

Inspire every child to



## Meeting of the Board of Education Park Ridge – Niles School District 64

**Special Board Meeting Agenda**  
**Monday, May 6, 2019**  
**Franklin School – LRC**  
**2401 Manor Lane**  
**Park Ridge, IL 60068**

*On some occasions, the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of the session, breaks and other needs.*

**6:00 p.m. Meeting of the Board Convenes**

- Roll Call
- Introductions
- Opening Remarks from President of the Board

**Pledge of Allegiance**

**Public Comments**

**IASB Board Members Workshop**

-- IASB Director, Field Services Dee Molinare

**A-1**

**9:00 p.m. Adjournment**

Next Meeting:

**Monday, May 20, 2019**

Closed Session - 5:30 p.m.

Student Technology Showcase - 6:00 p.m.

Regular Meeting - 7:00 p.m.

**Emerson School - Multipurpose Room**

8101 N. Cumberland Avenue

Niles, IL 60714

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

**Park Ridge-Niles SD 64**  
**Board/Superintendent Communication Expectations**  
**and Starting Right Workshop**  
**May 6, 2019**

**Objectives:**

- A step in the process of creating a new board governance team
- Consider and clarify board/superintendent roles and responsibilities
- Discuss working relationships and expectations for the team
- Identify next steps and board development efforts

**AGENDA**

Introductions

Establishing a context and expectations

- *My expectations for our time together*
- *How we are going to work together*

Our legacy as a board

- *What do we want the community to say about this board?*

Board member roles and responsibilities: consideration of the Six Foundational Principles of Effective Governance, focusing on these concepts:

- *Roles and Responsibilities, Governance Clock (FP #1)*
- *“Balcony Perspective” (FP #1)*
- *Balanced Governance model (FP #1)*
- *Owners and Customers; Trustee/ Delegate (FP #2)*
- *Employ and evaluate one person; speak with one voice to the superintendent (FP #3, #4)*
- *What gets measured, gets done; how we know how we’re doing (FP #5)*
- *Abide by the majority decisions of the board (FP #6)*

Develop Board/Superintendent Expectations

- What do we expect of each other?

A culture of excellence: considering “Board Protocols” (Agreements) in support of the board’s work

- *Review Board of Education Operating Principles*
  - *Do we have sufficient agreement to go forward?*

Next steps

- *Identify areas for board improvement*

Reflection of the workshop

- *What one thing do I take away from our workshop?*

# Starting Right

Park Ridge-Niles SD 64

May 6, 2019



Field Services

Facilitated by:  
Dee Molinare, Ed.D.  
Field Services Director



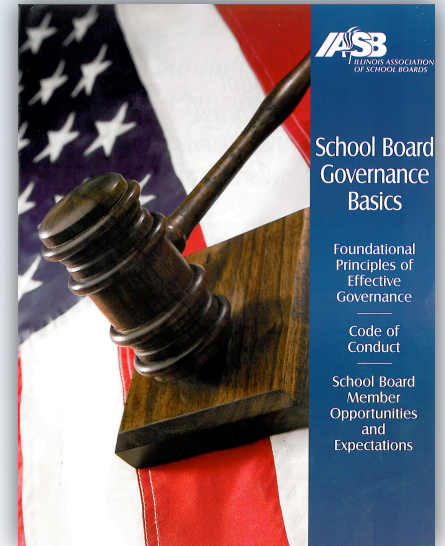
*The vision of the Illinois Association of School Boards is excellence in local school governance in support of quality public education.*



# Foundational Principles of Effective Governance

1. The Board Clarifies the District Purpose
2. The Board Connects with the Community
3. The Board Employs a Superintendent
4. The Board Delegates Authority
5. The Board Monitors Performance
6. The Board Takes Responsibility

