

Chapter 1 : Board Members - Virginia Beach City Public Schools

Get this from a library! School board leadership the things staff didn't tell you at orientation. [C Gene Royer] -- Dr. John Carver's Policy Governance model provides a blueprint for effective School board governance of public secondary schools.

BoardDocs Policy - School Board Governance The purpose of this policy is to articulate the roles and processes of the Board that are critical to its effective and efficient operation. **Policy Statement** The Board of Education of Howard County is the elected body responsible to the community for the education of their children and for the oversight and effectiveness of the school system The Board adopts the vision, mission and goals for the school system and, in support of the mission and goals, the Board formulates and adopts educational policies that support personal, academic, and social development of students. **Purpose** The purpose of this policy is to articulate the roles and processes of the Board that are critical to its effective and efficient operation. **Department of Education** " The collective administrative staff of the school system. **Quarterly Agenda** " List of potential agenda items for all Board meetings and Board activities for a three-month period. **Standards** The work of the Board is based upon the following school system beliefs: Every child can learn. Each child is unique and has special abilities and interests that must be recognized and developed. The education of all children is the shared responsibility of the home, school, and community. Academics are a primary focus of education. Teachers have a responsibility to engage every student in learning. Students have a responsibility for their own learning and for their personal conduct. Parents have a responsibility for setting values and expectations that support the learning process. Lifelong learning is essential for productive and responsible participation in a diverse and changing world. Teachers have the right to teach and students have the right to learn in a safe and nurturing environment. The Board governs the school system through deliberations and decision-making that: Use measurable results to assess school and system performance and continuous improvement. Encourage a diversity of viewpoints through collaborative decision-making. Provide a supportive and creative environment in which the Superintendent and other school system employees can pursue Board goals and objectives collaboratively. Provide opportunities for affected stakeholders to provide comment on proposals being considered by the Board. **Authority and Responsibilities** The Board and the Superintendent will collaborate in the effective governance and administration of the HCPSS to achieve its mission and goals with the understanding that the roles and responsibilities of the Board and the Superintendent are distinct. **Authority of the Board** Because the authority of the Board is collective and not individual, an individual Board member cannot act on behalf of the Board or represent the authority of the Board, unless so authorized by the full Board. In carrying out its duties, the Board will exercise the following authority: **Act on personnel matters.** Conduct a selection process and appoint a Superintendent. Determine educational standards and goals, and monitor their achievement. **Legislative** Adopt policies for the operation of the school system. Express and represent the views of the community in matters affecting education. Interpret and communicate the educational program and needs of the school system to the community. Authorize educational programs and adopt curriculum. Advance a legislative agenda before the County Council and General Assembly. Allocate funds for school operational needs and programs. Authorize specific expenditures from county, state, and federal sources by adopting annual operating and capital budgets **Establish school attendance areas.** **Quasi-Judicial** Interpret the application of policies. These include, but are not limited to decisions regarding non-certificated employee discipline, early kindergarten admission, out-of-district assignments, and student walking routes. Decide appeals of student suspension and expulsion decisions. Other responsibilities required by law or established by the Board. **Responsibilities of the Board** The Board is responsible for educational matters that affect Howard County and that promote the interests of the schools under its jurisdiction. The Board will adopt policies for the conduct and management of the school system. The Board will maintain a reasonably uniform system of schools designed to provide quality education and equal educational opportunity for all children. The Board will hold the Superintendent accountable for the academic achievement of all students and the operation of the school system. The Board

will advocate for adequate funding for the HCPSS and will direct the allocation of resources to best fulfill the goals of the school system. The Board will develop, use, and maintain a Board Handbook that catalogs a variety of Board processes and resources that support Board development. The Board Handbook will be reviewed and adopted by the Board. The review and adoption of the handbook will follow the installation of new non-student Board members. Student Board members who serve in a school year that does not include a general election may submit suggestions for consideration during the next Board Handbook review.

Responsibilities of the Superintendent The Superintendent is responsible for the administration and management of the school system. The Superintendent is responsible for advising the Board on educational policies. The Superintendent is responsible for implementing Board decisions, such as those related to policies, budget, communication, and personnel. The Superintendent is responsible for developing and implementing plans in all areas related to student achievement, including budget, staffing, alignment of resources, assessment, staff development, and communication. The Superintendent is responsible for presenting to the Board important school matters requiring Board action, including those which are properly within the legislative function of the Board or those that are required by law. The Superintendent will provide background information to the Board in a timely manner so that input and analysis can take place prior to decision-making. The Superintendent is responsible for issuing recommendations to the Board that a certificated employee be suspended or dismissed under Section of the Education Article of the Annotated Code of Maryland.

