

# Board Policy



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# What does it mean to Govern?

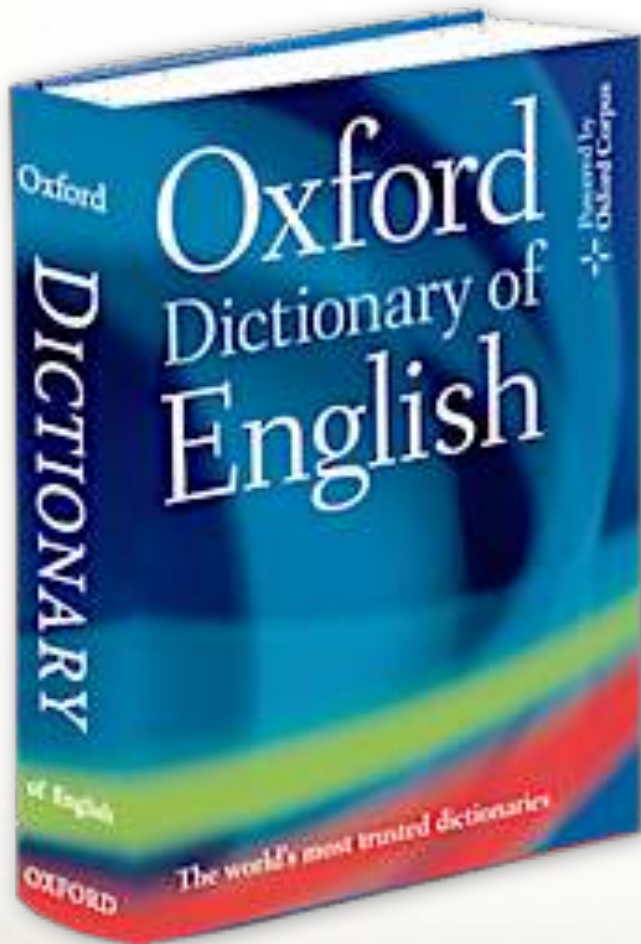


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# Link the Definition to Your Practice

## Governance (noun)

1. Manner of Government – Representative democracy
2. State of Governing a Place – the way the rules, norms and actions are structured, sustained, regulated and held accountable.
3. Authority – Delegated to the Board by the Legislature





So, for a  
school board,  
**What** does  
it mean to  
**Govern?**



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## Taking the Lead in

- Determining the District's Strategic Direction
- Monitoring Performance
- Initiating and Managing Innovation