for Itself



ASB  
ILLINOIS ASSOCIATION  
OF SCHOOL BOARDS

School Board  
Governance  
Basics

Foundational  
Principles of  
Effective  
Governance

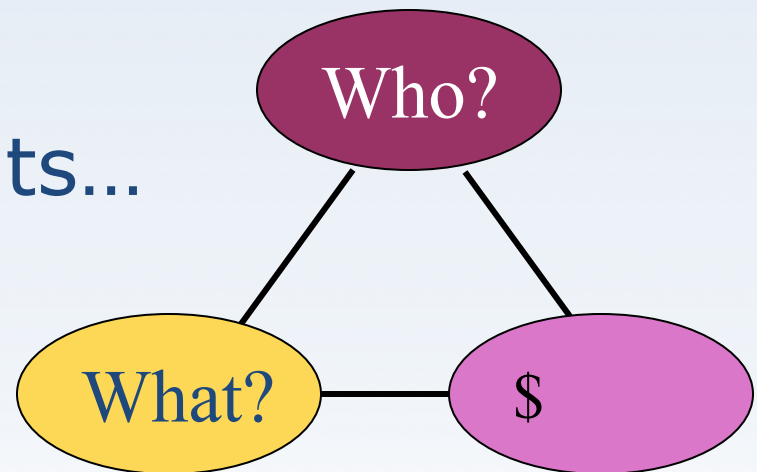
Code of  
Conduct

School Board  
Member  
Opportunities  
and  
Expectations

# 1. The Board Clarifies District Purpose

The Board defines, articulates, and re-defines ends to answer the “triad” question:

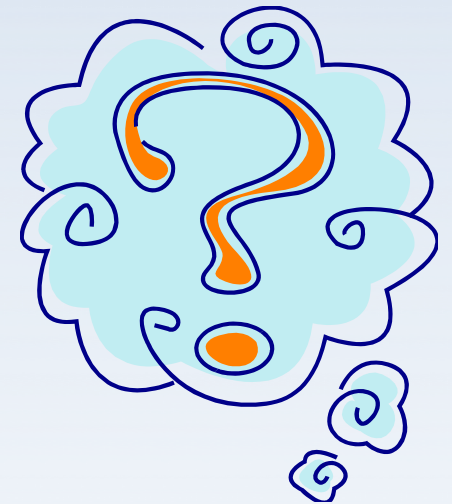
1. Who...
- 2....gets what benefits...
- 3....for how much?



# The Board Clarifies District Purpose

## *Two key concerns:*

1. Student learning
2. Organizational effectiveness



## *Provides:*

1. Clarity of purpose – what, why?
2. Clear direction – where?

# Board Work

The role of the board is to:

- Govern the school district
- Answer the questions, “**who? what? and how much?**”
- Decide by voting at a convened meeting  
(guiding the superintendent with one voice)
- Identify intended results

**Board Work = ENDS**

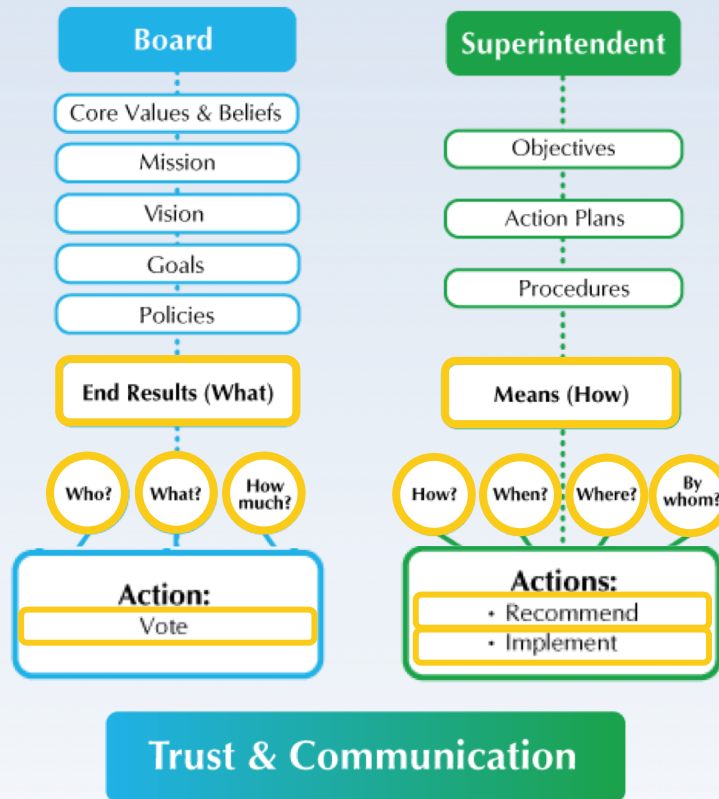
# Superintendent Work

The role of the superintendent is to:

