

CCSD Trustee Standards of Excellence

Developed by the ABCPAC which represents more than 100 years of school board experience and public service contributions and in conjunction with the National School Board Association and the Center for Public Education.

High achieving boards focus on ways to improve student achievement. Some of these are based on what an individual board member brings to the table, but most are based on things boards do when they seek professional development to help them work collaboratively to achieve their purposes. The following are areas in which boards must focus to become a high achieving district. ABCPAC seeks candidates who illustrate the ability to work at this level and have a passionate commitment to focus on the work that can be accomplished for the students in Clark County. Effective boards are comprised of effective members.

Vision: Effective school boards establish a clear vision with high expectations for quality teaching and learning that supports strong student outcomes.

Accountability: High academic standards, transparency, and accountability undergird a world-class education. True accountability depends on open decision making, community engagement and support, and receptivity to new ideas and constructive criticism.

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 able to transform vision into reality.

Community Leadership: Through public advocacy and community engagement, school boards share their concerns and actions with the public. Community leadership that builds public support is vital to implement the board's vision.

Board/Superintendent Relationships: Both the school board and the superintendent have essential leadership roles that are interconnected but different. Effective school boards lead as a united team with the superintendent, each in their respective roles with strong collaboration and mutual trust.

Specifically, trustees should:

- demonstrate the ability to work with professional integrity when dealing with staff and the public.
- have independence and objectivity, as well as the ability to work as a team member with consistent focus on the goals of the organization.
- have a clear understanding of their role in the organization.
- be willing to hold themselves and the board accountable.
- exercise openness to collective problem solving.
- actively engage in developing positive relationships with stakeholders who can assist in the advancement of student achievement.

- have a thorough understanding of fiscal oversight.
- commit to holding the superintendent accountable for policy directives.
- refrain from micromanaging operations or advocating for personal biases or agendas.
- dedicate themselves to all the responsibilities associated with this office including adequate preparation for meetings, good attendance, participation in sub-committees and board assignments, conduct personal research as needed, seek professional development to explore best practices for governing and all other related duties to advance the organization's goals and represent his/her constituents.

Note: The five keys for board effectiveness are based on a report written for the Center for Public Education by Chuck Dervarics and Eileen O'Brien and included in the publication The Key Work of School Boards which was a concept developed at the National School Boards Association. Revised publication 2014.