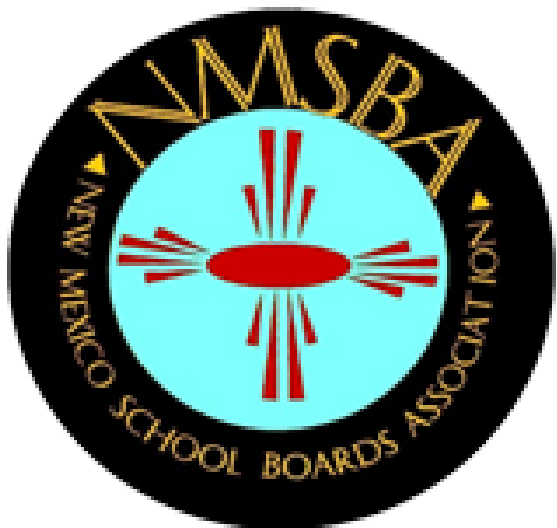




**CES and NMSBA
Present**



The Board Leadership Development Program

SESSION 1- BLOCK 1

AGENDA



- ✓ Why this work?
- ✓ Introductions and Team Building
- ✓ Overview of BLD
- ✓ Statutory Authority
- ✓ Training Norms and Protocols
- ✓ Evaluation
- ✓ Break



Why this work?



Key Work of School Boards

IMPROVING STUDENT ACHIEVEMENT
THROUGH COMMUNITY ENGAGEMENT

Board Members are Key to Creating an Exemplary School District

Board members who are well trained, work as a team, and develop a positive working relationship with their superintendent will reap the benefits of an effective, efficient school system that promotes, supports and realizes high student achievement.