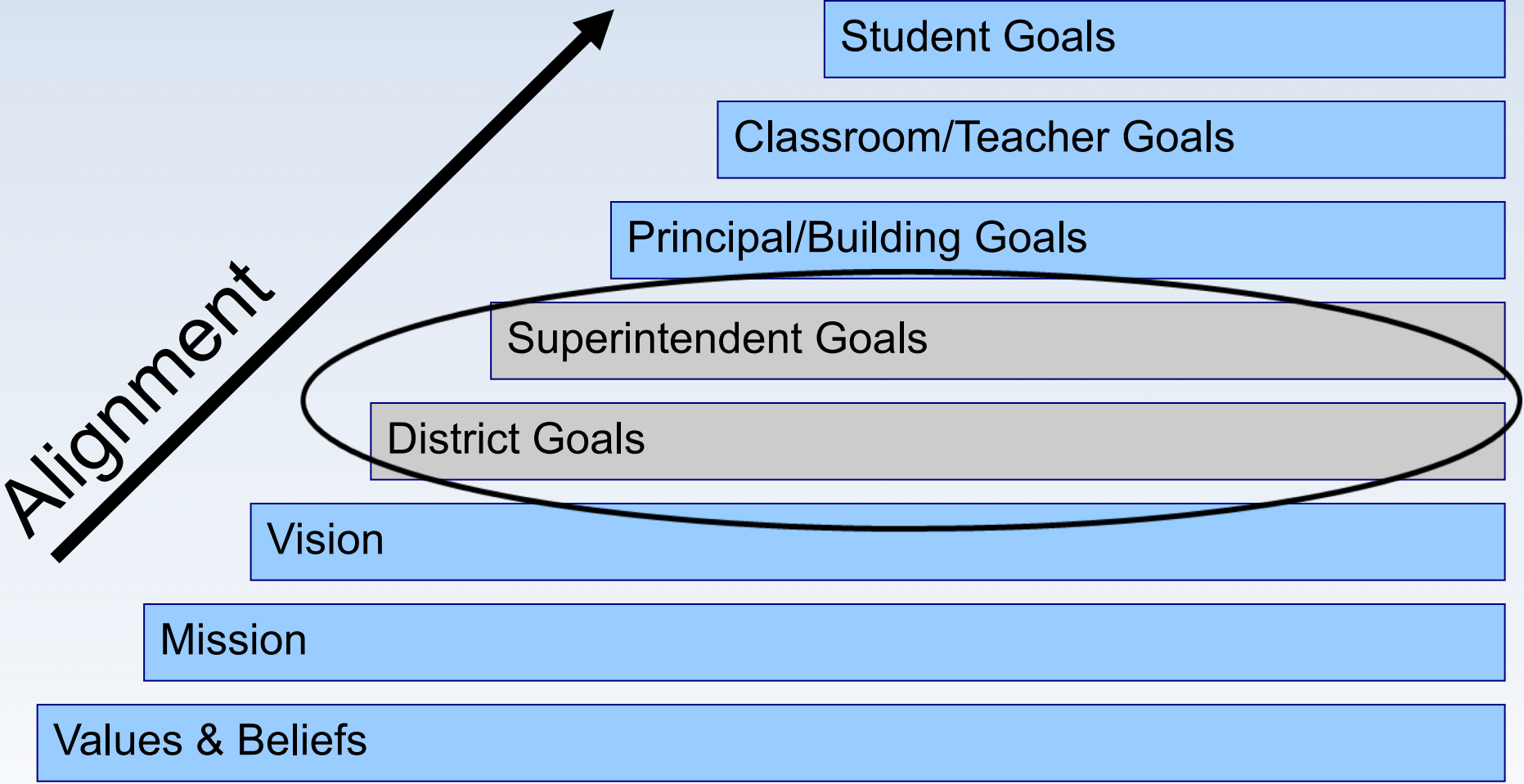
- Manage the school district
- Answer the questions “**how? when? where?** and **by whom?**”
- Recommend and implement
- Lead the staff to improved district performance and compliance with board policy

**Superintendent Work = MEANS**

# Board/Superintendent Roles



# Goal Alignment









# 2. The Board Connects with the Community

- *Owner concerns*
  - Board sits in trust for the owners
- *Customer concerns*
  - Board directs customer concerns to Superintendent and staff

NOT  Board work!

