

PRIMARY RESPONSIBILITIES OF SCHOOL BOARDS

THE BOARD CLARIFIES THE DISTRICT'S PURPOSE

The board continually defines, re-defines and articulates district ends to answer the recurring question:
Who gets what benefit for how much?

THE BOARD CONNECTS WITH THE COMMUNITY

On-going two-way conversation to:
Hear and understand desires and aspirations;
Serve as an advocate for continuous improvement;
Inform the community of district needs and performances.

THE BOARD EMPLOYS THE SUPERINTENDENT AND TREASURER

And holds them accountable

THE BOARD DELEGATES AUTHORITY

To the superintendent through written policies that specify ends and define operational limits

THE BOARD MONITORS PERFORMANCE

Progress toward district ends and compliance with written policies

THE BOARD TAKES RESPONSIBILITY FOR ITSELF

Collectively and individually
Deliberations and actions limited to board work, not staff work

FUNCTIONS OF THE SCHOOL BOARD

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<i>Vision</i>	<i>Structure</i>	<i>Accountability</i>	<i>Advocacy</i>	<i>Conduct Ethics</i>
Create a shared vision to enhance student achievement	Provide organizational structure to support the vision	Measure and report district performance toward the vision	Champion the vision	Demonstrate forthright conduct of the board toward the vision
What boards Can do	What Boards Can do	What Boards Can do	What Boards Can do	What Boards Can do
<ul style="list-style-type: none"> • Encourage community involvement ◆ Base decisions on mission & strategic plan ◆ Identify a district philosophy 	<ul style="list-style-type: none"> ◆ Develop district plans ◆ Establish goals and priorities for the district ◆ Review & evaluate policies ◆ Request reports about the curriculum ◆ Link budget to student achievement ◆ Maintain facilities 	<ul style="list-style-type: none"> ◆ Develop criteria for superintendent selections ◆ Perform an annual superintendent and board evaluation ◆ Ensure staff evaluations are performed ◆ Review school report cards ◆ Request the evaluation of programs ◆ Review results of student assessments ◆ Request timely financial reports and audits 	<ul style="list-style-type: none"> ◆ Recognize student achievement ◆ Recognize staff achievements ◆ Promote parent involvement ◆ Develop business and community partnerships ◆ Be a student advocate ◆ Participate in grassroots lobbying ◆ Meet with parents and community members 	<ul style="list-style-type: none"> ◆ Understand the board's role ◆ Respect roles of others ◆ Provide board orientation ◆ Use meetings effectively ◆ Follow federal and state law and school policy ◆ Conduct business in an ethical manner ◆ Work toward developing a team

Sharpening Your Listening Skills

- Avoid becoming angry even if a person or group is angry.
- Respond in positive, constructive ways as much as possible.
- Maintain eye contact with other persons to demonstrate interest in them and their problem.
- Search for causes by asking questions as a means of understanding.
- Try to separate fact from fiction while listening.
- Listen until there is a good understanding and do not respond hastily; this is the time to listen, not talk.
- Try to see a problem from the other person's point of view and create rapport by putting yourself in his/her position.
- Attempt to bring the situation to a conversational level and create rapport.
- Put yourself into a frame of mind to genuinely want to listen.
- Concentrate on what is being said by eliminating distractions from external sources and in your mind.
- Allow sufficient time for individuals to present their messages and do not interrupt them unless it is necessary to ask an important question.
- Repeat the major points of what speakers have said by paraphrasing what they say, thereby showing attentiveness, interest in them, and a genuine attempt to understand.

♣ Express my personal opinions but, once the board has acted, accept the will of the majority.

- ♣ Render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individuals or special interest groups;**
- ♣ Make every effort to attend all board meetings;**
- ♣ Become informed concerning the issues to be considered at each meeting;**
- ♣ Improve my boardmanship by studying educational issues and by participating in in-service programs;**
- ♣ Support the employment of staff members based on qualifications and not as a result of influence;**
- ♣ Cooperate with other board members and administrators to establish a system of regular and impartial evaluations of all staff;**
- ♣ Avoid conflicts of interest or appearance thereof;**
- ♣ Refrain from using my board position for benefit of myself, family members or business associates;**

**CODE OF ETHICS FOR MEMBERS OF
OHIO BOARDS OF EDUCATION**

A GUIDE FOR SCHOOL BOARD MEMBERS

While serving as a member of my board of education, I will accept the responsibility to improve public education. To that end I will:

- ♣ Remember that my first and greatest concern must be the educational welfare of all students attending the public schools;**
- ♣ Obey the laws of Ohio and the United States;**
- ♣ Respect the confidentiality of privileged information;**
- ♣ Recognize that as an individual board member I have no authority to speak or act for the board;**
- ♣ Work with other members to establish effective board policies;**
- ♣ Delegate authority for the administration of the schools to the superintendent and staff;**
- ♣ Encourage ongoing communications among board members, the board, students, staff, and the community;**

- learning how to respond appropriately to the complaints and concerns of citizens, school administrators and other staff including teachers;
- that change comes slowly;
- that you can't solve everyone's problems by yourself;
- that boardmanship means being able to hold the minority viewpoint when voting on an issue, then openly supporting the majority vote;
- discovering how the schools are funded.

The most difficult things to learn...

Experienced board members from across the nation were asked to identify the most difficult lesson they had to learn about board service.

Here's what they said most often.

- determining your function on the board and how to accomplish it effectively;
- that no matter what you think you know about board service when you first come on board, you still have a lot to learn;
- learning to acknowledge publicly that you have no power and authority as an individual board member; that only the board as a whole can make policy and decisions for the school district;
- recognizing the difference between setting policy (the board's job) and administering the schools (the superintendent's job);
- that you must think deeply and sometimes accept board decisions that are contrary to your own beliefs;
- that you must represent all the students. Your decisions must be made in the interest of the total school system and not made solely for special groups or interests;

BOARD

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- Beliefs
- Mission
- Goals
- Policies
- Linkages
- Assurances

- End results

**WHAT?
WHY?
HOW MUCH?**

VOTE

ADMINISTRATION

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- Objectives
- Procedures
- Rules
- Guidelines
- Action Plans

- Means

**HOW?
WHEN?
WHERE?
BY WHOM?**

RECOMMEND

TRUST