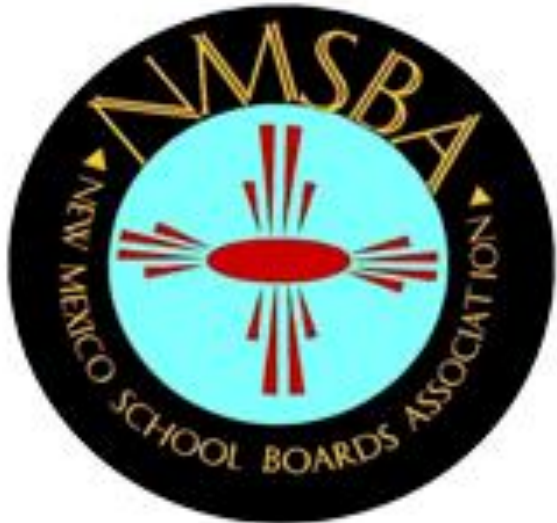




**CES and NMSBA  
Present**



# The Board Leadership Development Program

**BOARD LEADERSHIP:  
NAVIGATING ETHICS,  
PERSONNEL LAWS, AND  
BOARD POLICIES**

# AGENDA



- ✓ Introductions
- ✓ Statutory & Regulatory Authority
- ✓ Ethics
- ✓ Evaluation

***Thank you for  
What You Do For  
The Students  
You Serve!!***







# Driving Student Success Through Active Community Engagement



# Major Responsibilities of a School Board

Oversee.....

- ✓ policy, budget, and curriculum;
- ✓ hire and evaluate the superintendent;
- ✓ advocate for student success;
- ✓ ensure equity and community engagement;
- ✓ align district operations with state education standards





# Policy and Board Operations

---

- Policy is how a board sustainably exercises power to serve students.
- Through policy, school boards establish a set of cohesive guidelines to transform vision into action.



# Community Leadership

---

- Community leadership that builds public support is vital to implement the board's vision.
- Boards stay abreast of concerns and remain visible to the public.





