



The Board

Presented by

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Who is IASB?

The Illinois Association of School Boards, or IASB, is a voluntary organization of local boards of education dedicated to strengthening the public schools through local citizen control.



The Association was launched in December 1913. Over 99% of school boards in Illinois hold active membership with IASB.

IASB Vision

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

IASB Mission

The **mission** of the Illinois Association of School Boards is to Light the Way for its members by developing their competence and confidence through a robust toolkit designed to build excellence in local school board governance, including

- Premier training experiences;
- Networking opportunities for mutual support;
- Valuable benefits, pooled services, information, and expertise;
- Advocacy on behalf of public education; and
- A platform for a strong collective voice on common interests and concerns.

Objectives

Identify the role and work of the school board

Distinguish board work from that of the superintendent/CEO and staff

Understand how each member relates to the full board

Recognize effective board and board member best practices

When you think of a school board, specifically the word

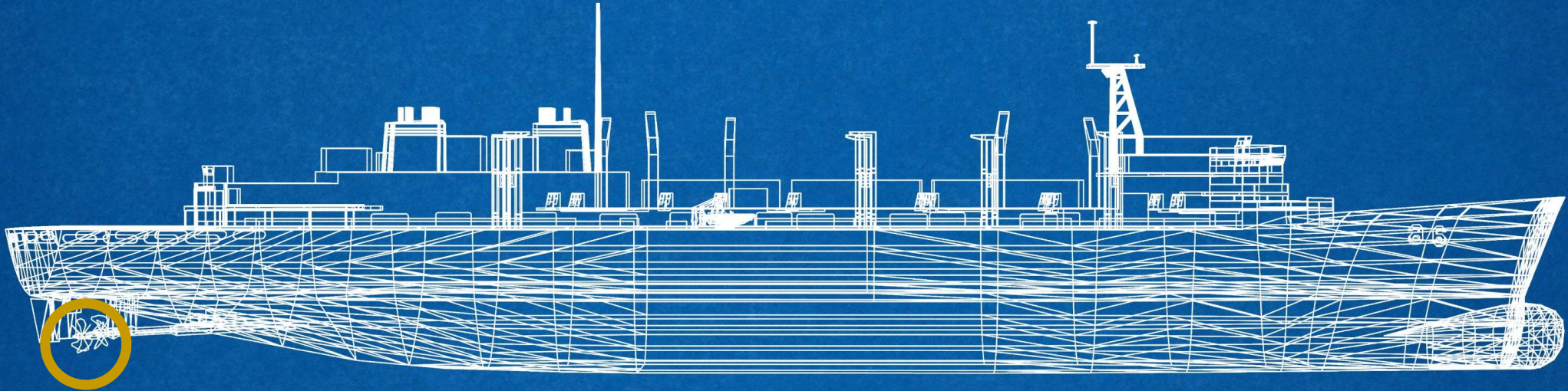
Governance

what image, word, phrase, or picture comes to mind?

Now take a few moments to think about how you would complete the following sentence ...

A school board is like...

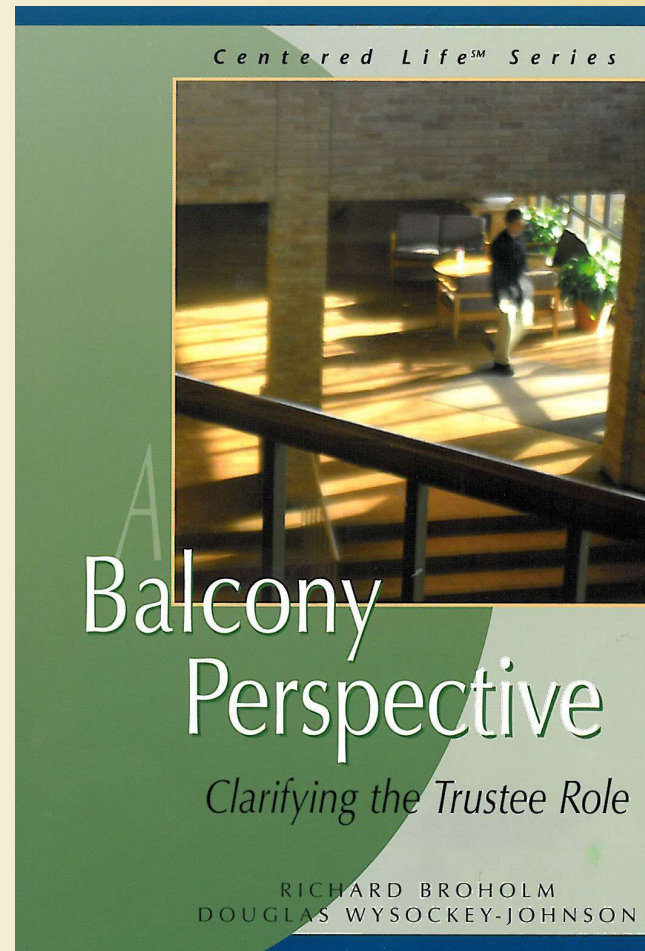
First, reflect on this image:



