

RESOURCE CHECKLIST FOR SCHOOL COMMITTEE EFFECTIVENESS

The Five Key Principles of School Committee Collaboration and Success

- 1. Members work with their chair who recognizes his/her role as the servant, not the master, of the board and its goals.**
- 2. Members do not surprise each other, nor "blindsided" one another.**
- 3. Ambiguities about School Committee and Superintendent Roles and Responsibilities are identified and discussed.**
- 4. Members support the decisions of the board after they are made*.**
- 5. Members focus on building trust among themselves all the time.**

"All Politics is Personal." (Ralph Wright, Former Speaker, Vt. House of Representatives)

1. Leadership (Effective Chair and Collegial Members)
2. Rules of Order (Having them; following them; understanding them)
3. Civility (Among members, with the public, with the stakeholders)
4. Individual Priorities not as High with Everyone as with Some Members (i.e., Finance, Athletics, Enrichment, Parent Empowerment, Environment, Specific School(s), etc.)
5. Individual Member Characteristics, Deportment, Politics (Interpersonal Relationships, Tolerance of Disagreement, Brevity vs. Long-windedness, Psychology)
6. Relationships with Parents

"Doing the Job Right is Most Important." (Lee Iacocca)

7. Unanimity or the Perception of Disharmony and Disagreement
8. Relationship with Superintendent (Collegiality, Evaluation, Contract)
9. Relationships and Interactions with the Faculty
10. Understanding Roles and Responsibilities
11. Budget Development, Implementation, Monitoring
 - a. Understanding that Budget and Policy Making are linked
12. Tying policy and action to improved student achievement (Have strategies and plans, implement them, follow through)
13. Strategic Planning (programs, budget, and personnel and also about future structures)
14. Use of Committee/Subcommittee Structure to share work

"All Politics is Local" (Tip O'Neill, former Massachusetts School Committee Member)

15. Communicating with the Public/Communicating with Each Other
16. Relationships/Involvement with Municipal Leaders
17. Relationships with Professional Stakeholders
18. Relationships with Other Stakeholders (including parents, students, others)
19. Advocacy (Board members advocate locally, in Boston, in Washington)

* Under no circumstances does this mean that any member sacrifices rights to speak freely or act freely at any time.

Massachusetts Association of School Committees Code of Ethics

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the laws of the Commonwealth of Massachusetts. As an elected public official, a School Committee member is expected to adhere to those state laws that apply to school committees since school committees are agencies of the state.

This code of ethics outlines three areas of a school committee member's responsibility: (1) community responsibility; (2) responsibility to school administration; and (3) relationship to fellow committee members.

1. A school committee member in his/her relations with the community should:

- a. Realize that his/her primary responsibility is to the children.
- b. Recognize that his/her basic function is policy-making and not administrative.
- c. Remember that he/she is one of a team and must abide by, and carry out, all committee decisions once they are made.
- d. Be well informed concerning the duties of a committee member on both a local and state level.
- e. Remember that he/she represents the entire community at all times.
- f. Accept the office of committee member as a means of unselfish service with no intent to "play politics" in any sense of the word, or to benefit personally from committee activities.

2. A school committee member in his/her relations with the school administration should:

- a. Endeavor to establish sound, clearly-defined policies with which to direct and support administration.
- b. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
- c. Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.
- d. Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results.
- e. Refer all complaints to the administrative staff for solution and only discuss them at committee meetings if such solutions fail.

3. A school committee member in his/her relations with fellow committee members should:

- a. Recognize that action at official meetings is binding and that he/she alone cannot bind the committee outside such meetings.
- b. Realize that statements or promises should not be made regarding how he/she will vote on matters that will come before the committee.
- c. Uphold the intent of executive sessions and respect the privileged communication that exists in executive sessions.
- d. Not withhold pertinent information on school matters or personnel problems, either from members of his/her own committee or from members of other committees who may be seeking help and information on school problems.
- e. Make decisions only after all facts on a question have been presented and discussed.