---

## Board/ Superintendent Relationships

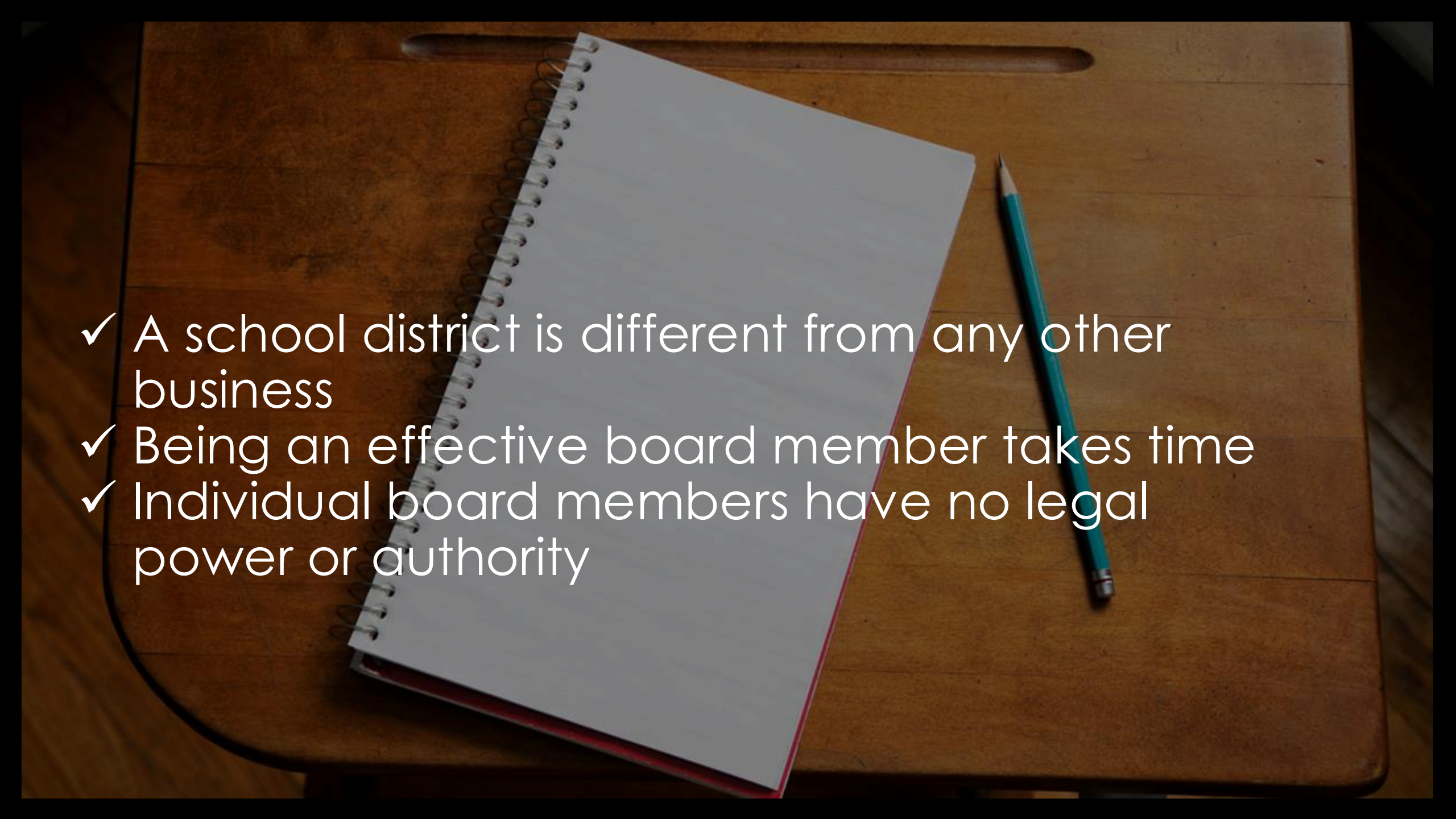
Lead as a united  
“Team of Six” through  
collaboration and  
mutual trust