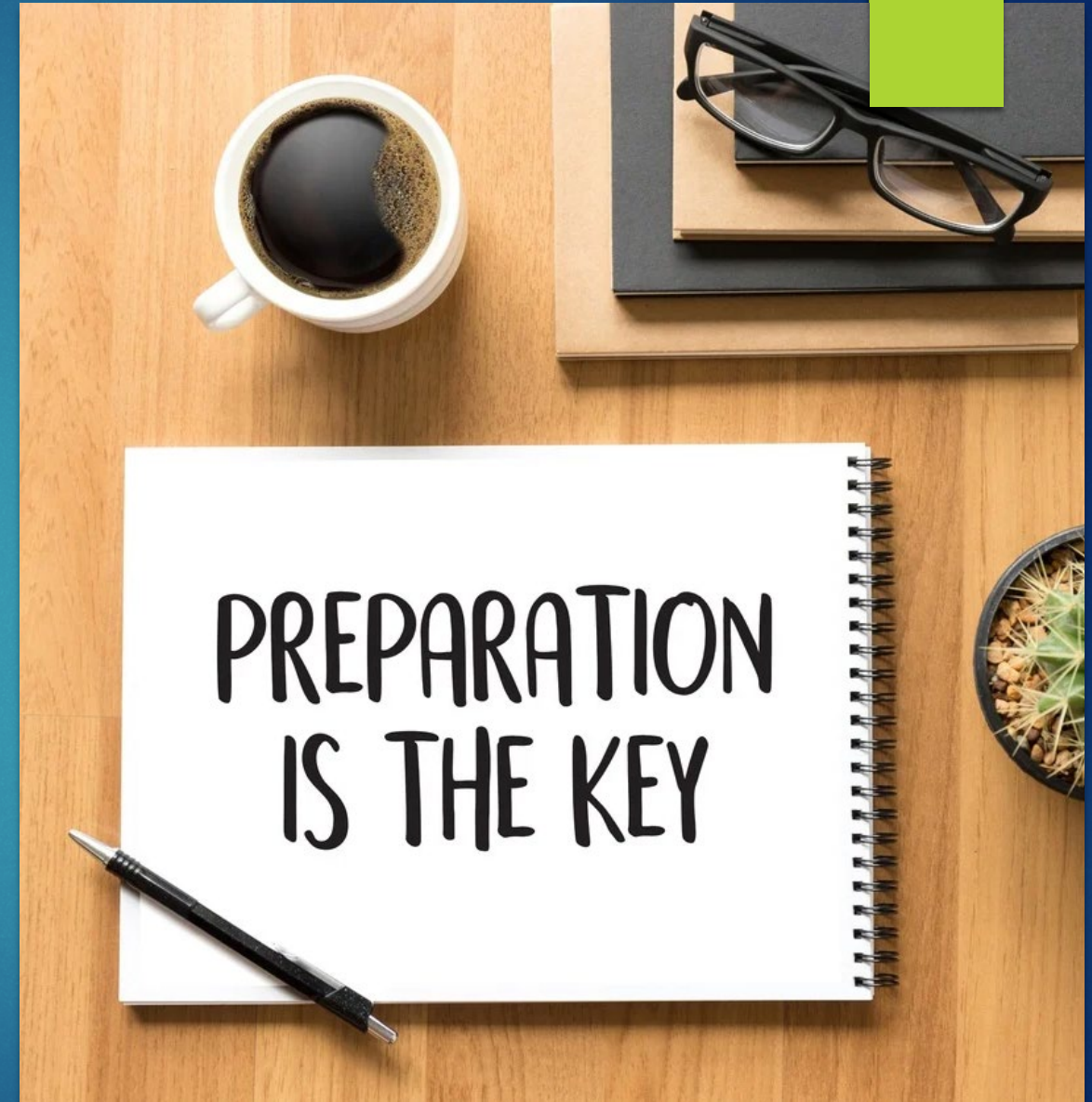
Elected Does Not Mean Prepared

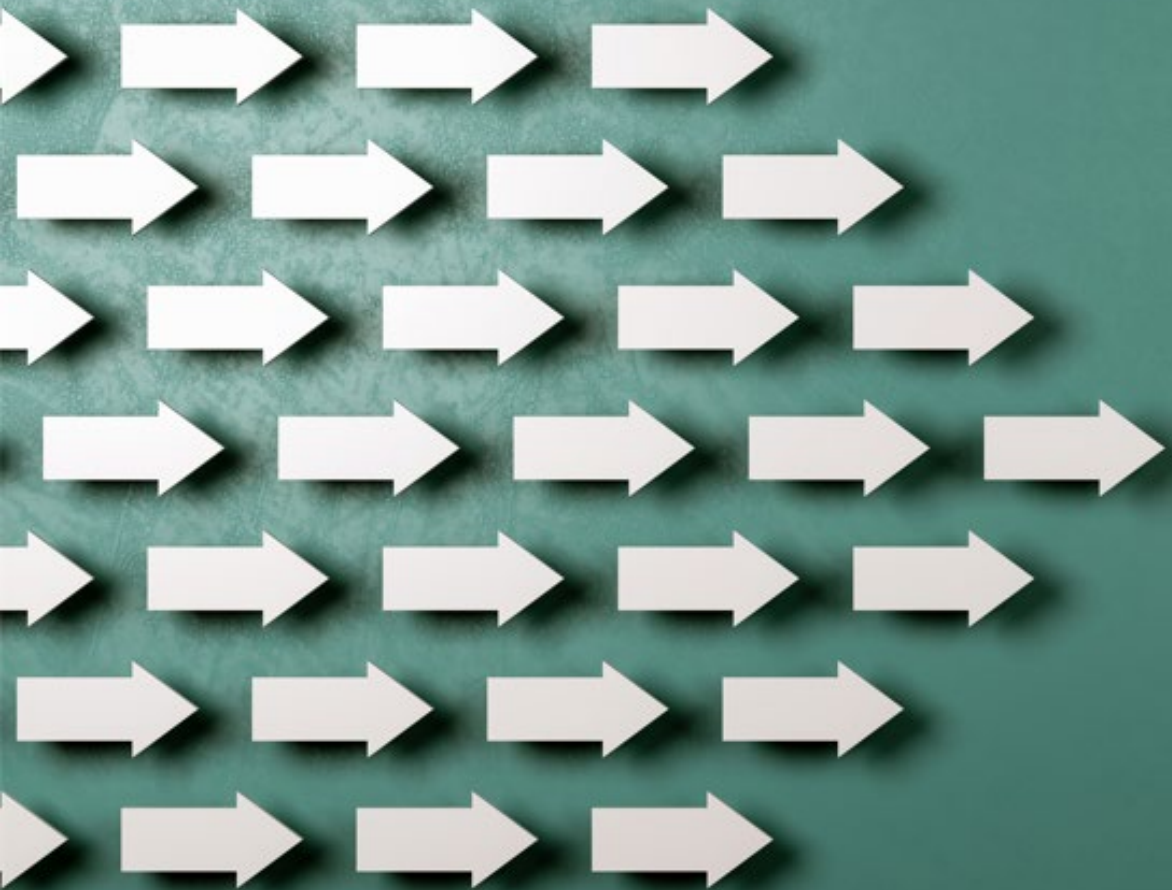
- ▶ A school district is different from any other business
- ▶ Being an effective board member takes time
- ▶ Individual board members have no legal power or authority



