



## 1.0 Purpose

The Nord Country School Board recognizes the importance of having Board Governance Policies to facilitate the orderly operation of school business. The purpose of adopting these Governance Standards is to ensure the smooth and ethical operations of our Governing Board by defining the roles and responsibilities of the Board, the Administration, and individual Board members.

A Governing Board, not individual board members, governs Nord Country School. While understanding their separate roles, the Board and the Administration work together as a governance team. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, this policy identifies the role of the Board, the role of the Administration, and the role of individual Board members.

## 2.0 The Governing Board's primary roles include:

### 2.1 Supporting the Mission

- 2.1.1 Support administration and faculty in the strengthening of the school's educational mission
- 2.1.2 Understand and support the student's academic growth and achievement
- 2.1.3 Review By-Laws and Strategic Plan
- 2.1.4 Evaluate, review and update policies
- 2.1.5 Continue to further improve Board - Parent communication
- 2.1.6 Reach out to the broader community
- 2.1.7 Support the students in technological advancement and global awareness

### 2.2 Financial Oversight

- 2.2.1 Oversee finances to achieve a fiscally responsible budget based on the School's vision and goals
- 2.2.2 Regularly monitor the fiscal health of the School
- 2.2.3 Engage a qualified professional to conduct an annual audit and implement recommendations of the audit report
- 2.2.4 Develop a plan to achieve long term financial sustainability

### 2.3 Facility

- 2.3.1 Develop short term and long term facility plans
- 2.3.2 Oversee the implementation of the facility plans

- 2.4 Fundraising
  - 2.4.1 Develop a plan and conduct annual fundraising events
- 2.5 Board Business and Succession Planning
  - 2.5.1 Continue to strengthen Board by recruiting individuals with needed skills and attributes
  - 2.5.2 Provide orientation for new board members
    - 2.5.2.1 Orientation shall be held before the first day of school and will include review of the School's Charter, mission, vision, policies, bylaws and board calendar.
    - 2.5.2.2 In the case of a mid-year board member appointment, orientation for that new member shall occur within 30 days of appointment.
  - 2.5.3 Conduct a thoughtful Board self-evaluation
  - 2.5.4 Ensure succession of qualified members and Board Officers
- 2.6 Oversee Administrator(s)
  - 2.6.1 Recruit and select the Charter School Administrator(s)
  - 2.6.2 Support the Charter School Administrator(s) and annually conduct an evaluation based on the mission, goals and performance of the School.

**3.0 Each Individual Board Member Shall:**

- 3.1 Enhance the Charter School's public image;
- 3.2 Consistently attend board meetings;
- 3.3 Keep learning and achievement for all students as the primary focus;
  - 3.3.1 Visit the school on a monthly basis. Visit shall include interaction with a variety of students and staff.
- 3.4 Act with dignity, respect others and understand the implication of demeanor and behavior;
- 3.5 Keep confidential matters confidential;
- 3.6 Understand the distinctions between Board Governance and School Management;
- 3.7 Comply with legal responsibilities related to conflicts of interest;
- 3.8 Understand that authority rests with the Board as a whole and not with individuals; and
- 3.9 Participate in continuing education of Charter School related issues which shall include at least one board training within the first year of every term.

#### **4.0 The Administration’s primary roles include:**

- 4.1 Promoting the success of all students and supporting the efforts of the Board to keep the School focused on learning and achievement;
- 4.2 Valuing, advocating and supporting the School and all stakeholders;
- 4.3 Recognizing and respecting the differences of perspective and style on the Board and among staff, students, parents and the community, and ensuring that the diverse range of views inform Board decisions;
- 4.4 Acting with dignity, treating everyone with civility and respect, and understanding the implications of demeanor and behavior;
- 4.5 Serving as a model for the value of lifelong learning and supporting the Board’s continuous professional development;
- 4.6 Working with the Board as a “governance team” and assuring collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture;
- 4.7 Understanding the distinction between Board and staff roles, and respecting the role of the Board as the representative of the community;
- 4.8 Understanding that authority rests with the Board as a whole, providing guidance to the Board to assist in decision-making, and providing leadership based on the direction of the Board as a whole;
- 4.9 Communicating openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications; and
- 4.10 Accepting leadership responsibility and accountability for implementing the vision, goals and policies of the School.

#### **5.0 Adoption and Review**

- 5.1 Originally Adopted: 6/14/2005
- 5.2 Most Recent Revision: 8/28/2024