

Stay in Your
Lane, Bro
(and Sis)




Q: How many bosses does the superintendent have?

A: ONE



Q: What is the authority of an individual school board member?

A: None. Or, at least no more than any other citizen.




Arizona Attorney General (AGO 181-054)

- “The law does not contemplate that the members of a board of education shall supervise the professional work of teachers, principals and superintendents. They are not teachers, and ordinarily, not qualified to be such. Generally they do not possess qualifications to pass upon methods of instruction and discipline. The law clearly contemplates that professionally trained teachers, principals and superintendents shall have exclusive control of these matters. Further, a member of the board individually has no authority of any kind in connection with the schools... **The board of education can only act as a board, and when the board is not in session the members, severally or jointly, have no more authority to interfere with schools or school matters than any other citizen...**”




Q: What is the authority of the governing board as a whole?

A: A lot!



Title 15: Arizona's Education Code

- Because governing boards are political subdivisions of the state, they only have powers that are granted to them by statute - expressed or implied
- Two Main Statutes for Governing Board Responsibilities: 15-341 and 15-342
 - 15-341-mandatory: a list of things governing boards **MUST** do
 - 15-342-permissive: a list of things governing boards **CAN** do



Most Duties in 15-341 and 15-342 are Delegable!!

- While a governing board has oversight function, day to day operations of the district and the requirements of statute are taken care of by district personnel
- The only duties that are clearly *not* delegable to district personnel are:
 - Approving policy
 - Passing a budget
 - Hiring, firing and evaluating the superintendent



Non-delegable duties mean the board has final (legal) say but not the only say

Oversight or Overstep?

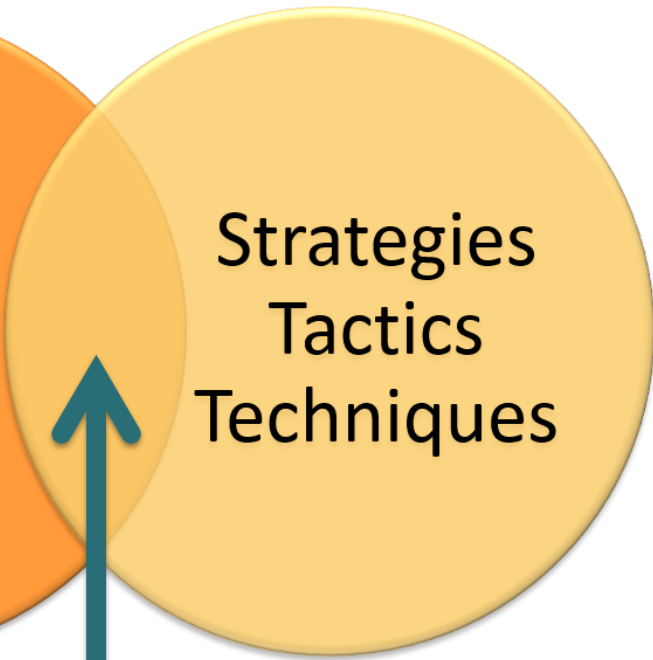
A board member posts a question on Facebook asking for input on a high school teacher's behavior/actions. She continues to post that her daughter is upset with the way the teacher runs the classroom and wants to know if others are having the same concerns. She shows all the comments to the superintendent and wants something to change in that classroom.

Governance Team

WHAT



Beliefs
Vision
Priorities
Policies



Strategies
Tactics
Techniques



**Administration,
Teachers & Staff**

HOW

Strategic Goals & Success Indicators



Roles and Responsibilities

BOARD-Role is to Govern

- Hiring and performance management
- functions for the superintendent
- With support of district staff
- Sets direction and policy
- Approves budget
- Monitors progress toward set goals

Accountable to the **community**



Roles and Responsibilities


SUPERINTENDENT- Role is to **Manage**

- Oversees the day-to-day district operations
- Implements policies and establish plan(s) to meet goals set by the board
- Accountable to the board

Oversight or Overstep?