# Board - Superintendent Relationships

---

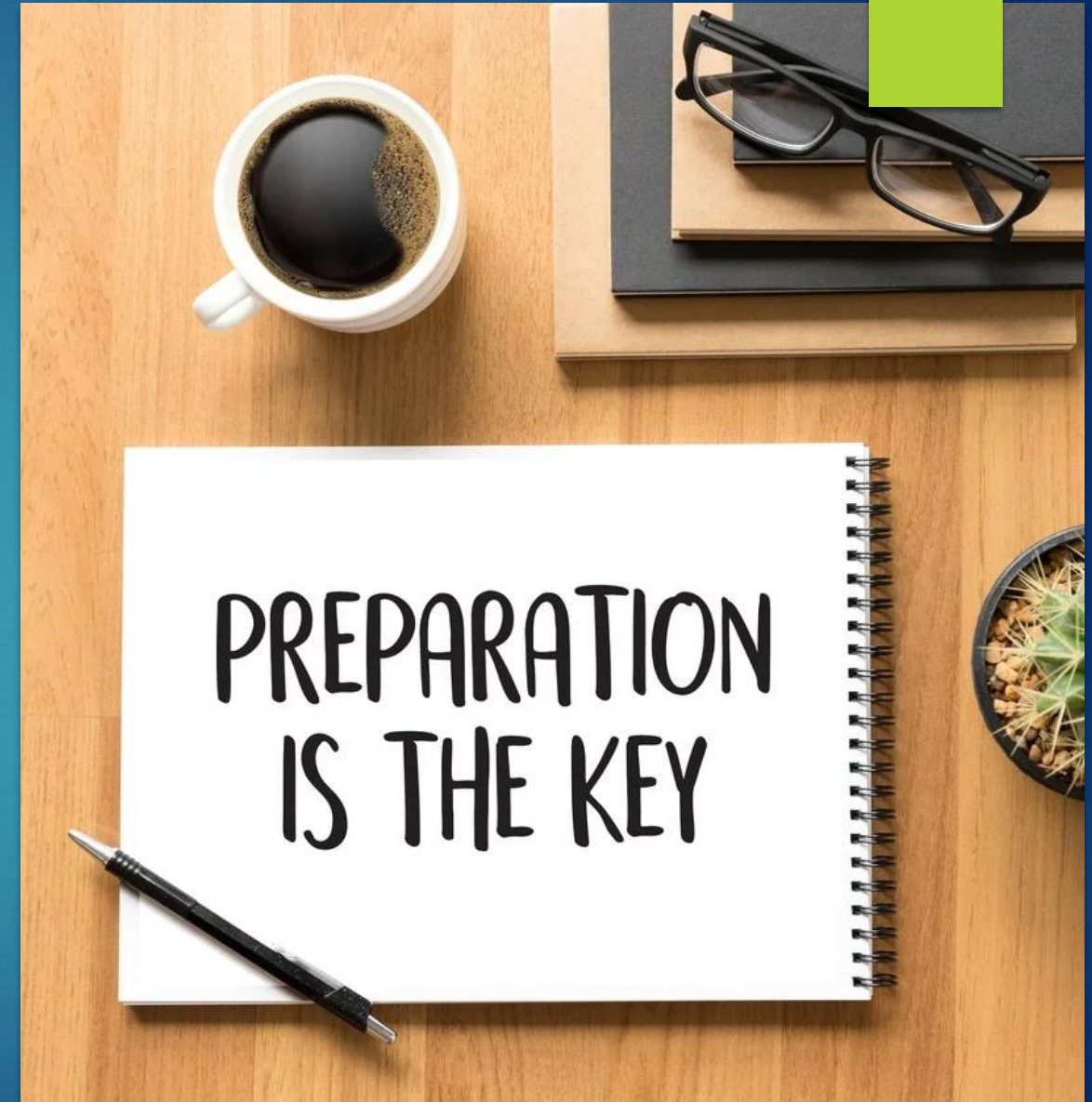
Lead as a united “Team of Six” through collaboration and mutual trust



- 
- ✓ 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

# Be Prepared

- ▶ Powers and duties of a board are defined by state statute
- ▶ Abrupt change from community member status to board member status
- ▶ Once elected, board members represent all students in the district



# Be 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





Appreciate the power of a question as a tool of inquiry

# 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)



# PED Regulations Powers of the Board

---

## NMAC 6.29.1.9(A)

- ▶ Delegate administrative and supervisory functions to the local superintendent.

NMAC 6.29.1.9(A)(4)



# PED Regulations Powers of the Board

---

## NMAC 6.29.1.9(A)

- ▶ Refrain from involvement in delegated administrative functions.

NMAC 6.29.1.9(A) (5)





# PED Regulations Powers of the Board

---

## NMAC 6.29.1.9(A)

- ▶ Ensure that district funds are appropriately managed and disbursed.

NMAC 6.29.1.9(A)(9)



# PED Regulations Powers of the Board

---

## NMAC 6.29.1.9(A)

- ▶ 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/>

# Let's Check Our Knowledge

What does **NMSA** stand for in the context of New Mexico's school boards?

- A) New Mexico School Authority
  - B) New Mexico Statutes Annotated
  - C) National Management of School Administration
  - D) New Mexico Standards of Accountability
- 

# Let's Check Our Knowledge

What authority does a school board have regarding property under New Mexico law?

- A) It can acquire property through eminent domain.
  - B) It cannot purchase land for schools.
  - C) It is only allowed to lease property.
  - D) It cannot make decisions about property acquisition.
- 

# Let's Check Our Knowledge

How can school boards incentivize community assistance in protecting school property?