# The Board Connects with the Community

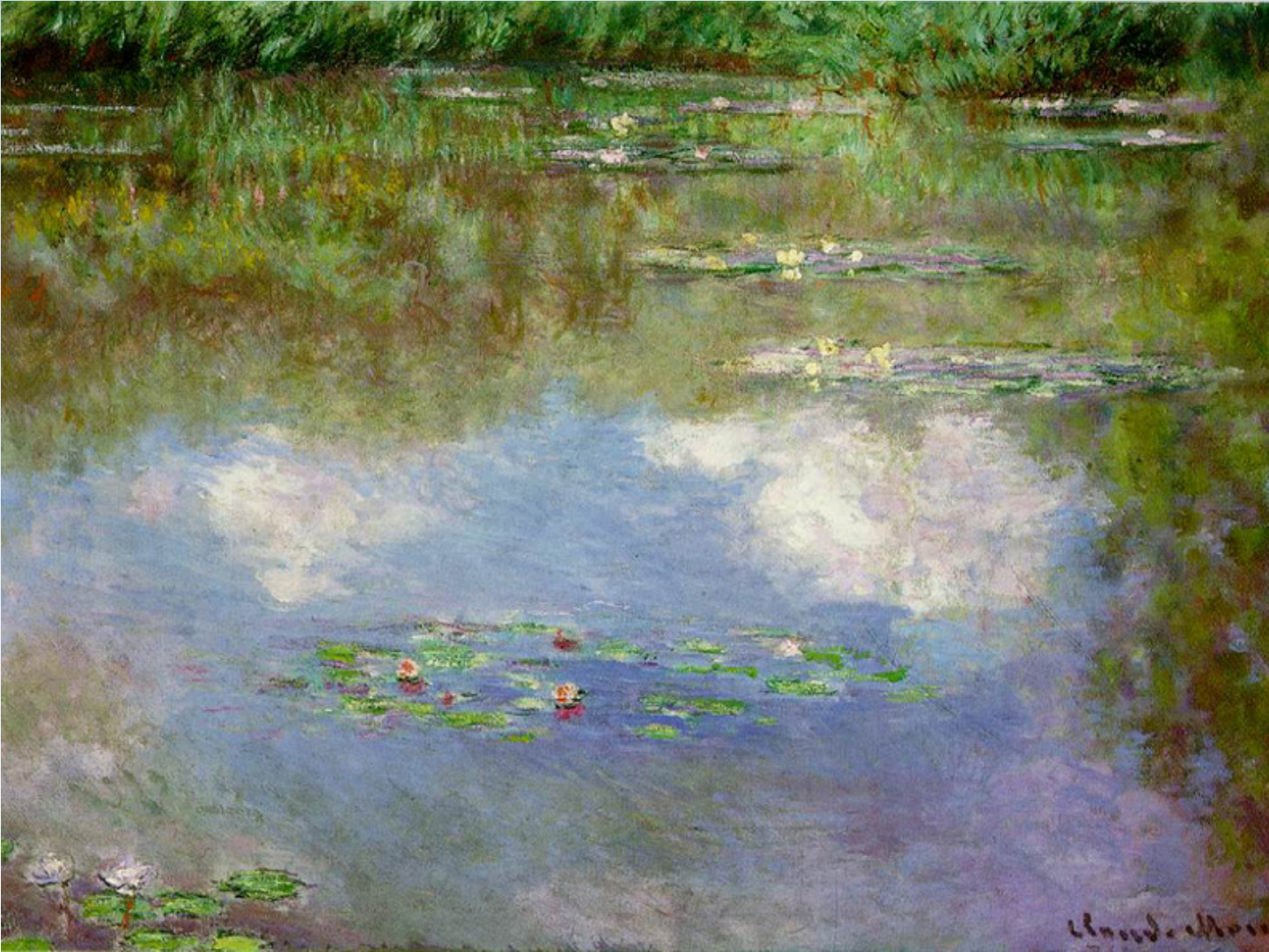
- Board in touch with owners' concerns and values
  - Serves the public good
  - Is not overly influenced by special interests

















