



What Board Members *CAN Do*



EDUCATE. ADVOCATE. ELEVATE.

Governing Board Member Roles and Responsibilities



The role of a governing board is to improve student outcomes using 3 main levers: policy, budget, and hiring/firing/evaluating the superintendent. The governing board also has a responsibility to set goals and help establish the mission/vision and values of the district. Monitoring the progress of the goals is a big part of that responsibility and goes back to our role as policymakers: You cannot focus on policy without monitoring the impact of policy.



Policy



Policy Making is one of the non-delegable duties of a Governing Board Member, however, policy making doesn't occur in isolation. As an elected official, you are representing your community and what they want for their district. When revising or introducing new policies it is important to ensure you have input from the community, staff, students and legal advice. One of ASBA's roles is to help districts customize policy and ensure it stays in compliance with state statutes.



Budget



The Governing Board has a duty to provide guidance in the development of the budget to ensure funding needed to meet board-established goals. The Board then approves and monitors the budget throughout the year. The Governing Board must also ensure they hold public hearings within the statutory deadline outlined in ARS 15-905.



Hiring/Firing/Evaluating the Superintendent



The Governing Board is responsible for evaluating the superintendent at least once each year and can offer a contract renewal no more than 15 months before the end of the current contract. The board can also choose to terminate the superintendent or non-renew the contract. Governing Boards can hold informal evaluations or check-ins throughout the year to gather evidence and ensure the superintendent is on track to meet performance goals.



Goal Setting and Progress Monitoring



The Governing Board plays an important role in setting the Vision, Mission and Values of the district, which in turn form the foundation of the district's strategic plan.

With those in place, the governance team (Board and Superintendent) should set goals that help the district fulfill the strategic plan. The district should set long term and short term goals that are SMART, and the Board has a responsibility to monitor progress throughout the year.



Scenario 1 - Policy

A parent reaches out to you because they do not think the district's current gifted policy does enough to support their ELL student and mentions there are other ELL parents with the same concern. They want to see the policy change and want you to help make it happen. What should you do?

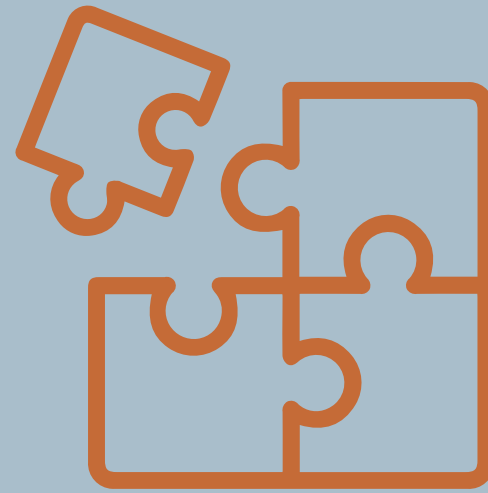


Solutions...



Option A:

Ask the parent what they would like to see in the policy, then draft a version to share with the director of gifted education so they can begin implementing changes. Request that it is placed on the next agenda for approval.



Option B:

Tell the parent you will connect them with the Superintendent. Inform the Superintendent about the interaction and potential communication from the parent.



Option C:

Request the formation of a committee to revise the policy during your next board meeting.

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GIFTED AND TALENTED EDUCATION

The Board requires that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. A program scope and sequence for gifted education including those requirements found in A.R.S. 15-779.02 shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year and by the same date at least every five (5) years if no changes were made.

Transfer students previously identified as gifted by another district or charter school shall, within a reasonable and timely period, have determined whether they are to receive gifted education in this District and if so have the program provided without unreasonable delay.

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The course of study and teaching methods, materials and techniques shall be modified or adapted to provide for those students who are gifted but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking, or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. The District shall use tests or subtest that are demonstrated to be effective with special populations, including those with a disability or difficulty understanding the English language, when identifying these students as gifted.

The District shall determine within a reasonable and timely period whether transfer students previously identified as gifted by another district or charter school shall receive gifted education in this District, and if so, the program shall be provided without unreasonable delay.

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Scenario 2 - Budget

School Safety is one of the biggest concerns among staff, students and families. You often hear public comment surrounding school safety, and your community wants to see the district invest in a more robust safety plan. How can you as a board member ensure funding for school safety is appropriately allocated?

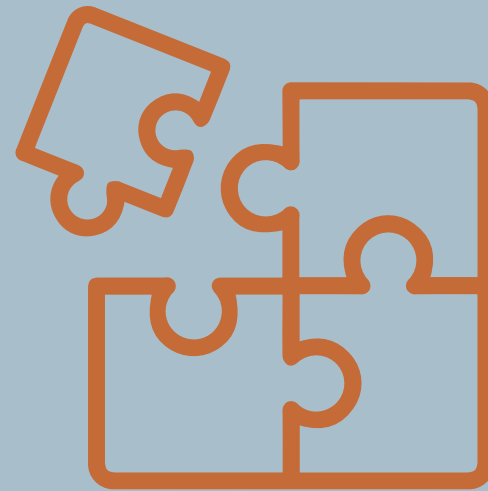


Solutions...