A school board is like the rudder on a big ocean liner. The rudder is not the engine or the crew. The rudder is a KEY, yet smaller part and all about the direction, purpose: where the ship is headed.

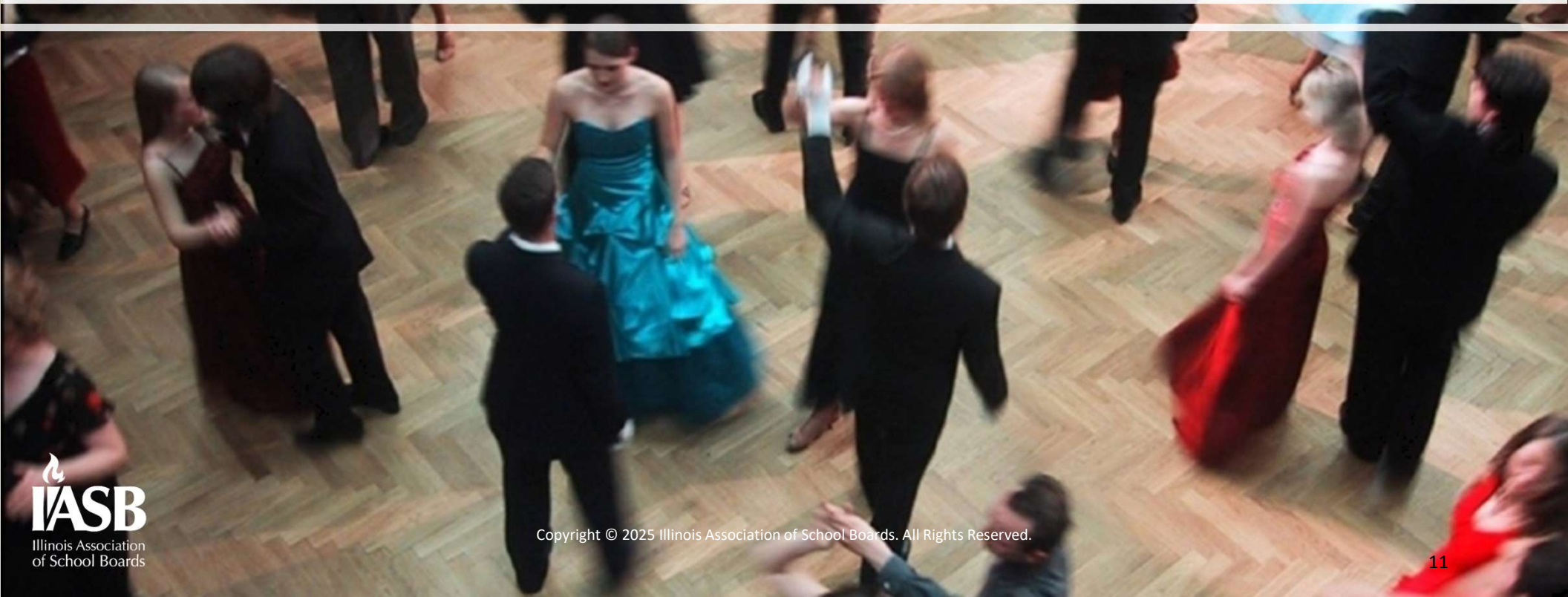
A Balcony Perspective: Clarifying the Trustee Role

