it will intervene corporately, through administrative instruments, as a first course of action. Specifically, the Board will:

- (a) Inform the Superintendent of its intention to intervene, and communicate its reasons for intervention.
- (b) Require the Superintendent to submit an administrative alternative.
- (c) Provide the Superintendent with a deadline for curative action.
- (d) Evaluate the proposed curative action in terms of its likely effectiveness and timeliness.
- (e) Accept the proposal as adequate remedy, or order alternative curative action based on existing policy.
- (f) Promulgate policy as necessary to achieve curative action or,
- (g) Alter its statements of mission, vision, goals or policy to redirect or realign the District.

Executive Limitations

The Board recognizes that state and/or federal statutes may mandate changes in curriculum, programs, or services. In such cases, the Superintendent may disregard the terms of this policy to the extent required to meet state or federal mandates.

5.16 Educational Opportunity. The Superintendent may not:

- (a) Permit the adoption of changes in curriculum at any school without demonstration of adequate staff and services to support all students involved.
- (b) Permit changes in curriculum without establishment of measurable outcomes and documented methods for measuring such outcomes and demonstrated communication to parents.

5.17 Employee Empowerment. The Board recognizes the value of well-trained and appropriately empowered professional educators. It further recognizes that the bulk of educational expertise available to the District lies with its professional staff. It is not the intent of the Board to limit or suppress innovation, but rather to require that adequate planning, staff participation, and professional training precede innovative programs and practices.

- (a) The Superintendent will solicit and require the support and active participation of its professional educators.
- (b) The Superintendent will require that innovative programs and practices be preceded by a plan for planning, a plan for staff participation, and a plan for professional training.
- (c) The Superintendent may not approve major changes in instructional practice at any site without demonstration of a training plan, involvement and support of faculty senates and other affected staff.
- (d) Employees may expect the opportunity for adequate training in response to new job requirements or changes in performance standards.
- (e) The Superintendent shall establish a communications plan that demonstrates ongoing opportunities to convey concerns relating to any programs.

5.18 Community Involvement. The Board is aware of the critical nature of community involvement in and endorsement of its educational facilities and governing practices. The Board, via this policy, recognizes the central role of its facilities in community identity and function. The Board is sensitive to the fact that communities serve in the rare dual roles of both provider--in terms of financing--and client insofar as public education is concerned.

- (a) The Superintendent will require that site-based administrations develop and maintain open and active programs for communication with the communities that they serve.

(b) The Superintendent will require local administrations to document the availability of information concerning new programs or changes to existing programs, and will demonstrate the distribution and availability of this information to the community at large.

Operational Policies

The Board recognizes that operational policies may be required from time to time to effectively govern the District. The evolving needs of the District will require amendments and additions to the operational policies on an ongoing basis.

5.19 Personnel. The Superintendent will develop mechanisms through which expression of community needs, concerns, and goals may be considered in the selection of school administrators.

5.20 Curriculum. The Superintendent will require demonstration of involvement of the School Improvement Council in the creation and approval of a School Improvement Plan.

5.21 Facilities. The Superintendent will require demonstration of widespread community involvement in formulation of long-term comprehensive facilities planning, and will provide trained facilitators when appropriate. The Superintendent will bring the various options to the Board that were developed through this widespread community involvement for Facilities Planning based upon an educational plan.

Fiscal Affairs

The Board recognizes that responsible fiscal planning is a vital part of the management of the District. The Superintendent shall provide timely information concerning projected revenues and recommended expenditures and shall be guided in his or her actions by principles of fiscal and curricular integrity.

5.22 Presentation of Budget. The Superintendent shall:

- (a) Present a budget to the Board that contains enough detail to enable the Board to compare by natural function the proposed budget to the prior year's budget.
- (b) Present a budget that gives appropriate consideration to prior year expenditures.
- (c) Construct a budget which is consistent with Board policy and goals in its treatment of competing programs or needs.