Option A:

When the budget is up for approval you can suggest an amendment to the budget to include more funding for safety.



Option B:

Request more funding for safety during the budget update at your board meeting.



Option C:

Ask the Superintendent to send a survey on safety to staf//families/students in order to help provide input to the budget.

Scenario 3 - Evaluating the Superintendent

Communication in your district is inconsistent and often lead to confusion among staff and the community. You have had informal conversations with the superintendent about this but nothing has changed. What is an appropriate next step?

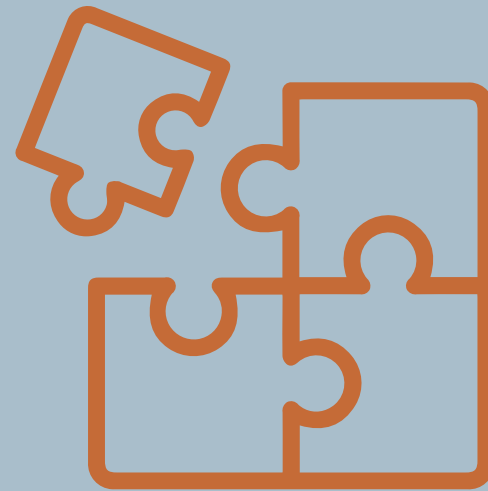


Solutions...



Option A:

Keep talking with the superintendent about your concerns. If they don't make appropriate progress you can dock them during their evaluation.



Option B:

Call for an executive session to discuss possible termination of the superintendent.



Option C:

As a Governance Team, create a goal for the superintendent around communication expectations. Plan quarterly check-ins to monitor progress.

Scenario 4 - Goal Setting & Progress Monitoring

During a board meeting you are presented with the latest state testing results. Proficiency in math is low across the board and it is evident that something needs to happen. What is the board's role in this scenario?

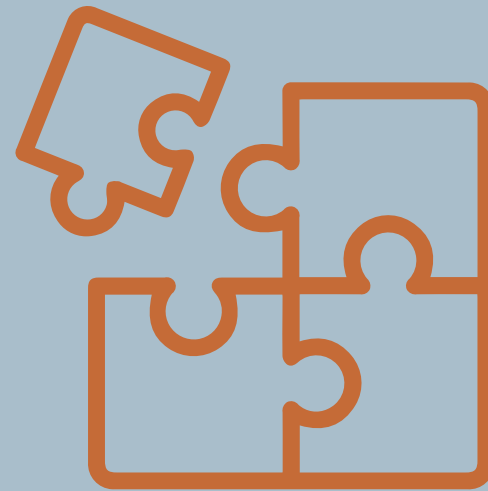


Solutions...



Option A:

Look into new curriculum to adopt that might help raise math scores.



Option B:

Create a schedule of professional development opportunities for math teachers to learn best practices in instruction.



Option C:

Request data - aggregated and disaggregated - and as a governance team set goals to help establish a plan to improve math scores based on that previous data.

Scenario 4 - Meeting Norms

You would like to improve the efficiency of your board meetings. The agenda is packed, board member comments and questions are extensive, and meetings tend to last for hours. What can you do?

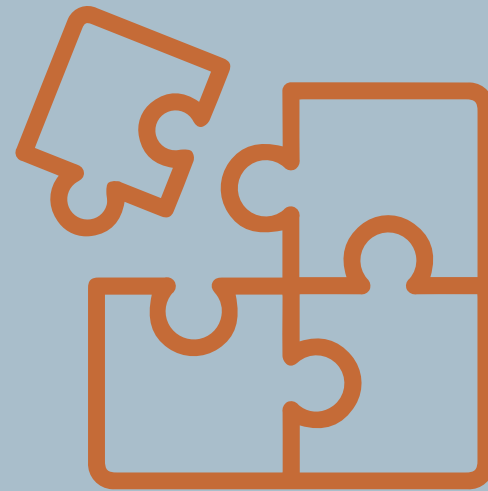


Solutions...



Option A:

Ensure board members receive information on agenda items in advance so questions can be asked before the meeting,



Option B:

Utilize a consent agenda for items that do not require a discussion.



Option C:

Establish agreed upon norms for board member questions and comments.

Meeting Norms

Before the Meeting

- Establish a timeline with the Superintendent; when will members receive materials/information?
- When and how will members ask questions prior to the meeting?
- Establish agenda agreements

During the Meeting

- Establish norms around board member comments/questions to ensure equal participation
- Define the role of the Board President during board meetings
- Define the role of the Superintendent during board meetings

After the Meeting

- Uphold confidentiality
- Support the decisions of the board





Thank you

Questions? Please reach out: sjames@azsba.org or 602.254.1100 x 110