Richard Broholm and
Douglas Johnson

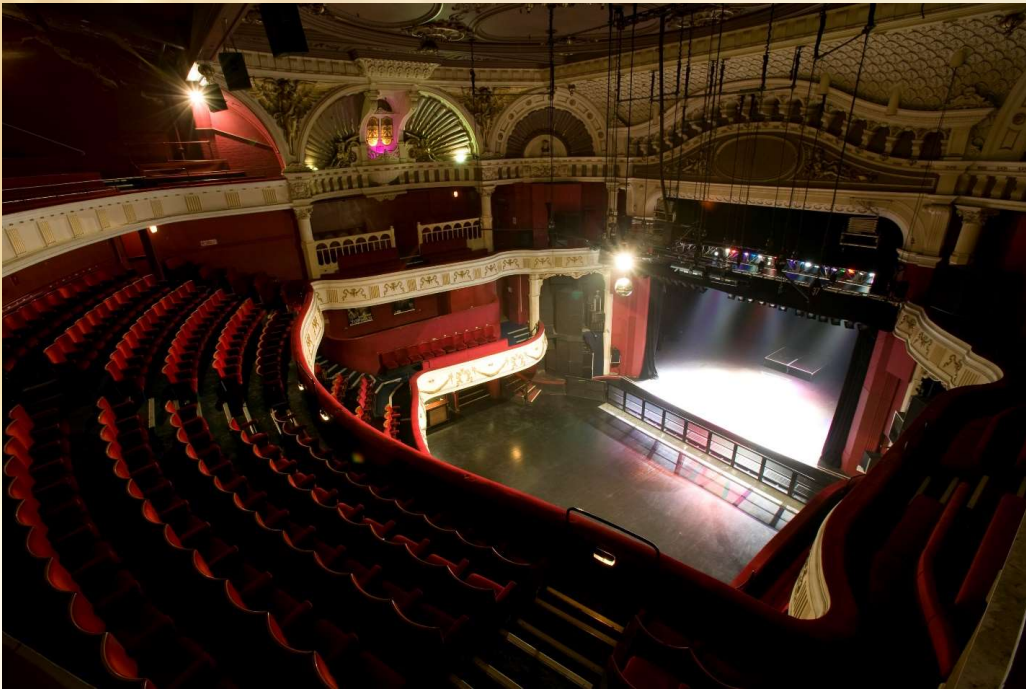




Who is on the dance floor?







School Board Governance Basics

The Foundational
Principles of
Effective
Governance

The Code of
Conduct

School Board
Member
Opportunities and
Expectations

IASB Foundational Principles of Effective Governance



Foundational
Principle 1:
The Board Clarifies
the District Purpose

Effort and courage are not
enough without purpose
and direction.
— John F. Kennedy

As its primary task, the board continually defines, articulates, and re-defines district ends to answer the recurring questions:

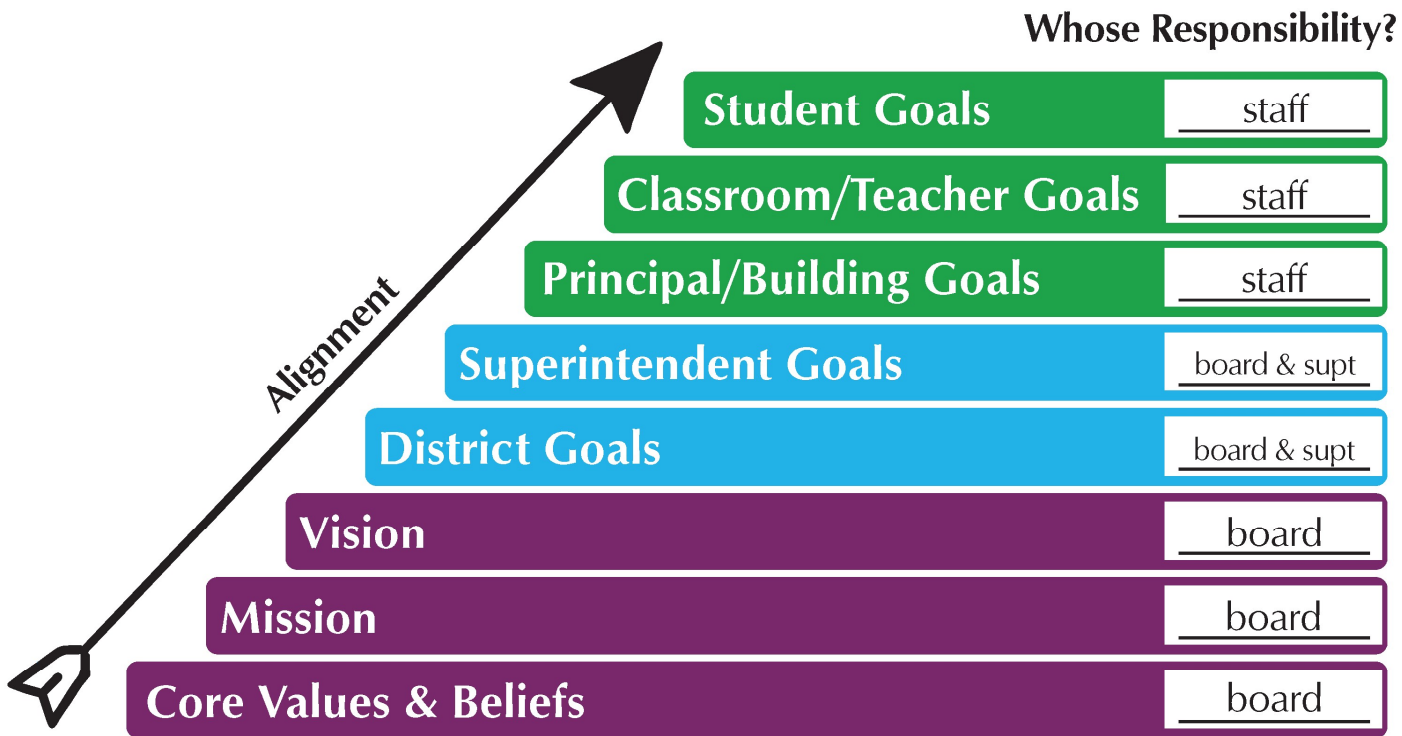
- Who?
- Gets what benefits?
- For how much?



Ends

What exactly are Ends?





Alignment

Foundational
Principle 2:
The Board Connects
with the Community

The greatness of a
community is most
accurately measured by the
compassionate actions of its
members.
— Coretta Scott King

Community Engagement

Community Engagement is the process by which school boards actively involve community members in dialogue, deliberation, and collaborative thinking around common interests for their public schools.



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Public vs. Customer Concerns

Public Concerns



- Public concerns deal with **we** and **us**.
- **WE** want a highly-qualified teaching staff and
- **WE** want safe and secure bus routes.

Customer Concerns



- Customer concerns deal with **me** and **my**.
- Such as: **MY** child's teacher, and
- **MY** child's bus route.

Customers have needs, but customer concerns are staff work.

When someone voices a concern

- We will listen carefully, remembering we are hearing only one side of the story.
- Ask yourself: Is this a customer concern or a public concern?
- We will then direct that person to the person in the district most appropriate to help address the concern.
- We will make sure to understand the appropriate order of whom to contact e.g., teacher, then principal, then district staff.
- We will be aware of any formal forms or policies that might assist or guide them, for example a written complaint form.
- And finally, notify the superintendent about any complaints that might come directly to you if you feel that the complaint could be an indication of a larger problem.

What is the chain of command?

Foundational Principle 3: The Board Employs a CEO

Leadership is the capacity to
translate vision into reality.
— Warren Bennis,
Founding Chairman of
The Leadership Institute at
the University of Southern
California

Appoints and Evaluates

How many people does the board appoint and evaluate?

ONE – the CEO

The board then holds the CEO accountable for district performance and compliance with written board policy.

Although the board is legally required to approve all employment contracts, the board delegates authority to the CEO to select and evaluate all district staff within the standards.