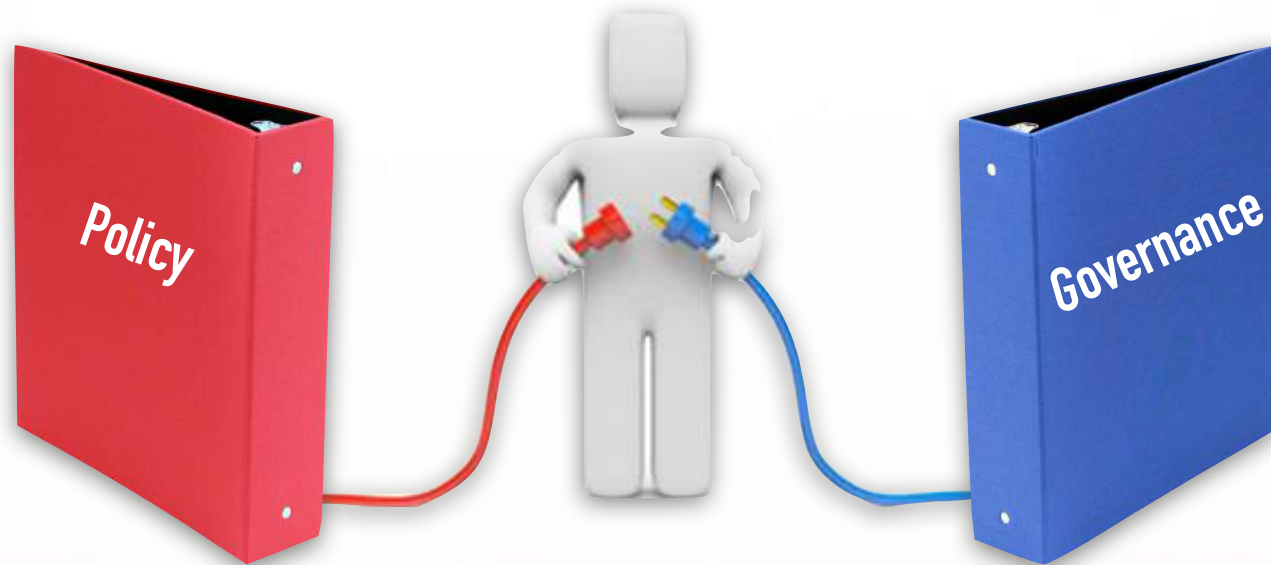


## Taking the Lead means

- Developing Policies
- Securing Resources
- Making Decisions
- Monitoring Effectiveness



# What's the connection between Policy and Governance?



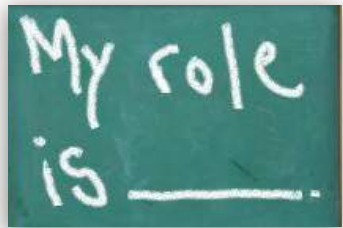
How is that connection made  
on a school board?



# What's the connection between Policy and Governance?



The Board's purpose is to be accountable to the public and show that the school district works in the best interest of its students.



Boards define their role through Board Bylaws and delegate through Policy.

**Policy makes clear the Board's direction and intention**



# Policy

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- Provides the framework for the day-to-day operation of the district.
- Keeps decision-making situation-based and not person-based.
- Helps keep the Board focused on governance and Board business.



# Governance

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“The Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs.”

- Governance Functions
- Executive Functions
- Judicial Functions





# Governance Functions

The Board shall consider and approve or disapprove matters submitted to it by the Superintendent and the public and is committed to **establishing policies to govern district activities.**

The Board shall **prescribe bylaws for its own governance** with law or with the rules prescribed by the State Board of Education.

*ref. BB 9000*



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# Executive Functions



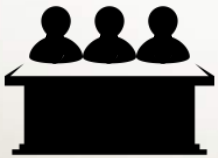
The **Superintendent** shall serve as the chief executive officer of the Board.



The **Board delegates** to the Superintendent the authority to carry out Board decisions and to make and carry out any decisions which it delegates.



The **Superintendent** shall be fully responsible for the proper use of this authority.



The **Board retains ultimate responsibility** for the performance of any powers or duties delegated.

*ref. BB 9000*





# Judicial Functions

The Board believes that **positive personnel and public relations** rely upon the ability to hear and resolve grievances, complaints and criticisms.

The Board, convened, shall serve as a **body of appeal** for grievances, complaints and criticisms in accordance with Board policies and negotiated employee agreements.

*ref. BB 9000*



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# Governance Functions

**How does the bylaw facilitate your ability to govern?**

**MEETING CONDUCT**

BB 9323

**BOARD MEMBERS**

BB 9200



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# The Board Leadership Role in Governance

- Good governance is executed through **policy**: having discussion and revisions on agendas.
- Ensuring the Board has clearly **defined** its intent regarding the policy.
- Keeping the Board **focused** on policy issues
- Being the policy **expert** in the district