- A) By hosting local events
- B) By paying rewards for information about theft or vandalism
- C) By passing new laws
- D) By hiring private investigators



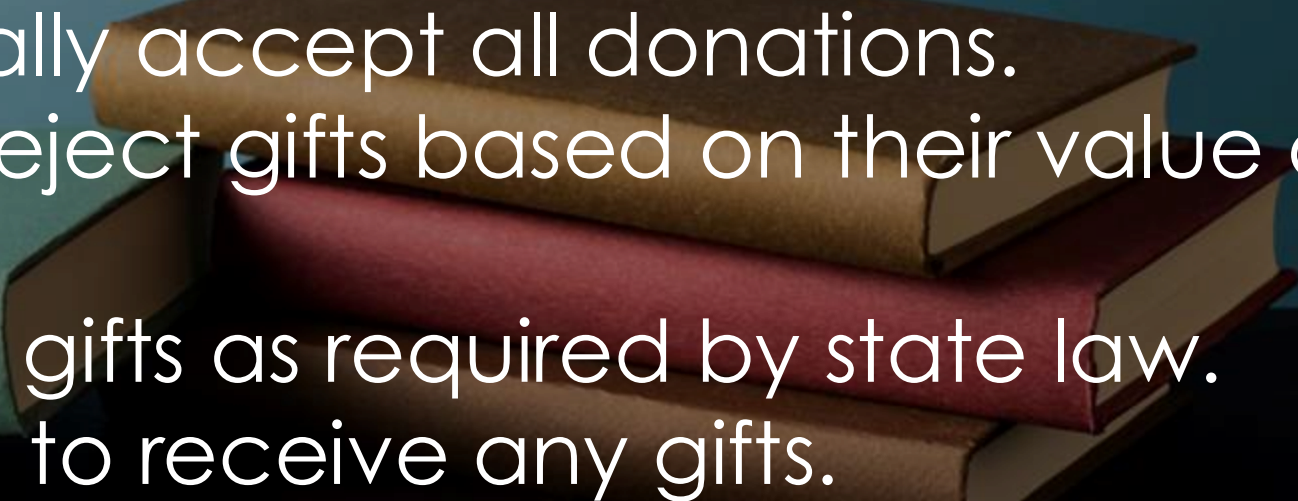
# Let's Check Our Knowledge

What is the purpose of issuing **general obligation bonds** by school boards in New Mexico?

- A) To fund teacher salaries
  - B) To finance large projects like school construction and facility upgrades
  - C) To cover daily operational costs of schools
  - D) To provide scholarships for students
- 