# 3. The Board Employs a Superintendent

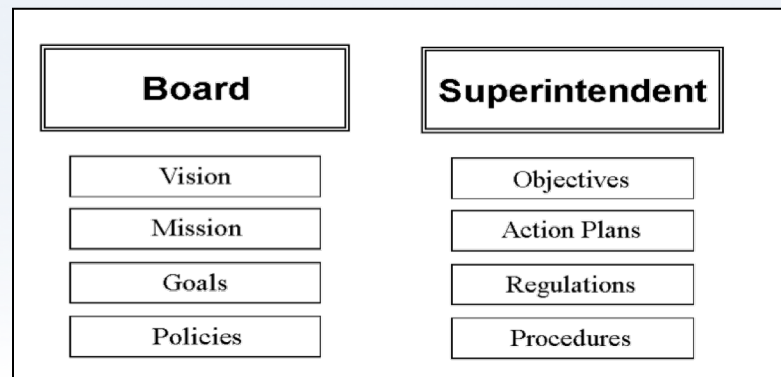
- Employs **one** person
  - District performance
  - Compliance with written Board policy
- With accountability comes empowerment



# The Board Employs a Superintendent

Board and Superintendent relationship

- Mutual respect
- Clear understanding of roles, responsibilities, and expectations





# A Balcony Perspective

## “systems thinkers point of view”

A space to reflect away  
from the action:

- ✓ See the whole dance floor
- ✓ Consider the BIG PICTURE;  
ask tough questions
- ✓ How does the School Board  
communicate with the  
participants on the dance floor



Richard Broholm

# Balcony Perspective

The ongoing, two-way process enables the board to:

- Hear and understand the community's educational aspirations
- Serve effectively as an advocate for district needs and improvement
- Inform the community of the district's performance

# 4. The Board Delegates Authority

- Ultimately, the School Board is responsible for everything...
- Board Delegates Authority to the Superintendent
  - Manage the district
  - Provide leadership for the staff
- Written Board Policy
  - District ends
  - Operating parameters

# 5. The Board Monitors Performance

- Policy expectations of Mission, Vision and Goals
  - Articulated in Policy Manual
  - Monitoring data is clearly defined
  - Clear indicators are established

# Monitoring Performance

Did we get the results we intended?

**NOT**

Did they do it the way I wanted it done?





# 6. The Board Takes Responsibility For Itself

- Good governance requires the Board be responsible for:
  - Itself
  - Its processes
  - Contributions
  - Continuity of leadership

# Board Work: Modeling Attitudes and Values

## Dialogue not Debate

1. Many people have pieces to the answer
2. More than one solution may exist



# Strong Communication Leads to Effective Governance

Creating an effective governance team depends on:

- Strong, ongoing communication
- Respect for diverse opinions
- Agreed upon operating protocols/agreements

# Communication

“Strong communication ensures that board members and superintendents are never caught off guard, put on the defensive, or are embarrassed because they are not ‘in the know’ on big issues.”

Doug Eadie, Founder and President of Doug Eadie & Company  
Consulting not-for-profit and public organizations.

# Board Protocols (Agreements)

- Are a set of operating procedures by which board members and superintendents agree to communicate and handle their duties.
- Are a framework for interaction and used to handle difficult situations.
- Provide a clear direction and sense of confidence in district leadership.
- Provide structure so discussions can be about board work not rumor, personalities, and emotion.

# Board Protocols

- Provide a structure by which the board and the superintendent can interact:
  - During meetings
  - Between meetings
  - As needed basis
  - With individual board members
  - Regarding complaints or concerns
  - With administrators and staff
  - Other?



# Stewards for the Community

Leaders

**BOARD**

(Trustee) "Holds the Reins"

WHY?  
WHAT?  
HOW MUCH?

**ENDS (Results)**

Core Beliefs  
Mission/Purpose  
Vision/Direction  
Policies

**AUTHORIZE (Vote)**  
**(MONITOR)**

**SUPERINTENDENT**

(Administrator)

HOW?  
WHO?  
WHEN?  
WHERE?

**MEANS (Methods)**

Strategies  
Action Plans  
Regulations  
Procedures

**RECOMMEND**  
**(IMPLEMENT)**

D  
I  
A  
L  
O  
G  
U  
E

Trust

Community

Three Levels of Trust

# Next Steps



To Do List:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



# Thank You!

## **Springfield Office**

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