Powers of the Board

Non-exhaustive list (refer to Law Manual for more information):

- CBOE appoints and evaluates CEO
- School-Based Personnel - CBOE must approve discipline and dismissals of tenured teachers, pre-tenured teachers, educational support personnel, paraprofessionals, and other school related personnel.
 - Note: For tenured teachers and contract principals, independent counsel advises the Board
- CBOE approves principals with Appointed LSCs
- School performance & school actions - ILSC empowers CBOE to remediate school performance; school actions required CBOE approval
- Contracts for all types of instructional and operational services
- Charter and contract school authorization

Board and CEO Relationship

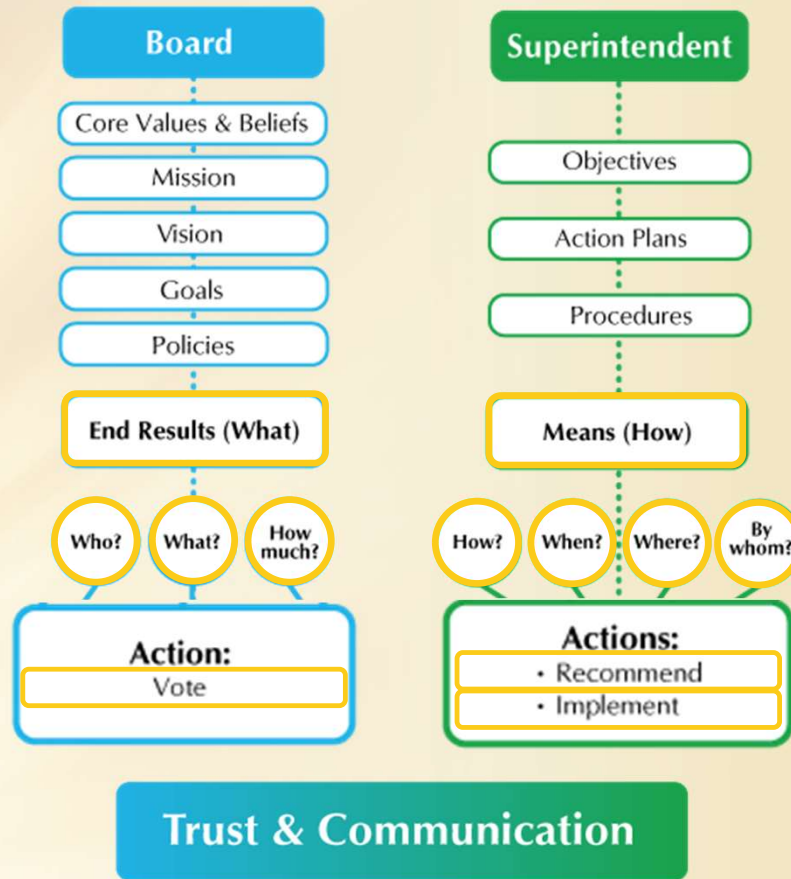
An effective school board develops and maintains a productive relationship with the CEO.

This working relationship consists of:

- Mutual respect,
- A clear understanding of roles and responsibilities, and
- Clear expectations.