Officers The Board recognizes that the effective administration of Board responsibilities requires the delegation of certain authority to officers.

Chairman The Chairman of the Board of Education will: Maintain Board deliberations that are fair, open, thorough, efficient, timely, and orderly. Monitor Board behavior for consistency with its own rules and those imposed upon it by law. Confer with the Superintendent to construct an agenda for each meeting that is consistent with the Quarterly Agenda approved by the Board and provides an orderly method of conducting Board business. Individual Board members may ask the Chairman or the Superintendent to schedule an item on a Board agenda or request from the full Board that an item be scheduled on a Board agenda. Serve as the spokesperson for the Board. Fulfill or delegate other duties of the office as needed. The Board Vice Chairman will assume such administrative and leadership tasks as designated by the Chairman. In the temporary absence of the Chairman, the Vice Chairman will assume the responsibilities of the Chairman. If the Chairman is no longer able to fulfill the term as Chairman, the Vice Chairman will assume the position of Chairman. Ensure that accurate minutes are prepared for public record as soon as practical after all meetings of the Board. Provide timely public notice of Board meetings and publish all legal notices related to Board business. Maintain accurate records of all hearings involving disputes and controversies. Act as custodian of all funds belonging to and under the control of the Board. Disburse funds as approved by the Board in the Operating and Capital Budgets and according to the provisions of the Annotated Code of Maryland. Provide regular reports and accounts of funds received and disbursed. The student member is elected annually by a majority of votes cast by student voters countywide. The student member will have the same rights and privileges as an elected member, with the exception of restrictions against voting on specific matters, participation in appeals, or confidential personal matters, and attendance at closed sessions relating to restricted matters as cited in The Annotated Code of Maryland, Education Article Section and HCPSS Policy - Student Representation. The student member cannot serve as an officer of the Board.

Board of Education Board Committees Board committee structure, procedures, and responsibilities will be reviewed and adopted by the Board following the installation of new Board members. Board committee assignments will be approved during a Board meeting prior to the beginning of each school year. A Board member may serve as chairman in only one leadership capacity. Board members will serve on an individual committee for a minimum of two years. Board members will come prepared and actively participate in all scheduled meetings of the Board. Board members will work together in a spirit of civility, respect, and cooperation at all times. Board members will stay current with changing needs and requirements by reviewing educational literature and participating in professional development opportunities. Board members are expected to participate in professional meetings and seminars at the state and national level. As public representatives of the community and of the school system, individual Board members are responsible for

conducting themselves in a professional manner at all times in adherence to Board policies and National School Board Association NSBA standards, and professional standards of boardsmanship. Alleged violations will be handled in accordance with the procedures identified in the Board of Education of Howard County Handbook. The Board will hold at least one retreat annually. In addition, the Board will complete a self-evaluation each year.

Adoption and Implementation of Board Policies An important function of the Board is the development and adoption of policies; the implementation of those policies is the responsibility of the Superintendent. As such, the Board will hold the Superintendent accountable for carrying out its policies.

Board-Superintendent Communications The Board will maintain effective communication with the Superintendent in order to successfully fulfill their respective duties. The Board will ensure that all information pertinent to the operation of the school system is conveyed promptly to the Superintendent. The Superintendent will keep the Board informed about school operations, including prompt notification of any emergencies.

Board-Staff Communication The Board chair and the Superintendent will ensure appropriate Board, Superintendent, and staff communication. Staff responses will be provided to the full Board.

Evaluation of the Superintendent The Board will monitor the performance of the Superintendent on an ongoing basis and will evaluate the Superintendent against specified expectations as well as the organizational accomplishment of school system goals and objectives. The Superintendent will receive a written copy of the evaluation report. The Superintendent will oversee the operational administration and organization of the school system and will take authority over and accountability for Department of Education staff.

Delegation of Authority The Superintendent is authorized to advise and assist the Board with its governance responsibilities.

Chapter 2 : Policy - School Board Governance - HCPSS

Dr. John Carver's Policy Governance model provides a blueprint for effective School board governance of public secondary schools. It provides guidance and direction for trustees and boards seeking to make a difference.

Standards for School Board Leadership
The Role of the School Board As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement. The following five standards are essential to being an effective, high-performing school board team.

Conduct and Ethics The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner. An effective, high-performing school board strives to meet the following benchmarks: Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually. Take full responsibility for its activity and behavior at and away from the school board table. Speak with one voice after reaching a decision. Spend time on board governance work rather than staff work “ focuses on the ends not the means. Provide for orientation and ongoing training for all school board members. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff. Set an example of respectful and civil leadership.

Vision The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement. Develop a strategic plan which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide. Communicate the strategic plan and the progress to the community.

