

PLEASANTVILLE BOARD OF EDUCATION
Pleasantville High School/701 Mill Road/Cafeteria
SPECIAL BOARD MEETING FOR BOARD TRAINING
October 21, 2014
5:07 P.M.
MINUTES

1. Call to Order at 5:07 p.m.
2. Reading of the Open Public Meetings Act Notice

Statement-Board President

"This is to advise those present at this October 21, 2014 5:00 pm. Special Board Meeting for Board Training of the Board of Education of the City of Pleasantville, in the County of Atlantic, that Notice was given on September 29, 2014; and of October 21, 2014 6:00 p.m. Regular Action Board Meeting Notice was given on September 10, 2014 of this revised scheduled date for the remaining 2014 Board Meetings, as required by the provisions of Chapter 231 of the Laws of 1975; that notice thereof has been distributed for publication in the Press, the Absecon/Pleasantville Current and the Mainland Journal, posted in the Administration Building and forwarded to the City Clerk of the City of Pleasantville, within the time required by said act."

3. Roll Call:

Mrs. Darleen Bey-Blocker	<u>Present</u>	Mr. Jerome Page	<u>Absent</u>
Mr. Lawrence A. Davenport	<u>Absent</u>	Mrs. Doris Graves	<u>Absent</u>
Mr. Paul Moore, Jr.	<u>Absent</u>	Mrs. Harriet Jackson	<u>Present</u>
Mr. Michael A. Bright	<u>Present</u>	Ms. Geraldine Hayer	<u>Present</u>
Mrs. Ethel Seymore	<u>Present</u>		

4. Flag Salute and Moment of Silence
5. Board Training at 5:00 p.m. until the 6:00 p.m. Regular Board Action Meeting Commences
See attachments for Board training from Charlene Zoerb

Mr. Davenport arrived at 5:22 p.m.
Mr. Page arrived at 5:45 p.m.

6. Special Board Meeting Adjourned for Board Training at 5:58 p.m.

MOTION BY: Mr. Jerome Page SECOND BY: Mr. Michael Bright Yea: X

ROLL CALL:

Mrs. Darleen Bey-Blocker	<u>Yes</u>	Mr. Jerome Page	<u>Yes</u>
Mr. Lawrence A. Davenport	<u>Yes</u>	Mrs. Doris Graves	<u>Absent</u>
Mr. Paul Moore, Jr.	<u>Absent</u>	Mrs. Harriet Jackson	<u>Yes</u>
Mr. Michael A. Bright	<u>Yes</u>	Ms. Geraldine Hayer	<u>Yes</u>
Mrs. Ethel Seymore	<u>Yes</u>		

MOTION PASSED

The Four Functions of a Board of Education

1. To provide guidance through *policy development* in the areas of instruction, personnel, general administration, fiscal and business management, physical plant and community relations.
2. To provide for a program of quality instruction by adopting curriculum standards as academic goals for students, assessing district and personnel needs to ensure *student achievement* of the standards, supporting professional development training for staff and requiring reports on the results of student assessment.
(*Planning*)
3. To provide for the effective management of the district by employing and evaluating the chief school administrator, establishing policies for monitoring of district finance, curriculum, buildings and grounds, and personnel and requiring reports on the results of policy implementation. (*Assessment*)
4. To provide for two-way *communication between community and board* by informing the public about the schools, promoting parents' presence in schools and at school functions, evaluating the superintendent on how effectively parental input is solicited and considered, and working to secure public support for the schools and public understanding of district goals.



New Jersey School Boards Association

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6 Keys (or “P”s) of Great Board Members

Great boards of education are highly effective and maintain focus on the **advancement of student achievement for all students in their district**. Great boards require great board members. From our work in field services, we have observed that the following 6 key traits lead to great board members:

#1 **Passionate** - Expressing genuine passion about the **why** and what you believe and do. It is the level of care and excitement you generate. This provides motivation for you and others. Enthusiasm and energy move people and organizations. Beware: unbridled passion distracts progress.

- *What are you passionate about and how do you share it with others?*

#2 **Positive** - Affirming approach in your expectations and outcomes that is ever present in your interaction with others. Energizes and enhances motivation and accelerates momentum by reinforcing efforts. A contagious “can do” attitude is powerful, especially when spread to others and they pass it along. Beware: acting as a “yes man/woman” or “rubber stamp” abdicates your role.

- *How do you interact with others?*

#3 **Purposeful** - The **why** of what you believe and do. Having a focused direction for your passion defines the point of your work. Always follow the highest ethical standards. This direction provides meaning for district mission and goals while maintaining honorable means to achieve them.

- *Why and how are you serving?*

#4 **Perseverance** - Your level of dedication expressed for your shared mission includes a focused resilience, diligence, tenacity and consistency in attendance and punctuality. It is a channeled persistence for your positive efforts. Beware: obsessive behavior is not perseverance.

- *How do you maintain your effort?*

#5 **Prepared** - Reading all distributed materials, seek relevant information, allocate time for reflection, organizing your thoughts, and be ready to **listen**, discuss, share, deliberate and decide.

- *How do you dedicate the time and attention required to maximize your readiness?*

#6 **Progressive** - Your eagerness to learn more and develop professionally will improve your effectiveness and that of your board. It is a genuine commitment to gaining knowledge and relevant information. Results include introducing best practices and procedures to others for implementation.

- *Will you remain committed to grow and share?*

PERSONNEL COMMITTEE HIRING ASSESSMENT SHEET

1. How was the position advertised?

List the papers, web postings, and any other venue (in-house postings, etc.):

What was the time frame in which the position was advertised?