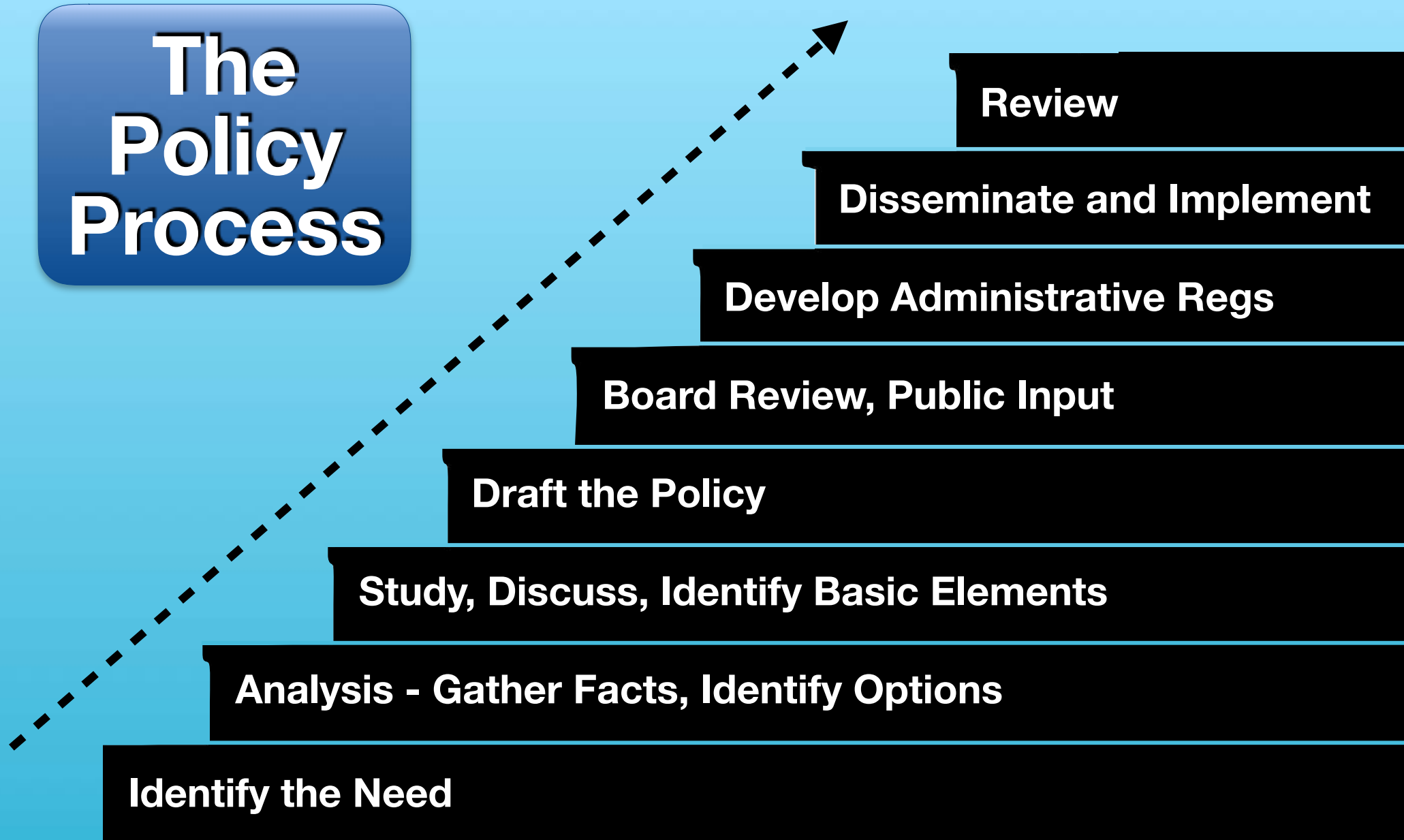
# Boards Lead Through Policy

- **Understand** the policy process
- **Schedule** policy review on a regular basis
- **Review** policy prior to acting on major agenda items
- **Be familiar with** the first policy in each of the different Titles
- **Ask** the right questions





# The Policy Process





# Governance and Policy

## Asking the Right Questions

**The Board should lead the policy discussion:**

- Does this policy contribute to **student achievement**?
- Is the **purpose** of the policy clear?
- Does the language **establish**:
  - ▶ Why this is important?
  - ▶ What the Board wants/does not want?
  - ▶ Who is responsible for implementation?
  - ▶ Who is responsible for ensuring enforcement?
  - ▶ Any special evaluation or accountability requirements?