Structure The school board, to achieve its vision, establishes organizational and physical structures for student and staff success. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment. Hold the superintendent accountable for school district performance and compliance with written school board policy. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Accountability The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.

Advocacy and Communication The school board advances its vision at the local, regional, state, and national levels. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community. Utilize a public relations strategy that supports the flow of information into and out of the school district. Engage and build relationships with both public and private stakeholders. Advocate on local, state, and national levels.

Chapter 3 : School Board - Virginia Beach City Public Schools

*School Board Leadership [Gene Royer] on www.nxgvision.com *FREE* shipping on qualifying offers. Dr. John Carver's Policy Governance model provides a blueprint for effective School board governance of public secondary schools.*

Several years ago, I witnessed a conversation between a new assistant superintendent in my school district and the superintendent. Instead of giving his opinion, the wise superintendent advised his assistant to let the principal make the choice. Over and over, this superintendent led by allowing those who would be most affected by the decision to weigh in and make the decisions where appropriate. There has been some discussion lately about whether we need school boards, whether there might be a better alternative to leadership at the local level. School boards are the vital link between a local community and its public schools. A Daunting Task We also must keep in mind that the role of the school board is evolving. A recent report by the National School Boards Association and several other groups, *School Boards Circa*, found that board members are increasingly focusing on student achievement, though they are rightly skeptical about the fervent drive to test, test, test and other No Child Left Behind Act mandates. Well-known researcher Rick Hess and his assistant, Olivia Meeks, surveyed hundreds of school board members and about superintendents across the country for this report, which is the largest and first national survey of its kind in almost a decade. They found that about two-thirds of those surveyed see an urgent need to improve student achievement, and nine out of 10 are concerned about an overly narrow focus on achievement. Declining revenues have led to program cuts and staff layoffs in most school districts by now, and this survey found that the major concern for school board members is dealing with the financial realities and decline in local real estate values and state revenues. More than two-thirds of board members ranked their funding and economic situations as extremely urgent. A report released in August by the Annie E. This comes at a time when our schools and our country at large are seeing increasingly diverse populations with special needs. With all this on their plates, school board members have an important role to play in positioning our districts for a future that is in perpetual motion. To survive and flourish, we need to govern in ways that value creativity, dreaming, proposing, and risk-taking. But we know what works. Without a doubt, we know that effective school boards have distinct characteristics. These include the ability to collaborate and create a shared vision of high standards with teachers, parents, students, business leaders, and community members. At the local level, we are capable and in a unique position to tap resources and engage with our communities. The most effective board members do not micromanage or delve into administrative issues, but focus on policy and setting the course for the school district. They create a trusting, collaborative relationship with the superintendent and other key administrators. And this is taking place in school districts across the nation. Consider the Baltimore City school district, which with strong board leadership and a collaborative relationship between the board and superintendent, turned around a low-performing, large urban district. Facing the Future In my own district, we saw student achievement climb through the roof when the board worked with the superintendent to set a vision of excellence and caring, ensured the direction was aligned with community values, and trusted our administrative and teaching staff to carry it out. Teachers and students alike developed a new love of school. In addition to excitement about learning, a pervasive spirit of caring overtook the schools. Test score improvement has been a consistent byproduct of this culture of excellence and caring, though never a target. Our research and practices have shown us that improvement and sustained growth begins at the local level. If we are to generate innovative and creative problem solvers and ignite the potential in our students and staff, it will not be because state and the federal governments mandate accountability and testing. The seeds to creative problem solving are sown locally. The responsibility for improving student achievement and improving our schools must stay with the local school board. We are able and willing to meet all the challenges our communities and school face now and in the future. Broderick has served as a member of the East Lyme Board of Education in East Lyme, Connecticut since , and her board service has included many leadership committee positions. Her service continues on a state and regional level, serving as a member of the Board of Directors of the Connecticut Association of Board of Education among other positions.

Chapter 4 : Gene Royer Quotes (Author of School Board Leadership)

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner. An effective, high-performing school board strives to meet the following benchmarks.

