

MASTER
BOARDS
AWARD

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Research shows that highly effective boards boost student achievement.

Boards of education should be the “up front” leaders of public education. They are charged with the responsibility of creating the conditions within their school districts that will enable students to meet more rigorous knowledge and performance standards. This means boards taking responsibility for results even as they hold others in the school district accountable. This means that boards articulate the educational mission of the district and garner the public support and resources needed to achieve that mission.

For this purpose the Five Star Master of Boardmanship Award or MBA has been designed to help and encourage boards to become highly effective boards of education. There are five areas of achievement to become a five star board. You will have the opportunity to work on this as a board or individually throughout the year. Your progress will be tracked on line at www.USBAPowerup.com.





Two award options can be earned by completing the Five Areas of Achievement during January 2012 – January 2013:

★ SCHOOL BOARD AWARD

Must be completed by at least 2/3's of the board members.
(Includes Superintendent & Business Adm.)

★ INDIVIDUAL BOARD MEMBER AWARD

5 AREAS OF ACHIEVEMENT:

★ CONTINUOUS IMPROVEMENT (REQUIRED ITEM + 3 OF YOUR CHOICE)

Continuous Improvement is about paying attention to the quality of what we do to ensure student achievement.

- ☐ **REQUIRED** Complete USBA Online training
- ☐ Attend USBA Annual or NSBA National Conference
- ☐ Attend Region Meetings, Local Board training
- ☐ Complete Selected Readings determined by local board (one book or three articles annually)
 - Refer to USBA website for Recommended Books/Articles (posted by board members)
- ☐ Attend: seminars/workshops/presentations such as Utah Foundation, University of Utah Education Policy Center, or other leadership training not directly connected to public education
- ☐ Attend a different school district's board meeting, county council meeting, city council meeting, State Board of Education meeting to compare governance styles
- ☐ Other training

★ ADVOCACY (CHOOSE 3)

School boards should be advocates for public education

- ☐ Meet with local legislators regularly
- ☐ Meet with local city government regularly
- ☐ Identify two things done to build positive relationships with media
- ☐ As a board, identify three strategies per year that each board member can use to advocate for their district such as:
 - a. Identifying a fact everyone will use when presenting at community functions
 - b. Having schools put up successes on their marquees
 - c. Inviting business owners to visit schools etc.
- ☐ Other – (explain)

★ COMMUNITY ENGAGEMENT/ COLLABORATIVE RELATIONSHIPS (CHOOSE 3)

School boards should foster good relations with stakeholders in the district community. Collaboration occurs when people come together to solve problems or create new and better ways of achieving desired results based on trust and mutual respect.

- ☐ Establish your district Mission, Vision, Values and Goals using the format that best suits your board/district (What Counts, Town Hall Meeting, Community Meeting, other)
- ☐ Meet with Mayor, City Council, County Commissioners, or others and show "Tell Your Story"
- ☐ Interact with at least one of these groups: Lions, Rotary, Kiwanis, Senior Citizens, Elks or ecclesiastical groups and show "Tell Your Story"
- ☐ Visit schools or school activity (visit monthly)
- ☐ Visit PTA/SCC and show "Tell Your Story"
- ☐ Utilize social media for information: websites, Facebook, Twitter, Blogs, etc.

★ ACCOUNTABILITY (CHOOSE 3)

Local school boards are held accountable for student performance, fiscal responsibility and commitments made to the state and community.

- ☐ Complete finance 101 course
- ☐ Create a strategic plan:
 - ___Who is responsible to drive your plan?
 - ___How often is the plan reviewed?
 - ___How is data used to drive decision making?
- ☐ Develop policy tied to student achievement (Give an example)
- ☐ Complete a course on Professional Learning Communities or Data Driven Decision making (USBA or NSBA)
- ☐ Review District Website to measure compliance with Sunshine Law and helping keep public informed (budget, test scores, and local board information)
- ☐ Reward and recognize staff or students in board meetings

★ FOUNDATION OF EFFECTIVE GOVERNANCE (REQUIRED ITEMS + 1 OF YOUR CHOICE)

School Boards provide the leadership through governance that will create the conditions under which excellent student achievement can be attained. Boards should set the model for excellence.

An effective Board governs with unity of purpose, agrees on roles and responsibilities, creates a positive governance culture and operates with protocols and policies.

- ☐ **REQUIRED** Conduct Board and Superintendent Evaluations (in-depth bi-annually)
- ☐ **REQUIRED** Review each of the following documents annually. Choose one of your district documents to review in depth and revise as needed

☐ District Vision Statement

Have a clear vision and mission statement for the district with strategic plan, goals, and objectives

☐ District Procedure Handbook

Establish process for setting goals, measuring progress, evaluating success, redirecting resources toward goals, motivating staff or students and regularly reevaluating processes and outcomes

☐ District Code of Ethics or Conduct

Discuss board's ability to listen, analyze, think clearly and creatively, work well with all individuals, individually or collectively, and improve sensitivity to and tolerance of differing views, come prepared to board meeting having thoroughly reviewed meeting material

☐ District Policy Handbook

Have a process for orderly, consistent review of district's Policy Handbook

☐ Coming to Order

Discuss effectiveness of board meetings in focusing on and implementing the district's vision, strategic plan and action plans

☐ Key Works of School Boards

Review process for ensuring that district goals include workable methods of setting standards, providing assessment, ensuring accountability and fostering alignment

