



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

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<http://www.d103.org>

### **BOARD OF EDUCATION AGENDA**

**JULY 10, 2013**

The Board Workshop of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Wednesday, July 10, 2013 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

- A. Call to Order and Roll Call  
Time: 5 Hours
- B. Pledge of Allegiance
- C. Community Participation
- D. Board Workshop
- E. Community Participation
- F. Adjournment

## CALIFORNIA SCHOOL BOARD ASSOCIATION

### What is the school board's role and what are its responsibilities?

It's easy to say that school boards "govern" their schools. But what does that mean in everyday practice? The role of the board is to be responsive to the values, beliefs and priorities of its community. The board fulfills this role by performing five major responsibilities:

**1. Setting the direction for the community's schools.** Of all the responsibilities of governing boards, none is more central to the purpose of local governance than ensuring that a long-term vision is established for the school system. The vision reflects the consensus of the entire board, the superintendent and district staff, and the community as to what the students need in order to achieve their highest potential. The vision should set a clear direction for the school district, driving every aspect of the district's program.

**2. Establishing an effective and efficient structure for the school district.** The board is responsible for establishing and maintaining an organizational structure that supports the *district's vision and empowers the professional staff. Although the board doesn't implement policies or programs*, the board is responsible for:

- employing the superintendent and setting policy for hiring other personnel;
- overseeing the development of and adopting policies;
- setting a direction for and adopting the curriculum;
- establishing budget priorities, adopting the budget and overseeing facilities issues; and
- providing direction for and adopting collective bargaining agreements.

### 3. Providing support

Through its behavior and actions, the board has a responsibility to support the superintendent and staff as they carry out the direction of the board. This involves:

- acting with a professional demeanor that models the district's beliefs and vision;
- making decisions and providing resources that support mutually agreed upon priorities and goals;
- upholding district policies the board has approved;
- ensuring a positive personnel climate exists; and
- being knowledgeable enough about district efforts to explain them to the public.

#### **4. Ensuring accountability to the public**

As community representatives, the board is accountable to the public for the performance of the community's schools. The board establishes systems and processes to monitor results, evaluates the school system's progress toward accomplishing the district's vision and communicates that progress to the local community. In order to ensure personnel, program and fiscal accountability, the board is responsible for:

- evaluating the superintendent and setting policy for the evaluation of other personnel;
- monitoring, reviewing and revising policies;
- serving as a judicial and appeals body;
- monitoring student achievement and program effectiveness and requiring program changes as indicated;
- monitoring and adjusting district finances;
- monitoring the collective bargaining process; and
- evaluating its own effectiveness through board self-evaluation.

#### **5. Acting as community leaders**

The board has a responsibility to involve the community in appropriate, meaningful ways and to communicate clear information to the community about district policies, educational programs, fiscal condition and progress on goals. As the only locally elected officials chosen solely to represent the interests of schoolchildren, board members also have a responsibility to speak out on behalf of those children. Board members are advocates for students, the districts' educational programs and public education. They build support within their communities and at the state and national levels. These five responsibilities represent the functions that are so fundamental to a school system's accountability to the public that, in our democratic society, they can only be performed by an elected governing body. Authority for these roles is granted to the board as a whole. Therefore, board members fulfill these roles by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

The California School Boards Association offers a variety of resources that provide further information about these critical roles.

## 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 understanding the skills and “tools” they need to be successful. An understanding of the concepts contained herein will contribute to being a more productive board member. To have a successful board, it is desirable for all board members to have a common understanding of these concepts and for a board to embrace and reflect these concepts 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 a school district, 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.

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 pertaining to what is “correct” or “best” in terms of 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. What is governance? It 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 an individual (superintendent) 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 to work collaboratively with the myriad of agencies and organizations which impact on the district in order to be able to fulfill the district's mission.

## *Working Together*

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 different 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 then can make a decision based on their “trustee” role as to whether it would be preferable to the organization to modify their position and have greater unanimity behind the decision or to go forward with their 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 and all board members are morally and ethically bound to support it. Many times, board members who are on the minority side ask what “support” means. At best, it would be to pro actively support the position of the Board. 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 publicly oppose or disavow a position of the Board 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 a board 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 which 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 which 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 to 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 micro-management is and whether they are micro-managing. 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 micro-managing.