At the same time, you must also develop goals at the appropriate level that ensure quality governance of a school system. This article explores various governance models, develops a systemwide approach to improving governance, and defines the various goal levels, all while encouraging the development of an atmosphere aimed at improving student learning and becoming more accountable to the public. Governance models prescribe the school board and superintendent roles, as well as define the board self-assessment and superintendent evaluation instruments that create more accountability to the public. Most public schools are governed by one of two governance structures: The governance model helps determine the kind of board self-assessment and superintendent evaluation instruments that you will use. This model can be explained by using the face of a clock. Everything that runs above 9: On the other hand, everything that runs below 9: The points on the face of a clock represent the following: The districtwide goals that address student outcomes. General or global policy statements adopted by the school board to guide the professional staff in delivering the vision and goals set by the board at Made by the professional staff, the means for achieving the Actual operations of the school district; teachers teaching, custodians cleaning, bus drivers driving, principals supervising, and so on. Reports on the 6: Reports that tell the board whether Periodically the board reviews its policies and modifies them as needed. The gray, shaded area in the clock chart represents the difference in various school district governance cultures. Some school district boards go below the line, while some school administrators go above the line. Carver created the model in for his book Boards That Make a Difference. The Policy Governance model has grown in popularity among nonprofit organizations, some corporate bodies, and a growing number of school districts nationwide. Moreover, the Policy Governance modelâ€”through specific policy categoriesâ€”defines the board and superintendent values by specific policies. These values include such things as: The model has very few policiesâ€”between 30 and 40â€”and is the focus of the school board. The Policy Governance model is ordinarily presented with four categories of board policies: These policies delineate ways in which the board will govern. These policies delineate the relationship between the school board members and the superintendent. These are broad global policies of what students should know and be able to do and what districts are to achieve through performance goals. How are we doing? What are your values and needs? The school board also conducts an annual self-assessment, usually in March. School boards use different methods to self-assess their performance in governance process and board-superintendent relations. Some boards use a Web site called Zoomerang, which is free if you have 10 or fewer participants. Only board members assess the governance process. The same process is used in board-superintendent relations, except the superintendent helps assess the policies, since the topic relates to the relationship between the superintendent and the school board. Evaluating the Superintendent Once the board self-assessment process is completed, it is logical to evaluate the superintendent. Some states require evaluating the superintendent at least once annually. However, in the Policy Governance model there is an ongoing evaluation process in monitoring reports from the superintendent. The superintendent evaluation in the Policy Governance model is different from the superintendent evaluation under the traditional governance model. The traditional governance model evaluates the superintendent in the middle of the school year and at a final summative evaluation. However, in the Policy Governance model, the superintendent is evaluated throughout the year. What have we accomplished this school year? The board then considers the employment relationship with the superintendent. The contract with the superintendent can vary. In many states, the superintendent may be offered a multi-year contract. Some school districts have a rolling three-year contract, which involves considering whether to extend the contract for an additional year, hold the extension to a future date based upon job improvements, or end the contractual relationship. Completion of an integrated superintendent evaluation and school board selfassessment process has a number of benefits for the school district leadership

team. It provides accountability tools that are needed to answer this question: How do you know that what you say you are doing is actually being accomplished? The three levels of goals are: Global Level Goals These are district goals and strategic planning goals that are more global in nature. The goals are accomplished over a number of years as part of the implementation of the Effective Schools Plan of Work, which is a school reform model based on instruction and curriculum research focusing on a clearly aligned, articulated, comprehensive instructional program that aims to improve student achievement. Board Level Goals These are goals that flow from the board self-assessment process. Working with appropriate constituencies can ensure continued district fiscal stability while at the same time addressing long-term technology needs. Superintendent-District Level Goals These are superintendent operational goals. Often they flow from the global level goals that have an annual benchmark that must be met for the long-term goal. Laser Focus on District Issues Undergoing a goal development process allows the board and superintendent to get on the same page. Global goals should be shared between the board and the superintendent—this is the end statement that defines where we all want to be. Board and district goals, then, break down the global goals into smaller milestones and action items that must be accomplished in order to achieve the global goal. To read part one of our series, Turning the Tables on Assessment, go to www. He has trained district leaders for 28 years.

Chapter 5 : Does School Board Leadership Matter? | The Thomas B. Fordham Institute

The Highland Park ISD Board of Trustees consists of seven members, each of whom has been elected to serve a three-year term. School board members are entrusted with the responsibility of setting policy and promoting educational excellence for Highland Park ISD, and receive no compensation.

Chapter 6 : Sharpening a District's Leadership Model | District Administration Magazine

www.nxgvision.com | School Board Leadership Academy - Cohort 2 The SBLA program offers a unique peer-leadership forum for newly elected, appointed or current school board members in.

Chapter 7 : Washington School Board Standards

1 quote from Gene Royer: 'Homeschooling and public schooling are as opposite as two sides of a coin. In a homeschooling environment, the teacher need not be certified, but the child MUST learn.

Chapter 8 : School Board / Administration

Leadership; School Board; Attendance Zones; School Board Calendar; ACCESSIBILITY CONTACT SITEMAP BACK TO TOP.

Chapter 9 : Standards for School Board Leadership

The current report addresses the requisite steps that local school boards, superintendents, state political and educational leaders, and university deans and faculty need to take to develop and strengthen local school board/superintendent leadership.