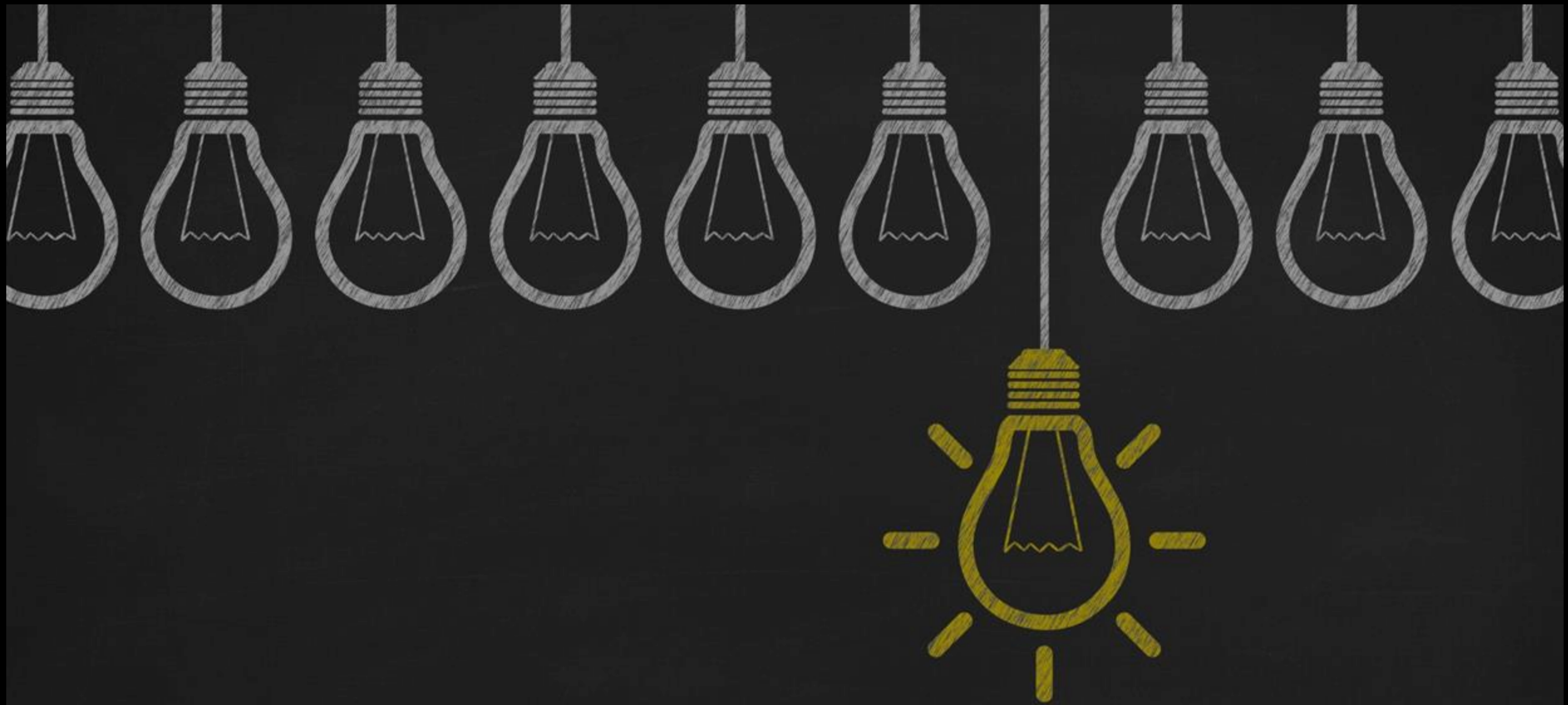
# Let's Check Our Knowledge

What is one way school boards in New Mexico can manage gifts to the district?

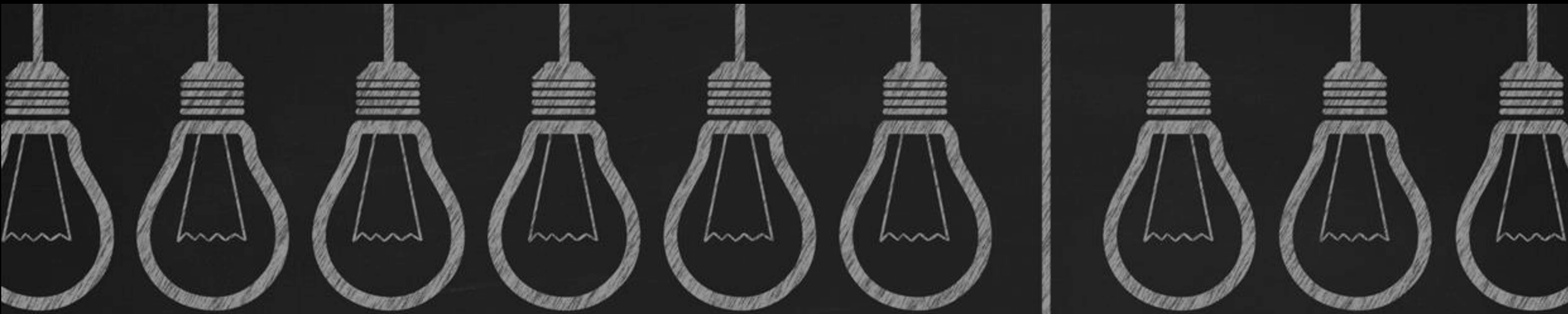
- A) They can automatically accept all donations.
  - B) They can accept or reject gifts based on their value or conditions.
  - C) They must accept all gifts as required by state law.
  - D) They are not allowed to receive any gifts.
- 







