



Northbrook | Glenview
School District 30

2023-25 Board of Education Member Protocols

Concepts Relative to the Role of the Board

Many individuals make themselves available to serve on a Board of Education out of a commitment to serve without fully comprehending the skills and tools that are necessary to be a contributing member. An understanding of the concepts contained herein will help District 30 Board Members to be more productive. To have a successful Board, it is desirable for all Board Members to agree on a common understanding of these concepts and for the Board to embrace and reflect the common understandings in its governing policies.

Trusteeship

Individual Board Members are elected to be the trustees responsible for fulfilling the purpose of the organization which, in the case of District 30, is to provide a quality common educational program for the children of school age within the district. This could be contrasted to the concept that Board Members are elected to represent the wishes, whims, directions, special interests or what have you of the people. In truth, it is impossible to represent the people served by any school district. A common perspective of the people generally does not exist on most issues. In fact, it is crucial that all individual members realize that they are one of seven and only have power through board actions at official meetings.

Within the concept of being a trustee, Board Members should make decisions on the basis of what is correct or best in terms of providing a quality common educational program within the framework of a legally constituted school district, recognizing the constraints of available resources. There may be disagreement as to the quality and quantity of services which appropriately might be provided. An individual's values, beliefs, and perspectives are brought into play in the trustee role. Consequently, there appropriately may be disagreements about what is correct or best regarding quality and quantity. The quality and quantity of services also can be limited by the willingness of the majority of the people to pay for these services.

Governance

As Trustees, Board Members come together as a Board which should exist to govern an organization. Governance is the primary purpose of a Board of Education. Governance is the articulation of the reason the organization exists (its mission), the defining of what the organization should achieve (expectations), the establishment of acceptable parameters within which these expectations can be achieved (policy), and oversight of those responsible for achieving the expectations to determine how well they are

achieved and whether they are achieved within the parameters established by the governing body (evaluation). In governing, a Board should address only those issues which are not relegated to those involved in managing the organization, except when required to do so by law or regulation. Basic to the concept of governance is the employment of Superintendents to manage the organization within the framework established by the governing body.

Management

The role of the Superintendent is to understand the mission, vision, and expectations of the organization, articulate them to the appropriate stakeholders and provide leadership to the organization in a manner that will ensure that the expectations are met, the vision fulfilled and the mission accomplished within realistic parameters established by the governing body. To do this, the Superintendent is responsible for developing/ restructuring an organization (employing, deploying, supervising and evaluating staff), delegating responsibilities and holding individuals accountable. The Superintendent also is responsible for working collaboratively with the myriad of agencies and organizations which impact the district in order to be able to fulfill the district's mission.

Working Together

The board will decide appropriate board member representation across committee and liaison roles. Board members serving in these roles will update the board regularly.

As discussed above, individual School Board Members are elected as trustees of the school district in order to bring their unique perspectives to the Board table when issues are deliberated. The reason Boards have seven members is to provide different perspectives, values, beliefs, philosophies, etc., which may bear on decision-making at the governance level. School Boards should capitalize upon rather than disavow this diversity. Boards need to channel these differences and, at times, diverse opinions into an effective decision-making process. Unfortunately, Boards generally are not proactive in capitalizing on this aspect of governance and trusteeship. Rather, the opposite is generally true, with many Boards disdaining or disapproving of differences among Board Members.

Governance policies should stipulate that each Board Member should be heard on every issue, except for routine, legislated or mandated issues, before a decision is made. In providing the opportunity to be heard, each Board Member should present his/her position on the issue and the rationale behind his/her position. Board Members should listen to the perspectives of all of their colleagues, discuss the pros and cons of

each alternative solution and then modify their respective position on the basis of any new concept or information presented. There is a common belief that intelligent adults, when provided the same base of information, generally will come to the same conclusion. This is why many good Boards have a high number of unanimous votes. At times, these Boards are criticized for being rubber stamp Boards because those who make the allegation either don't understand the processes of governance and decision-making or are intent upon being negative and disruptive.

Despite the prevalence of agreement or unanimity, there will be issues upon which a Board is not unanimous. In these cases, it is suggested the Board consider a consensus approach wherein the differences between the majority and minority positions are clarified. The minority position is then given an opportunity to indicate how the majority position might be modified to garner its support. The majority can then make a decision based on their trustee role as to whether it would be preferable for the organization to modify its position and have greater unanimity behind the decision or to go forward with its position on a majority-minority basis. Regardless of the decision of the majority, the decision made by the Board is the decision of the Board as a corporate body.

Many times, Board Members who are on the minority side ask what support means. At best, it would be to support the position of the Board proactively. At worst, it would be to make sure one neither attempts to demean nor undermine the decision, generally remaining silent or, when pressed for an opinion, stating that the Board deliberated it thoroughly, has made a decision and, as a Board Member, one has the responsibility to support the decision of the Board. The only instances in which it would be appropriate for a Board Member to oppose or disavow a position of the Board publicly is if the Board's action is illegal, immoral, or unethical. In these cases, Board Members would have a moral and ethical responsibility to speak out.

Continuous Improvement

Another important concept for the District 30 Board of Education to understand in its pursuit of excellence is how improvement comes about. Organizations don't improve just because someone wants them to improve or because they identify a list of things that could or should be improved. Improvement comes about only when the improvements are clearly defined, and a plan for improvement is developed and implemented. Even when this is done, many organizations fail to achieve their desired expectations because they attempt to do too much too quickly.

Organizations that have been successful in the pursuit of improvement generally have an understanding of the following principles:

Improvement usually requires change and change does not come easily to most people.