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, micro-management 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 micro-managing is to have open, honest dialogues with the superintendent on a regular basis relative to the behavior of the board and individual board members and the impact of this behavior on the superintendent’s ability to manage the district.

## TLC

### Tender Loving Care *or* Trust, Leadership and Communication

#### *Developing an effective relationship between the Board of Education and the Superintendent*

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Developing an effective working relationship between the board and the superintendent doesn't "just happen." It has to be worked at continuously if the board and superintendent wish to have an effectively operating school district. The following tips were gathered from observing successful school districts across the country. They are centered in:

- Establishing and maintaining an effective relationship is a two-way street
- Basic understandings are critical
- Board of Education's governance role and Superintendent's managerial role should be clarified in writing

### *Board Responsibilities*

In order to develop and maintain an effective and productive relationship with the superintendent, the Board of Education has a responsibility to:

- Maintain a current job description for the superintendent and when appropriate, relate the job description to the ongoing expectations and long term goals which the Board of Education has established for the district.
- Develop annual expectations/goals for the district in light of the current needs of the district. Annually, review long range plans and revise them in keeping with changes in and emerging needs of the district. Discuss new or changed aspirations with the superintendent no less than annually.
- Hold the superintendent accountable for achieving the expectations/goals which the board has established for the district or make sure there is a good reason why they aren't achieved (sometimes, it is better to change direction, revise or delete goals with changing circumstances, staff relationships, etc.).
- Have an ANNUAL EVALUATION SESSION. This is a must. The evaluation session should be open, honest, direct and two-way. The superintendent should be expected to achieve the goals and aspirations on which the Board of Education and the superintendent agreed.

## *Board & Superintendent Responsibilities - Orientation*

In cooperation with the superintendent, design a comprehensive orientation program for new members on the Board of Education. Use current school board members, the superintendent and key staff members in presenting the program. Don't cram the orientation program into one or two sessions; rather spread them out over a period of several weeks, leaving plenty of time for questions and discussion. A suggested format would be to schedule the sessions on several Saturday mornings or weekday evenings or a combination of both, subject to the availability of the new board members and other board members who desire to participate. Make sure the sessions are informal and orientated toward the interests/needs of board members.

A suggested schedule might include the following topics to be presented and discussed over eight sessions:

- District organization - an introduction to the organizational framework of the school district and the personnel within it, including a discussion of the role of the superintendent, principals and other staff.
- The role of the Board of Education, board-superintendent relationships, board policy, internal and external communications.
- Curriculum overview, including special services.
- Personnel including selection, assignment and evaluation.
- Finances including the budget and how it is prepared.
- Negotiated agreements with the certified staff and other personnel.
- Support services including transportation, food services, facilities and facility maintenance.
- A tour of the district facilities.

Additional sessions may be necessary to discuss special programs, home-school communications or other topics unique to the needs of the District.

## *Superintendent Responsibilities*

In order to develop and maintain an effective and productive relationship with the the Board of Education the superintendent has a responsibility to:

- Involve school board members in an ongoing in-service program. Bring in specialists as needed to provide in-service seminars on specific topics such as testing, evaluation, the whole language approach to teaching reading, board liability, changing legislation/court decisions, etc. Encourage school board members to attend meetings of the State and National Association of School Boards when applicable.
- Communicate! Be open, honest and thorough in all your dealings, and especially with school board members. Make sure all school board members know and feel they have an open line of communication with the superintendent.
- Provide information:  
About items on which the Board of Education has to take action - provide all the background information necessary to make sound and effective decisions on behalf of the students. Provide the information far enough in advance so that it can be read carefully and understood, questions can be asked if necessary and an informed intelligent decision can be made.

About what is happening in the schools. Don't let any board member be taken by surprise by a neighbor or at a community meeting regarding something of significance that went wrong at a school. The superintendent should be the one to keep all board members informed of anything of major consequence that takes place in the schools. Also, share with board members the good things that are happening. Good things far outnumber the problems in our schools. We usually don't take the time to reflect on the positive things that are happening and consequently permit the problems or negative situations to overshadow the good.

- Make the Board of Education look good at all times, even if it hurts a little!
- Never get into a win-lose situation with the board. Always keep the door open for dialogue and compromise.
- Develop trust with the Board of Education - this is a two way street. The board will trust the superintendent if his/her actions warrant trust and if he/she demonstrates a trust in the board.