# Roles of A School Board Member



# Trustee

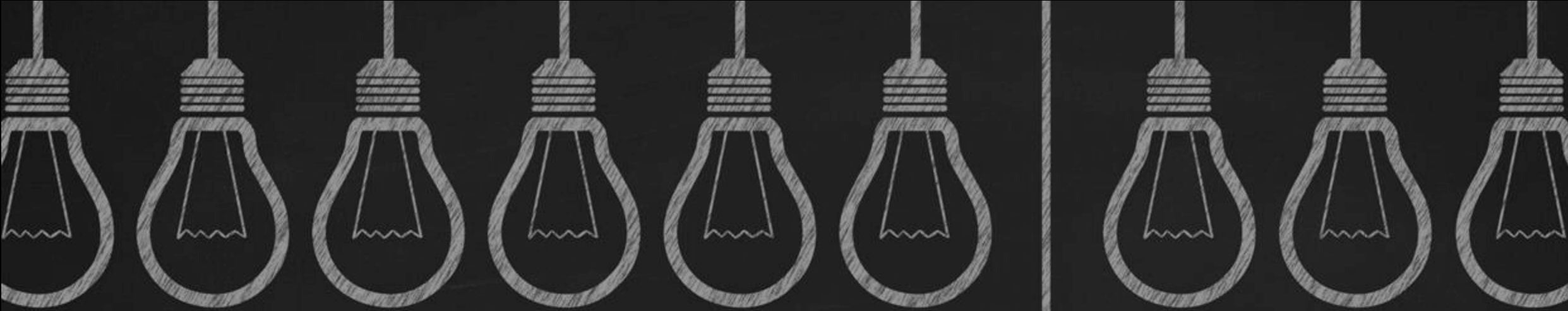
- Steward of Public Resources
- Representing the Community
- Making Decisions in the Best Interest of the District
- Upholding Governance Responsibilities
- Ethical Leadership
- Advocating for Public Education





# Governance and Policy Development/Long Term Planning

- Establish and approve policies
- Set goals for academic and operational performance
- Participate in developing and approving the district's strategic plan, focusing on academic success, resource allocation, and future growth



# Employer

- Select, hire, and evaluate the superintendent
- Provide oversight and support to ensure leadership alignment with district goals





# Financial Oversight/Facilities and Property Management

- Approve the district's annual budget and oversee the allocation of funds
- Ensure responsible management of financial resources, including approving general obligation bonds and capital expenditures
- Oversee the maintenance, repair, and development of district facilities and property
- Make decisions on property acquisition



# Curriculum and Instruction/Accountability and Oversight

- Approve curriculum changes, instructional programs, and materials in accordance with NMPED standards
- Ensure programs support student achievement and address the needs of diverse learners
- Monitor district performance using data and metrics to assess progress toward goals
- Ensure compliance with state laws, district policies and accreditation standards



# Advocacy and Community Engagement/Public Relations and Communication

- Act as a bridge between the community and the school district, fostering trust and communication.
- Advocate for district needs at the local, state, and federal levels to secure resources and support.
- Serve as a representative of the district to the public, maintaining transparency and fostering community trust
- Respond to community concerns and questions regarding district operations and decisions





# Single Board Member Outside the Board Room

- Respect the role of the superintendent
- Advocate for the district
- Act with integrity
- Listen and communicate responsibly
- Support board unity
- Continue learning





## CAUTIONS: Single Board Member Outside the Board Room

- Avoid acting as a lone decision-maker
- Do not direct staff
- Maintain confidentiality
- Avoid personal agendas
- Speak as an individual, not for the Board



## CAUTIONS: Single Board Member Outside the Board Room

- Be mindful of public statements
- Avoid over-engaging with constituents
- Respect legal and ethical boundaries
- Do no undermine board decisions
- Focus on advocacy, not operations

Let's  
Uncover  
Your  
Learning  
and Thinking



# Table Discussions





What Factors Contribute to Ethical Complexity for Educational Leaders?