Lasting improvement is the result of planning and effective execution.

Organizations generally improve in small steps by involving the stakeholders who will be impacted by the change as completely as possible.

Based on these principles, organizations that seek improvement engage in long-term systematic planning which results in lasting systemic change. These organizations identify what needs to be improved, clarify the improvements so that they are commonly understood, prioritize the improvements which will have the greatest impact on the organization and then address the items deemed to be of the highest priority, being cognizant of personnel, time and fiscal constraints. Continuously improving organizations will address only two to four priority items each year. Over a sustained period, however, significant improvement is observed. On the other hand, organizations which attempt to tackle a multitude of priorities generally achieve none of them to the satisfaction of the organization.

Implicit in the concept of continuous improvement is effective long-range planning, a process for identifying needs and establishing priorities and a functional monitoring system to ensure that priorities are being addressed effectively and efficiently. It is suggested that these steps be built into a planning calendar to guide the activities of a Board and Superintendent.

Micro-Management

More often than not, Boards want to know what micromanagement is and whether they are micromanaging. In very simple terms, a Board governs and determines the "whats" for an organization. A Board employs a Superintendent to determine the "hows" and "whos" to get the "whats" done. If a Board gets involved with the "hows" and "whos," it probably is micromanaging.

Realistically, there is no distinct, fine line between governance and management. Rather, there is a gray area. When the Board or a Board Member crosses the line too far or too regularly, micromanagement concerns generally surface. Conversely, care needs to be exerted to avoid having the Superintendent cross too far or too often into the area of governance.

The best way to ensure that a school Board or Board Member does not get into micromanaging is to have open, honest dialogues with the Superintendent on a regular basis about the behavior of the Board and individual Board Members and the impact of this behavior on the Superintendent's ability to manage the district.

Planning

Month	Topics
July	<ul style="list-style-type: none"> ● Assessment Update ● Board Self-Evaluation
August	<ul style="list-style-type: none"> ● Review of Closed Session Minutes ● Approve Destruction of Closed Session Audio Recordings ● Approval of OMA and FOIA Officers ● Review Summer Construction - Facility Tours
September	<ul style="list-style-type: none"> ● Budget Hearing ● Adopt Budget ● Sixth-Day Enrollments ● Opening of School Reports ● Summer School Report
October	<ul style="list-style-type: none"> ● Discuss Audit ● Approve Audit ● Review Enrollment Projections ● CHARACTER COUNTS! Proclamation
November	<ul style="list-style-type: none"> ● Review/Approve Tentative Levy ● Review/Approve Next Year's School Calendar ● Update Five-Year Financial Projections ● Current Year Board & Administrative Goals Status Update ● Curriculum Reports ● Wescott School Report
December	<ul style="list-style-type: none"> ● Update Key Statistics & D30's Board Dashboard ● Levy Hearing ● Adopt Levy
January	<ul style="list-style-type: none"> ● Review Minutes of Closed Sessions ● Approve Destruction of Closed Session Audio Recordings

	<ul style="list-style-type: none"> ● Review & Approve User Fees ● Curriculum Reports ● Willowbrook School Report
February	<ul style="list-style-type: none"> ● Review the Master Facility Plan / Identify Summer Projects ● Review Preliminary Staff Plan (In Weekly Update) ● Current Year Board & Administrative Goals Status Update ● Review & Approve Board Policy Updates - Phase 1
March	<ul style="list-style-type: none"> ● Goals Workshop ● Approval of Staffing Plan ● Finalize Superintendent Evaluation
April	<ul style="list-style-type: none"> ● Continue Work on Board Goals for the Upcoming Year ● Non-Renewals ● Approve Next Year's Board Meeting Dates ● Discussion Next Year's Board Goals ● Administrator Salaries ● Board Evaluation of Superintendent ● Reorganization Meeting in Odd-Numbered Years ● New Board Orientation (as needed)
May	<ul style="list-style-type: none"> ● Review Five Year Financial Projections / Budget Assumptions ● Finalize & Approve Next Year's Board Goals ● Student Services Report ● Maple School Report
June	<ul style="list-style-type: none"> ● Review Preliminary Draft of Budget ● Adopt Prevailing Wage Resolution ● Current Year Board & Administrative Goals Status Update ● Review & Approve Board Policy Updates - Phase 2

Commitment to Serve

My commitment:

- I establish as a high priority my attendance at all meetings of the Board and committees on which I serve.
- I will come to meetings prepared to contribute to the discussion of issues and business to be addressed at scheduled meetings, having read the agenda and all background support materials relevant to the meeting.
- I will observe parliamentary procedure and display courteous conduct in all Board and committee meetings.
- I will not intrude in administrative issues that are the responsibility of the superintendent, except to monitor the results.
- I will avoid conflicts of interest between my position as a Board member and my personal and professional life. I will declare any such conflict before the Board and refrain from voting on all matters on which I have a conflict.
- I will recognize that a Board Member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board Meeting.
- I pledge to support in a positive manner all actions taken by the Board, even when I am in a minority position on such actions.
- I will represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan groups.
- I will speak for the full Board only when authorized by the Board to do so.

The parties revised this agreement on August 10, 2023:

Zivit Blonder, Board Member

Keith Karchmar, Board Member

Pamela Manicioto, Board Member

Ammar Rizki, Board Member

Patrick Wang, Board Member

Dr. Stephanie Yohannan, Board Member

Jeff Zuercher, Board Member

Natasha Nedeljkovic, Co-Board Secretary

Dr. Emily K. Tammaru, Superintendent

Terry Wolfe, Co-Board Secretary