



Adult School Board Workshop Case Study D

- I. Introduction to School Board (15 minutes)
 - i. School Board roles & responsibilities
 1. To represent the concerns of the citizens, taxpayers and parents to the school administrators, and to represent the needs of the students and school district to the citizens, taxpayers and parents of the community.
 2. Sets the policies, goals and objectives for the district – and it holds the superintendent responsible for implementing the policies and achieving the goals.
 3. Specific goals (see page 2 of Who Does What in Public School Governance)
 - ii. Superintendent role & responsibilities
 1. implementing the policies and achieving the goals of the school board (see page 3 of Who Does What in Public School Governance)
 - iii. How School Boards and Superintendents work together (page 4 of Who Does What in Public School Governance)
 - iv. Review NJ School Board Member Code of Ethics
 - b. Chain of command for school related issues
 - i. Process – steps from beginning to end
 1. Teacher
 2. Principal
 3. School Board (if not resolved at the other levels)
 - c. School Board Meetings
 - i. Who can attend
 - ii. Who can speak
 - iii. How to get on the agenda
- II. Introduction to case studies (5 minutes)
 - iv. Case studies are designed to help workshop participants understand how to navigate **school boards in general**.
- d. Each group will determine how to resolve the issue. More specifically, they will:
 - i. Outline each step in the process
 - ii. Determine who to consult within the government to resolve the issue
 - iii. Determine relevant documents needed and how to make them work

Case Study D – Introduce a new robotics course into the curriculum for high school honor students

Scenario:

In response to growing interest in science, technology, engineering, and mathematics (STEM), a group of parents at Dublin High School have identified the need for an advanced robotics course tailored for honors science and technology students. Recognizing the potential to inspire innovation and hands-on learning, the parents approached General Aeronautics, a local technology company that one of the parents works for, to develop and sponsor the course. General Aeronautics has agreed to work with teachers to design the curriculum, and they will cover all start-up costs, including equipment, materials, and initial teacher training.

- Course Title: Honors Robotics and Automation
- Target Students: Honors-level science and technology students (grades 10-12)
- Course Objectives:
 - Introduce students to robotics design, programming, and applications
 - Provide hands-on experience with industry-standard robotics kits and software
 - Encourage teamwork, problem-solving, and innovation

Sponsorship: General Aeronautics provides curriculum expertise, funding, and technology resources

Workshop Task:

Attendees are tasked to map out the process required to get the proposed robotics course approved by the school board. Students should outline each step, identify key stakeholders, and consider potential challenges and solutions along the way.

Understand the School Board Process:

- Research how items are added to the district school board agenda.
- Identify who (e.g., parent, staff, principal) can request to present at a board meeting.
- Determine what forms, proposals, or background information need to be submitted in advance.



Develop a Proposal:

- Outline the purpose and goals of the peer support group.
- Estimate the necessary resources (e.g., funding, space, staff advisors, training).
- Highlight the benefits for students and the school community.

Engage Stakeholders:

- Identify key supporters (e.g., school counselors, teachers, student leaders).
- Gather letters of support or endorsements.

Prepare for the Presentation:

- Assign presenters and rehearse the presentation for the school board.
- Anticipate questions or concerns from board members (e.g., supervision, privacy, sustainability).

Follow Up:

- Understand the timeline for board decisions.
- Prepare to respond to any requests for additional information or revisions to the proposal.

Discussion Questions for Workshop Attendees

1. What are the requirements for introducing a new course at the school?
2. Who are the decision-makers involved in course approval (e.g., department heads, curriculum committees, school board)?
3. What documentation and data would strengthen your proposal (e.g., curriculum outline, budget, evidence of student interest)?
4. How can you address potential concerns about external sponsorship and academic rigor?
5. What timeline and follow-up actions are needed to move the proposal forward?

Potential Challenges

- Challenge: Concerns about commercial influence in academic settings
- Challenge: Teacher readiness and expertise
- Challenge: Sustaining the program after initial start-up