# Governance and Policy

## Asking the Right Questions

**The Board should lead the policy discussion:**

- Are **terms used consistently**, clearly and defined as necessary?
- Is the language as **concise** as possible?



# EXAMPLE

## Students BP 4131 Staff Development



- **Why is this important?**
- **What does the Board Want?**
- **Who is responsible?**
- **Does it request Evaluation or other accountability requirements?**



# EXAMPLE

## Students BP 4131 Staff Development



### Why is this important?

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. In compliance with federal and state law, the Superintendent or designee is to develop a plan to ensure that all teachers of core academic subjects be highly qualified by the end of the 2005-2006 school year. Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.



# Students BP 4131

## Staff Development

**What does the Board want?**

# EXAMPLE

## Students BP 4131 Staff Development



### What does the Board want?

In order to respond directly to the needs of our students, staff development activities may address teacher qualifications, content areas, methodology, interpersonal relations between students and faculty, student growth and development, and staff communication, problem solving and decision making.

# EXAMPLE

## Students BP 4131 Staff Development



### Who is Responsible?

The **Superintendent** is responsible for ensuring that **all training required by law is provided** in a timely fashion to appropriate staff.





# Any Special Evaluation or Accountability Requirements?

The Superintendent or designee should provide staff with professional development that may include opportunities such as:

- Release time and leaves of absence for travel and study.
- Visits to other classrooms and other schools.
- Conferences involving outside personnel from the district, county, state, region or nation.
- Membership in committees drawing personnel from various sources.
- Training classes and workshops offered by the district.
- Further training in institutions of higher learning, including credit.
- Courses conducted in or near the district instead of on the college campus, whenever possible.
- Access to professional literature on education issues.



# Governance and Policy

## Asking the Right Questions

- Is this a **shall or may**?
- Does the District have the **authority** to implement?
- Is this something the District is **capable** of implementing?
- Is there a **fiscal impact**, and if so, what?
- Are there specific **reports** that will be provided to the Board? If so, how will these be included in the Board's annual calendar?

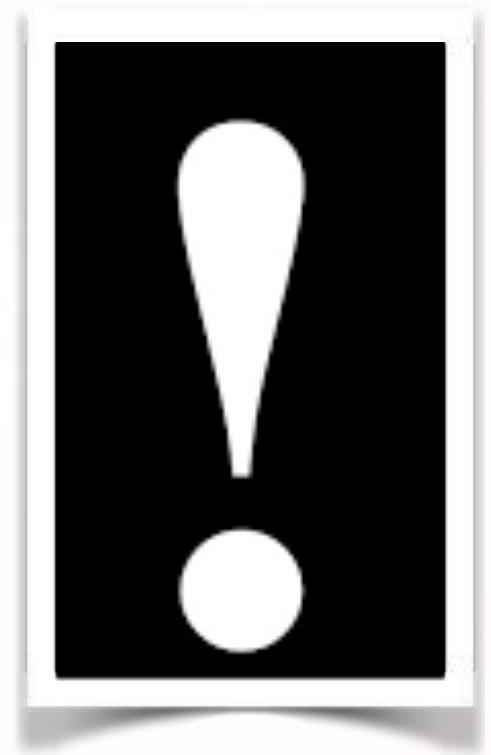
# Questions



- Does your Board think in terms of policy?
- Do you look to policy before making decisions?
- Do you regularly schedule policies for review?
- Do you have a clearly communicated policy manual that is universally accessible and easy to use?



# Policy Online



- Great savings
- Powerful Search Engine
- Consistency across district and to public
- Exclusive partnership with Microscribe Publishing and AASB to easily maintain and update your manual
- Enables AASB additional services to keep you current