2. How many applications were received?

3. Of the applications received, how many candidates were contacted for an interview?

Describe the criteria for this initial selection process (what factors were important):

Credentials:

Education (degrees, schools graduated from, graduate degrees etc.):

Experience:

Salary requirements:

Proximity to the work location:

Other (please list):

4. Describe the interview process:

Standard list of questions or freelance (if there was a standard list of questions, please supply a copy to the board):

5. Were second interviews offered?

How many candidates were invited to a second interview?

Standard list of questions or freelance (if there was a standard list of questions; please supply a copy to the board):

6. How many applicants completed the interview process?

First interview:

Second interview:

Additional interviews:



PERSONNEL COMMITTEE HIRING ASSESSMENT (continued)

7. Please rate in order – one to eight (one being the most significant) – the factors that contributed most to the decision to recommend the candidate:

Credentials:

Experience:

Education (degrees, schools graduated from, graduate degrees etc.):

Salary requirements:

Proximity to the work location:

Reference reports:

Performance in the interviews (please explain what you found most impressive and how this candidate was set apart from the other applicants):

Other (please explain):

8. Due diligence:

Were the credentials of the recommended candidate verified and how?

Were the recommended candidate's references checked – were they all positive (if not explain)?

Was the crime check completed and clear?





New Jersey School Boards Association

CURRICULUM: WHAT'S A BOARD TO DO?

Develop a MISSION STATEMENT

Goals and objectives for the district flow from the mission statement and should include goals on student achievement and professional development. All curriculum should be directly linked to the goals and objectives and be specifically designed to meet an identified need or achieve a goal.

Provide a CURRICULUM BUDGET

Remember that good curriculum work costs money to develop, implement and assess student achievement. Release time, stipends, materials, literature and technology should be discussed and budgeted for each year. Understand that staff development in both new content and methods is critical to the successful implementation of curriculum.

Schedule CURRICULUM PRESENTATIONS

Make curriculum and student achievement presentations a regular part of the board meeting. Request periodic reports from the superintendent and publicize the schedule. Allow for staff and student presentations and recognition. Become familiar with the programs taught in your district. Encourage displays of student work and board meetings and throughout the district.

Expect CURRICULUM EVALUATION

On-going evaluation of current curriculum is a must. Make sure your district is following a five year curriculum plan. Year end evaluations of any new curriculum should be planned as part of the process. Discuss the criteria that will be used to determine whether programs are meeting stated objectives—and improving student achievement.

Adopt CURRICULUM GUIDES AND DOCUMENTS

Formal adoption of curriculum and professional development is required by N.J.A.C. 6A:8 and monitored as part of NJQSAC. This establishes the importance of curriculum and allows for continuity and direction.



New Jersey School Boards Association

BOARD MEMBERS' FINANCIAL RESPONSIBILITIES

Overall Responsibilities:

- Develop policies and procedures to expedite financial processes and to ensure appropriate financial oversight using financial monthly reports, budget, audit and other appropriate financial reports;
- Balance the educational needs of the students with taxpayers' ability to pay;
- Oversee the financial management of the district;
- Annually set district's educational goals and provide financial support;
- Review and approve the monthly Board Secretary and Treasurer of School Moneys financial reports;
- Annually appoint Auditor, Treasurer of School Moneys and Board Secretary;
- Approve all purchase orders and bill lists prior to payment in accordance with district policy;
- Understand and approve all line item transfers.

Budget:

- Set budget parameters and priorities for budget development process in accordance with policy;
- Understand proposed budget implications, programs and changes;
- Reach consensus on a budget appropriate for students and taxpayers that support student achievement;
- Assist in explaining the budget to the general public in accordance with policy and indicate how it supports student achievement;
- Evaluate on an on-going basis the implementation of the budget.

Audit:

- Accept the annual audit report;
- Approve the Corrective Action Plan that addresses all recommendations.

Bidding:

- Adopt and implement policies covering all aspects of the bidding process;
- Approve or reject all bids in accordance with statute.

EFFECTIVE COMMITTEES

Board Committees are effective when they:

- meet a clearly defined need;
- are established in an appropriate manner;
- operate under clearly defined bylaws;
- lessen the total work of the board members;
- explore issues related to board goals and objectives in depth;
- develop and investigate, as requested by the full board, either options or recommendations;
- meet in a timely fashion;
- have an effective chairperson;
- have a clearly defined reporting process;
- include appropriate administrators and staff;
- provide for minority opinions.



**THE COMMITTEE SYSTEM
FLOW CHART FOR DISCUSSION / DELIBERATION / DECISIONS**

IDEA SURFACES: PRELIMINARY DISCUSSION

administration / professional staff
board member
community

GIVEN TO APPROPRIATE COMMITTEE / ADMINISTRATOR

research / recommendations / alternatives
fit with mission, goals, long-range plan, budget, time lines

DISCUSSED BY APPROPRIATE COMMITTEE

report / information / questions / clarification /
alternatives / discussion / committee recommendation

**BROUGHT BY COMMITTEE TO THE FULL BOARD
FOR DISCUSSION and ACTION**

report / information / back-up sent prior to meeting
questions / clarification / alternatives

**BOARD APPROVES OR DENIES COMMITTEE RECOMMENDATION
ADMINISTRATION DEVELOPS IMPLEMENTATION PLAN, EVALUATION**

board supplies oversight, regular evaluation

What's a BOE's Responsibilities

- Become “informed activists”
 - Review the District prepared Analysis of tests and assessments
 - Review data by sub groups, subject, school grade level, etc.
 - Are district goals aligned with district needs?
 - Review & Support reforms and professional development to improve teaching and learning.