Elected Does Not Mean Prepared

- ▶ Powers and duties of a board are defined by state statute
- ▶ Board related paperwork can be overwhelming
- ▶ Once elected, board members represent all students in the district





Elected Does Not Mean Prepared

- ▶ School districts are funded differently than other public entities
- ▶ The board sets policies, the superintendent administers the district
- ▶ Preparation and training are the keys to success

TIME
FOR
INTRODUCTIONS



Name Tents

1. Decorate your name tent with a picture that represents your vision for the ideal school district
2. In table groups share your vision for the ideal school district and how a school board can facilitate the creation of such a school district



Share Name Tents and Pictures



- ✓ Is there a common theme in your vision of an ideal school district?
- ✓ How can one Board member assist in achieving this vision?

Compass Points Protocol

Please stand at the compass direction that describes you best



- ▶ **North:** Acting – “Let’s do it;” Likes to act, try things, plunge in.
- ▶ **East:** Speculating – likes to look at the big picture and the possibilities before acting.
- ▶ **South:** Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.
- ▶ **West:** Paying attention to detail —likes to know the who, what, when, where and why before acting.

Compass Points Protocol

1. What are the strengths of your style?
(4 adjectives)
2. What are the limitations of your style?
(4 adjectives)
3. What style do you find most difficult to work with and why?
4. What do people from the other “directions” or styles need to know about you so you can work together effectively?
5. What do you value about the other three styles?





BOARD LEADERSHIP

Development Workshop

Overview of Board Leadership Development

- ▶ Partnership between NMSBA and CES
- ▶ Part of a comprehensive leadership development series for teachers, principals and superintendents
- ▶ Focused leadership development for new board members
- ▶ Enrichment opportunity for board members with 2-3 year tenure
- ▶ Seamless professional development for your district: teachers, principals, superintendents, board members

Ideal Participants Will Demonstrate

- ▶ A commitment to and passion for becoming an effective and productive board member.
- ▶ A strong belief that every child can learn
- ▶ A relentless drive to help every student achieve at high levels and the commitment to advocate for every student.
- ▶ Professional stamina and resilience

What Does This Mean For You?

Participation in a rigorous program presented by board members, school administrators and others

Instruction delivered face to face and via GoToMeeting

4 half day sessions December, January, June and July

Offered at no cost to participants

The opportunity to earn credits toward Master Board Member certification

Schedule of Four Sessions



- ▶ **December:** Powers & Duties of the Board: Overview of the major powers, duties and responsibilities of board members
- ▶ **January:** Board-Superintendent relationship: Communication, Board meeting protocol, supervision & evaluation of the superintendent

Schedule of Four Sessions



- ▶ **June:** Budget & Finance: Board's fiduciary responsibility, in depth look at the NM funding formula, capital projects and funding, support of the district strategic plan
- ▶ **July:** Strategic planning: Process for developing a strategic plan, mission, vision, strategic plan and how they guide the district's initiatives

Statutory Authority

- ▶ Board Member Oath: NMSA 1978, Section 22-5-9.1
- ▶ Constitution of the State of NM: Article 22 Section 1
- ▶ Powers of the Board: NMSA 1978, Section 22,5-4:
- ▶ PED Regulations: NMAC 6.29.1.9(A) Powers of the Board

Powers of the Board: NMSA 1978, Section 22-5-4

A local school board shall have the following powers or duties:

- A. Subject to the rules of the department, develop educational policies for the school district;
- B. Employ a local superintendent for the school district and fix the superintendent's salary;
- C. Review and approve the annual school district budget;
- D. Acquire, lease and dispose of property;

