



NCSD SCHOOL BOARD POSITION DESCRIPTION

A local Board of Education has one of the most important responsibilities in our society - helping plan the education of the children in the community. Its decisions affect the lives of students and their parents, the livelihoods of those the District employs and the economic well-being of the community.

Education reform and funding issues in Oregon requires the school board to be a collaborative policy body that engages strategic partners. Members must be willing to invest the time necessary to stay abreast of issues and trends, understand and analyze data, examine and set priorities and stay connected with the community.

The North Clackamas School Board is comprised of seven local community members, elected at large for four-year terms. Board members do not earn an income from their time on the School Board. They engage and participate as board members because of a passion for the quality of education in their school district.

School board members come from a diverse background, which gives the Board a variety of unique talents that work together to perform their collective duties as well as resolve various issues. Some members are active parents and/or have experience as community volunteers. Others have served on district committees, come from business or education backgrounds or nonprofit organizations. School board members attend board meetings, committee meetings, visit schools, interact with the Superintendent and district staff, interface with Legislators and attend regional board development conferences and workshops.

Essential Job Functions

Legislative and Policy-Making Authority - After open discussion and after the votes of members are taken on the record in either regular or special public meetings, the Board will establish rules or policy to provide direction for the District and the Superintendent.

Establishes Policies and Reviews Administrative Regulations - Pertaining to the governing of programs and services of the district consistent with the rules of the State Board of Education and with state and federal laws, the Board establishes, reviews and updates policies that direct the instructional and support programs – a comprehensive set of policies which directs how district operations remain accountable.

Strategic Planning - Determines the long-range direction of the District and sets a strategic direction with annual goals to guide district operations and investments.

Constituent Accountability - The Board is responsible for providing adequate and direct means for keeping itself informed about the needs and perspectives of the public, for keeping the local community informed about the schools, and provides opportunities to involve the public in the development and evaluation of district services.

Judicial Authority - As provided by law, policy, or contract, the Board acts as a fact-finding body or a court of appeal for students, staff members, and the public when issues involve board policies or agreements and their fair implementation, and when the Board must determine the rights, duties, or obligations of those persons who come before it.

Executive/Administrative Authority - The Board appoints a Superintendent and delegates to her or him the authority to establish administrative regulations to implement Board policy and goals. The Board annually evaluates the Superintendent's performance. The Board may establish academic and financial goals for the District and evaluate the Superintendent's implementation of those goals.

Fiscal Accountability - The Board oversees the financial affairs of the district by adopting, authorizing, and appropriating the annual budget, and by proposing annual tax levies, local option or bond elections to provide for operation of programs, construction and maintenance or acquisition of district property.

Payments and Business Transactions - The Board authorizes the Superintendent or designee to approve payment on all contracts and business transactions of the District in accordance with Board policies on purchasing and budget requirements.

The Board will provide for an annual audit of the district's assets.

The Board will employ the staff to carry out the educational program

Collective Bargaining - The Board will be engaged in the collective bargaining process to finalize labor contracts with the district's personnel. The Board will approve via contract, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for District-wide application. Board members may be assigned by the full board to participate in contract negotiations preferably utilizing an Interest Based Strategies approach to collective bargaining.

School Calendar - The Board establishes the days of the year and the hours of the day when school will be in session.

Complaints – The Board coordinates via policy the process and resolution of inquiries, complaints, problems, or emergencies affecting the availability or quality of services, and responds to sensitive or complex inquiries or service complaints, as outlined in district policy. Board members should not respond to any complaints or policies. All matters should be referred to the Superintendent and the Board Chair.

Working Conditions

Board member duties are primarily performed in an office environment and may require travel to various meetings throughout the district. School board members travel to Board meetings, committee meetings, visit schools, travel to the legislature, and attend regional Board development conferences and workshops.

Board members are expected to meet their commitments by being present at board and assigned committee meetings to stay abreast of issues in order to make informed decisions. Effective members typically invest a minimum of 20 hours per month attending board meetings, committee meetings and special events. However, there may be times when additional hours are necessary to address certain issues.

Desired Qualities of a School Board Member

School board members continuously increase their understanding of policy governance roles focusing on broad issues and goals of the District. The Board directs administration without micromanaging and rigorously challenges and evaluates the accomplishments of the organization in order to truly lead the organization.

School board members demonstrate an understanding and appreciation of the diversity of our community.

School board members communicate with citizens, staff and constituents in an effective manner.

School board members effectively invest and manage their time in business administration and policy-making tasks.

School board members work to understand complicated problems, identify and discern data, to understand finances, laws, rules and regulations.

School board members should develop an understanding of practices, principles and procedures of labor relations, employee compensation and benefits.

School board members continuously improve their ability to establish and maintain effective working relationships with fellow board members, the Superintendent, district staff, as well as district stakeholders and community partners, families and the general public.

Desirable Traits of a School Board Member

An effective school board member exhibits a strong commitment to working with others on the Board toward the common goal of providing the best possible education for the children in the community. There are certain skills and attributes which are consistently present in successful Board of Education members:

- Keep children first
- Maintain high standards of conduct
- Accept constructive feedback
- Manage stress and stressful situations
- Take responsibility for actions
- Treat all individuals with respect
- Be honest and sincere
- Maintain channels of communication
- Focus on important issues
- Demonstrate critical thinking skills
- Maintain a sense of humor
- Believe in public schools
- Strive to reach consensus on difficult issues
- Value and seek challenges
- Get the information necessary to make good decisions
- Exhibit organizational and time management capabilities
- Work out interpersonal conflicts appropriately
- Have the capacity to learn and grow, to recognize the scope of the responsibilities of service on a local Board of Education