## Ethics Complexity for Education Leaders

- ▶ Conflicting Stakeholder Interests
- ▶ Resource Constraints
- ▶ Legal and Policy Requirements
- ▶ Social and Cultural Context
- ▶ Others?

Why do people act  
unethically?







Let's think  
deeply about  
some questions

- ▶ **Resource allocations** – How do you equitably distribute limited resources (technology, extracurricular opportunities, etc.) among students when there are disparities in socioeconomic backgrounds and/or abilities?
- ▶ **Student Privacy vs. Safety** – To what extent should a school monitor students' online activities or social media accounts in the interest of safety, and when does it infringe on their right to privacy?

**What are other examples?**



## Points to Ponder

**Resource allocations** – How do you equitably distribute limited resources (technology, extracurricular opportunities, etc.) among students when there are disparities in socioeconomic backgrounds and/or abilities?

**Student Privacy vs. Safety** – To what extent should a school monitor students' online activities or social media accounts in the interest of safety, and when does it infringe on their right to privacy?

**What are other examples?**

## Let's think about some of your dilemmas

What are other ethical dilemmas you can think of?

Step #1: Talk with your table group and come up with at least three more

Step #2: What makes them ethical dilemmas?


Step #3: What does your team think the answer to your dilemmas might be?

Step #4: Be prepared to share



A 3D maze constructed from dark grey, rectangular blocks. The maze is complex, with many paths and dead ends. The lighting is dramatic, with strong highlights on the edges of the blocks and deep shadows in the recesses, creating a sense of depth and complexity. The text "The answers are not easy!!" is overlaid in the center of the maze in a white, sans-serif font.

**The answers are not easy!!**



“There is no comparison between how I treat me and how I treat you. I treat me with such exquisite understanding, empathy, and compassion, and I treat you with suspicion and automatic judgment for the worst. I am skilled in self-deception, a genius at rationalizing my way out of difficult ethical dilemmas. *‘Justify that for me,’* my decision says to my rational brain after the unethical decision has been made.”

Michael Carroll and Elisabeth Shaw – Ethical Maturity in the Helping Professions



When faced with ethical dilemmas and ethical choices....

What questions do you ask yourself prior to your decision?



“Even as I stand at my moral crossroads, looking right and left, forwards and backwards, wondering, I know I am surrounded by the past, the present and the future.”

Michael Carroll and Elisabeth Shaw – Ethical Maturity in the Helping Professions

# Ethical maturity defined

*“The reflective, rational, emotional and intuitive capacity to decide actions are right and wrong, or good and better, the resilience and courage to implement those decisions; the willingness to be accountable for ethical decision made (publicly or privately); and, the ability to learn from and live with the experience.”*

*Michael Carroll and Elisabeth Shaw – Ethical Maturity in the Helping Professions*







We need to be active in our consideration in moving.....

- ▶ From the unexamined life to continual reflection
- ▶ From the same things over and over again (mindlessness), to new ways of thinking and doing (mindfulness)
- ▶ From isolation to connectedness
- ▶ From head to head and heart
- ▶ From denial to facing monsters
- ▶ From teaching to learning
- ▶ From the 'what' of learning, to the 'how' of learning, to the process of learning
- ▶ From fear to courage

# ROLE OF PERSONAL VALUES AND PRINCIPLES IN NAVIGATING ETHICAL COMPLEXITY

## **Integrity**

- ▶ Acting in accordance with one's values and principles, even in the face of difficult circumstances.

## **Compassion**

- ▶ Considering the needs and well-being of others when making decisions.

## **Accountability**

- ▶ Taking responsibility for one's decisions and actions, and being transparent about the reasoning behind them.