A board member writes a weekly blog on life in rural Arizona. In a recent blog, she has criticized recent actions by the district. She notes that the board voted in favor of the actions but disagrees and believes the vote should have gone the other way. She is asking for community input, so she can continue to let the district superintendent know how wrong the vote was.





#1
Adopt
Goals

Board Authority

Oversight of Management

Sets Expectations & Parameters

#2
Adopt
Policies

#6
Evaluate
Results

Superintendent Authority

Recommendations to the Board

Provides Leadership &
Supervision

#3
Develop
Plans

#5
Monitor
Progress

#4
Implement
Plans



Superintendent Ethics

- American Association of School Administrators Statement of Ethics for Educational Leaders
- The educational leader...
 - Advises the school board and implements the board's policies and administrative rules and regulations.

Oversight or Overstep?

During a board meeting, several members have questions about expenditures that were in the budget they approved, including the purchase of new technology for the high school. Board members are curious about the money was spent and they want to make sure teachers are receiving professional development on the new technology, so they know how to utilize the materials in their classrooms.



Board/Superintendent Relationships

- School systems suffers when either attempts to overtake the responsibilities of the other.
- Involvement with administration and operation functions distracts from essential functions of planning, policy development and promotion.



What About The Board President?

- The board president has only the authority that the board has given him/her through board policy or official board action.
- The board president's role is to serve the rest of the board and give everyone a voice on the board.
- They are not a super-administrator and they are not a super-board member



8 Characteristics of Effective Boards





8 Characteristics of Effective Boards

- Dervarics, C, O'Brian, E (January 28, 2011). Eight Characteristics of Effective School Boards.
 - Center for Public Education.
 - Review of various studies on board operations and impact of schools
 - Findings: Districts where school boards demonstrated certain characteristics saw better student achievement



8 Characteristics of Effective School Boards

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

- *“Effective boards make sure these goals remain the district’s top priorities and that nothing else detracts from them.”*

ASBA Pillar: **Vision**



8 Characteristics of Effective School Boards

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

- *“In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses.”*

ASBA Pillar: **Vision**



8 Characteristics of Effective School Boards

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

- *...high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.*

ASBA Pillar: **Structure**



8 Characteristics of Effective School Boards

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

- *In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers.*

ASBA Pillar: **Advocacy**



8 Characteristics of Effective School Boards

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

- *High-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative*

ASBA Pillar: **Accountability**



8 Characteristics of Effective School Boards

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

- To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint

ASBA Pillar: Structure



8 Characteristics of Effective School Boards

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

- In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision

ASBA Pillar: **Conduct and Ethics**



8 Characteristics of Effective School Boards

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

- High-achieving districts had formal, deliberate training for new board members. They also often gathered to discuss specific topics. Low-achieving districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data.

ASBA Pillar: **Accountability**

A teal speech bubble graphic with a white outline, pointing downwards. The text is centered within the bubble. The background features a pattern of overlapping, concentric circles in light gray and white, some solid and some dashed.

Policy Governing School Boards

Board Policy

- BBA- Board Powers and Responsibilities
- BBAA- Board Member Authority and Responsibilities
- BAA- Evaluation of School Board/Board Self-Evaluation
- BHC-Board Communications with Staff
- BHD-Board Communications with Public





ASBA Code of Ethics

BCA: Code of Ethics for School Board Members

As a member of my local Board of Education I will strive to improve public education, and to that end I will:

- Attend all Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Recognize that a board member should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
- Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;



ASBA Code of Ethics

- Communicate to other Board members and the Superintendent expression of public reaction to Board policies and school programs;
- Inform oneself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
- Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain;
- Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law, and



ASBA Code of Ethics

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.



Review

- School boards play a significant role in outcomes for students
- There are characteristics of effective boards and ineffective boards
- **Effective boards = Boards that positively impact student achievement**
- Each district has policies that guide board member action.
- Board self-evaluation and focus on continuous improvement is best-practice



THANK
You! 😊