# HYA

Hazard, Young, Attea & Associates

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- The superintendent must know his place - he makes recommendations to the board but the board is “boss.”

*In order to maintain effective relationships, Board of Education members should:*

- Get rid of preconceived notions or predetermined convictions. Review each situation brought before the board on the basis of the concrete information which is available. Don't make decisions based on hearsay, rumor, neighborhood gossip, a spouse's convictions or past experience.
- Remember you represent an entire school district, not just “your” school, neighborhood or any subgroup within the district.
- Consider each issue from the perspective of “What's best for kids?”, while recognizing that decisions have to be made within the framework of what is realistically doable.
- Remember that you are a member of the Board of Education and that you have that authority only when you are at a legally constituted meeting of the Board of Education. Be careful of your statements about the schools or personnel, especially when you are not at a meeting. The public often does not understand the role of an individual board member and therefore gives excessive credence to anything a board member says. Be informed when you do speak. Don't express personal opinions as board opinions. Be careful with “off the cuff” remarks because they often come back to haunt you.
- As a board, keep the community aware of what is happening in the school district and get them involved.
- Refer callers with concerns, problems and suggestions to the superintendent. Know and use the “chain of command” at all times.
- Let the superintendent know what you are thinking about - your concerns, ideas, perspectives, etc. - even if they may differ with his or those of other board members.
- Prepare for board meetings by:
  - ✓ Reviewing all the material provided beforehand, especially background material provided on items to be acted upon.

- ✓ Reading the material sent to you before you arrive at the meeting. Insisting on written communications and recommendations from the superintendent before the board meeting.
- ✓ Calling the superintendent before the board meeting if you have questions or desire additional material.
- ✓ Meeting with the superintendent before the meeting if you feel it is necessary to understand an issue or discuss an area upon which you disagree.
- ✓ Asking the superintendent for his opinions or rationale on a recommendation before you act on it.
- ✓ Disagree agreeably, but after a decision is made, recognize that it is your decision as a Board of Education regardless of how you voted.

*Some “DQs” for board members and superintendents:*

- Be informed on all current issues.
- Demand integrity of each other.
- Obey laws, even if you disagree with them.
- Recognize the impact of your words, especially in informal situations.
- Look at the “broad picture” when deliberating tough issues.
- Maintain a sense of humor - life is too short for anything else!
- Be a good listener.
- Be open minded and flexible.
- Be willing to learn, including a desire to see new perspectives on issues.
- Involve the entire community, as appropriate.
- Be concerned about the education of each child.

# HYA

Hazard, Young, Attea & Associates

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## **NO-NOs for board members:**

- Don't ever ask for technical data at a meeting unless you call ahead and know that the superintendent was able to assemble it.
- Don't overreact to a small number of vocal clients.
- Don't invite contact from staff - they should work through the superintendent.
- Don't check on or "evaluate" your superintendent through the staff.
- Don't undermine your superintendent.
- Don't be a "rubber stamp" board.
- Don't be vindictive over past actions of the board, the superintendent, a principal, a staff member or anyone else.
- Don't represent only a specific area or element of your community.

## **NO-NO for superintendents:**

- Don't play favorites among board members.

## **NO-NOs for Board members and superintendents:**

- Don't bring up surprise issues at meetings or public forums. A board member should call the superintendent before a meeting if s/he intends to ask an unanticipated question, provide unknown information pertaining to an issue or bring up an item which is not on the agenda. The superintendent should treat the board members in the same manner. - - - NO SURPRISES!
- Don't identify with special interest groups in the school district.

To board members and superintendents - - -  
Be part of the solution rather than part of the problem  
in your school district!



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**BOARD WORKSHOP MINUTES**

**MARCH 17, 2012**

The Board Workshop meeting of the Board of Education of Lincolnshire-Prairie View School District 103 was called to order at 10:39 a.m. on Saturday, March 17, 2012, in the Learning Center of Daniel Wright Junior High School, 1370 Riverwoods Road, Lincolnshire, Illinois.