# Listen to a story.....

- *“An old Cherokee chief is teaching his grandson about life:”*
- 



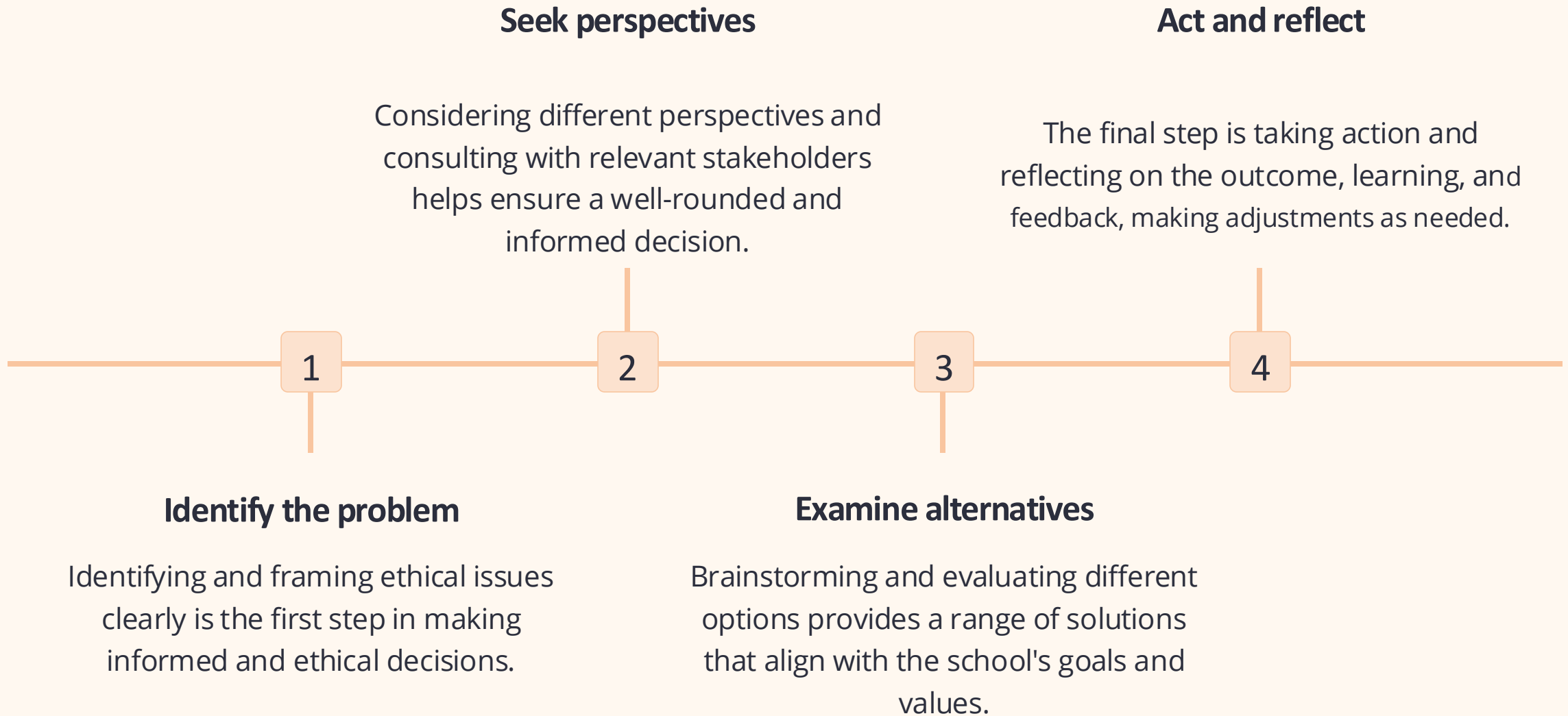


Consider the following.....

The ongoing need for ethical leadership in public education is critical because.....

Who do you allow (or will you allow) to keep your moral and ethical compass calibrated to true North?

# Building Ethical Decision-Making Skills





Effective Board Leadership is critical to the success of school districts to ensure that all students achieve at a high level



*Thank  
you*

**Evan Edwards  
Consultant  
Cooperative Educational Services  
[evan@ces.org](mailto:evan@ces.org) 806-341-2699**

