

# Communication plan for Shoshone School Board

Render all decisions based on facts and independent judgment, and refuse to surrender that judgment to individuals of special-interest groups.

Seek systematic communication between the board and students, staff and all elements of the community. Understand the difference between acoustic volume-people who make a lot of noise- and actual support or opposition.

Conduct fair, objective and systematic evaluations, at the appropriate time when called upon to do so.

Assist the district staff with gaining acceptance and support in the community.

Members, collectively and individually will be an advocate for the school district locally, regionally and whenever possible, by speaking up for, and on behalf of the district whenever required.

Celebrate student achievement stories each Board meeting.

Work with other board members to establish effective board policies and to delegate authority for the administration of the school to the superintendent.

Surprises to other board members, the staff or superintendent will be the exception, not the rule.

Support the employment of person's best qualified to serve as school staff. Insist on regular and impartial evaluation of personnel via the approved evaluation procedures.

Take no private action that will compromise the board or administration.

Respect the confidentiality of information that is privileged under applicable law.

Be objective in the decision-making process, involving those to be affected and not jumping to conclusions.

Trust, fairness, honesty, and civility: willingness to abide by its own rules, policies and code of ethical conduct.

The last stop, not the first, will be the school board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue.

A board member will not "solicit an issue", "become a ball-carrier" for others to work around administrative employees and will encourage others to present their own issues, problems, or proposals in a constructive manner to the appropriate person.

The board will emphasize planning, policy and public relations rather than becoming involved in the management of schools.

Recognize the superintendent as CEO and as such should recommend, propose or suggest on matters before the board.

Individual board members do not have authority. We agree that individual board members will not take unilateral action. The board chair or superintendent will communicate the position of the board on controversial issues.

Conduct at board meetings is very important. We agree to avoid works and action that create a negative impression of an individual, the board or the district. While we encourage debate and differing point of view, we will do it with care and respect to avoid an escalation of negative impressions or incidents. Individual members may disagree with board action, but will support the decision of the board as a whole.

To be efficient and effective, long board meetings must be avoided. Points are to be made in as few words as possible. If a board member believes he or she doesn't have enough information or has questions, the superintendent is to be called before the meeting.

Board meetings are for decision making, action and votes, not endless discussions. During board meetings, we agree to adhere to the topics and duties of the board and will "move the question" when discussion is repetitive.

The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed will be referred to the superintendent.

Adopted: September 10, 2013