Powers of the Board: NMSA 1978, Section 22-5-4

A local school board shall have the following powers or duties:

E. Have the capacity to sue and be sued;

F. Acquire property by eminent domain

G. Issue general obligation bonds

H. Provide for repair & maintenance of property

Powers of the Board: NMSA 1978, Section 22-5-4

A local school board shall have the following powers or duties:

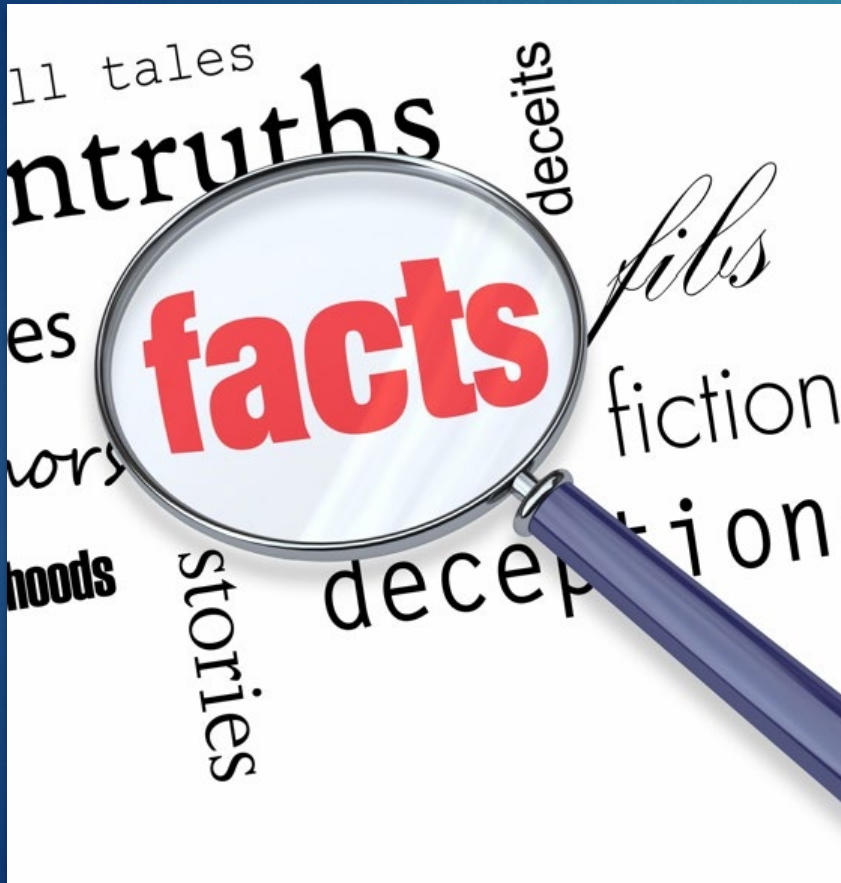
- I. Subpoena witnesses for school hearings
- J. Contract for expenditure of funds, except for salaries
- K. Adopt rules for administration of all powers and duties of the board
- L. Accept or reject gifts to the District
- M. Pay rewards for information regarding theft, defacement or destruction to school property

PED Regulations Powers of the Board

NMAC 6.29.1.9(A)

- ▶ Employ and evaluate the local superintendent.
NMAC 6.29.1.9(A)(2)
- ▶ Delegate administrative and supervisory functions to the local superintendent.
NMAC 6.29.1.9(A)(4)
- ▶ Refrain from involvement in delegated administrative functions.
NMAC 6.29.1.9(A) (5)
- ▶ Ensure that district funds are appropriately managed and disbursed.
NMAC 6.29.1.9(A)(9)
- ▶ Be responsible for oversight of revenue and expenditures within the district budget.
NMAC 6.29.1.9(A)(11)

Resources



NMAC: New Mexico Administrative Code

- ▶ Title 6: Elementary and Secondary Education
- ▶ <http://164.64.110.134/nmac/title06>

NMSA: New Mexico Statutes Annotated

- ▶ Chapter/Section 22: Public Schools
- ▶ <https://law.justia.com/codes/new-mexico/2011/chapter22/>

Table Discussion

- ▶ So, what do you think?
- ▶ Do you know what you don't know?
- ▶ What are your impressions about the authority of one Board member vs. the entire Board?



Thank
you