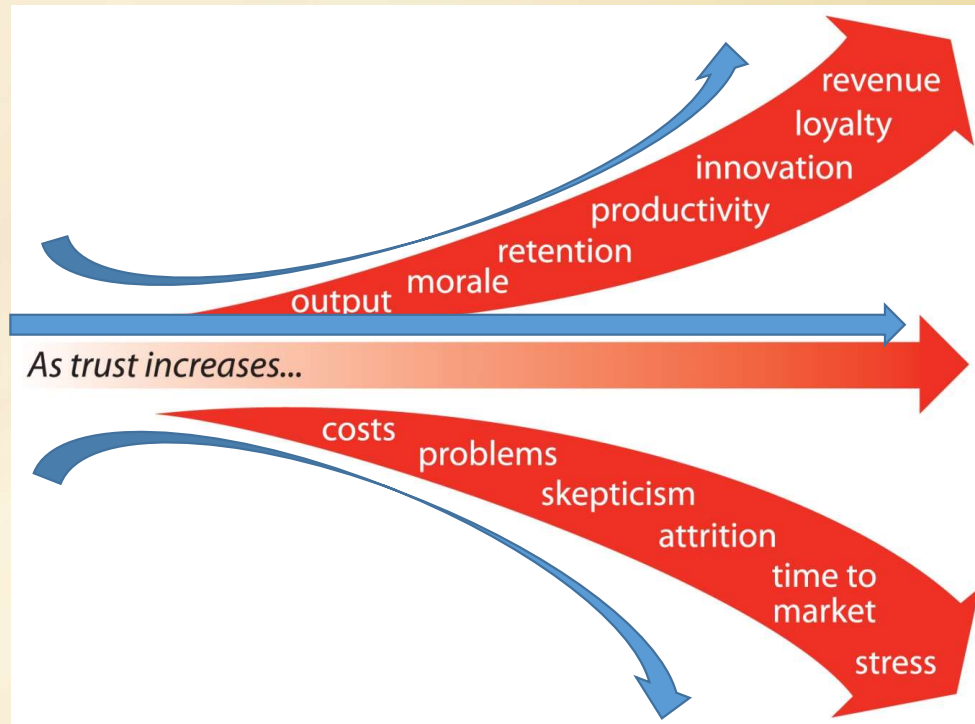
Board/Superintendent Roles



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Why Trust?

The Trust Edge
— David Horsager



CEO Evaluation



The CEO should be evaluated in accordance with board policy and as part of an annual process.

Why do you think it is important for the board to speak with one voice when communicating expectations to the CEO?

Question

Take a moment to think about it.

Speaking with one voice means that the board agrees that the CEO is obligated to follow only one set of directives that represents the consensus of the board.

Answer

Foundational Principle 4: The Board Delegates Authority

Are we limiting our success by
not mastering the art of
delegation? ... it's simply a
matter of preparation meeting
opportunity.
— Oprah Winfrey,
media mogul

Delegation

- The board delegates authority to the CEO to manage the district and provide leadership for the staff.
- Delegating authority means empowering the CEO and staff to pursue board ends (Who gets what benefits? For how much?)
- A board that does (or re-does) staff work disempowers the staff.

When the board finishes its work, it empowers the CEO and staff to develop the **MEANS** that will pursue those stated ends. This is staff work.

Means are a plan for achieving the results that are intended.



Means

Delegation Isn't Easy

Delegating authority requires:

- Monitoring the performance of the district;
- Trust in the CEO and staff; and
- Discipline to remain on the balcony and off the dance floor where the staff is doing its work.

Foundational Principle 5: The Board Monitors Performance

If you haven't said how it ought
to be, don't ask how it is.
— John and Miriam Carver

What is Monitoring?

An ongoing process to ensure performance and to promote accountability, learning, and continuous improvement.

Key Benefits of Monitoring

Monitoring is beneficial because it:

- It ensures that board expectations are being met.
- Monitoring provides a formal means for board accountability.
- Builds trust among the board, staff, and community.

Data

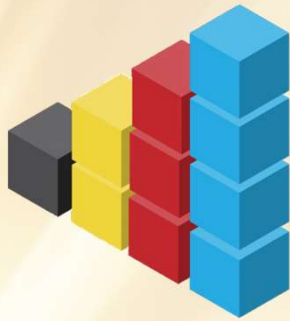
The board uses data as a basis for assessment.



Why Data?

Data provides proof that will reduce and possibly eliminate decisions and assessments based on incomplete or biased information and personal perception.

Evidence To Track Progress



Quantitative Data

**Measured,
hard data**



Qualitative Data


**Qualities or
characteristics, soft data**

Foundational
Principle 6:
The Board Takes
Responsibility for
Itself

Great companies display a
relentless culture of discipline –
disciplined people who engage
in disciplined thought and who
take disciplined action.
— *Good to Great* by Jim Collins

Board Self-Evaluation

The Illinois Open Meetings Act allows boards to meet in closed session for the purpose of “Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member.”



**OPEN MEETINGS ACT
EXCEPTIONS**
Closed Meetings

The board and board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-judicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. Evidence or testimony presented to a school board regarding denial of admission to school events or property pursuant to Section 24-24 of the School Code, provided that the school board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
7. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
8. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).



Nurturing a Positive Board Culture

Individual board members are obligated to express their opinions and respect others' opinions.

Abiding by the Majority Decision

Board members should abide by the majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

IASB Foundational Principles of Effective Governance