The following Board members were in attendance:

Gary Gordon, Vice President  
Ben Yomtoob  
Chris Curtis  
Sherri Thomas  
Larry Rivkin  
Gary Walrath  
David Panitch, President

Also present were:

Dr. Scott Warren, Superintendent Elect  
Dr. Hank Gmitro

Public: 0                      Press: 0                      Staff: 0

**A. Call to Order and Roll Call**

**B. Community Participation**

There was no community participation.

**C. Board Workshop**

Dr. Gmitro reviewed the purpose of this workshop: to think about the relationship the Board would want to establish with Dr. Warren over the coming year, what the Board/Superintendent relationship looks like, and how the Board would like to define that working relationship for District 103. Time will be spent looking at the Strategic Plan, Goals, and the Evaluation Systems currently in place to get them in alignment for the coming school year. There will also be discussion regarding Scott's goals, evaluation system, goals for the Board, self-evaluation of the Board and how the goals relate to the District Strategic Plan.

## 1. Background Reading

- a. "The Board and the Big Conversation"
- b. California School Board Association
- c. Concepts of Governance and Management
- d. "TLC"

Dr. Gmitro asked for questions/comments regarding the background reading.

Discussion points:

- The article seemed to imply that the Board is to lay out vision and concept and talk about the big issues, and that monitoring the superintendent and administrative team that they are delivering on these things should not be the focus of the Board.
- Discussion of the "Rubber Stamp" Board and the "Micro Manage" Board and the ideal is somewhere in the middle of this continuum.
- Accountability of Board Members to the public. Board members cannot support, justify or explain what the district does on a day-to-day basis. Big administrative decisions can impact the community and come back to the Board for that accountability. As Board members it is important to be in the center of that continuum.
- There needs to be balance between representing the district and the students on one side and representing the community on the other.

Dr. Gmitro recapped the importance of defining communication agreements between the Board and the Superintendent, as a way to monitor communications before they derail or Board members become frustrated. The Board should be able to communicate to the community about the major issues and how decisions were made.

Dr. Gmitro asked the Board to jot down some characteristics of the ideal Board/Superintendent relationship.

- Trust in the Superintendent's actions and choices
- Open communication and dialog. Concept of all on same team
- Trust
- Collaboration
- Relationship between superintendent and board president
- Relationship between superintendent and his administrative team
- Consistent message to everyone
- Making each other better
- Openness, no hidden agendas
- No surprises.
- Board needs education about the day-to-day operations of the district
- Use leadership team between board and the administration and the other leaders in the organization to make the organization more agile and responsive to issues.
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- Getting to know each other's strengths and weaknesses in a less formal setting.

## Section 2 Governance Model.

Dr. Gmitro reviewed and discussed an outline showing the Board is much more engaged and responsible at the vision direction and goals level and the administration is responsible at the tactics and execution level.

12:10 p.m. Break for lunch

12:21 p.m. Meeting continues with a working lunch

Dr. Gmitro suggested the Board begin looking at the practical implementation to the relationship discussed earlier. Dr. Gmitro referred to the Tag Works section in the Workshop Manual where he and his first Board discussed a topic each month to develop their working relationship.

The Board moved on to the Lincolnshire-Prairie View School District 103 Board Governance Guidelines and Board Agreement. Mr. Yomtoob reviewed that these documents began from a workshop the Board did with IASB. The Governance document was to find a way to make clear where the Board thought they should be extremely involved and where they should be less involved. The Board Agreement is more of a “how-to” guide.

1:35 p.m. break

1:45 p.m. back from break

Daniel Wright Junior High –The history of Daniel Wright Middle School was discussed regarding the structure of the Administration. There has been a high turnover of Administrators with different configurations at the building level. If there were to be a change in structure, the Board would like to provide input. Dr. Gmitro recapped the essence of the conversation of how this process of hiring a new JH principal is that the replacement of this principal is a much bigger issue with deeper ramifications throughout the building and system than just hiring and replacing a position as it exists. So there needs to be some time and energy in thinking about the issue, collecting information, and formulating a plan to move forward that the Board would like to hear about before steps are taken to fill the vacancy.

## Section 3. Alignment and Relationships of Goals

Dr. Gmitro reviewed the alignment and relationships of goals within a district The Strategic Goals should be designed as the roadmap for the district and adjusted on an annual basis. The District Goals refer to what the organization should accomplish. The Superintendent Goals are what the Superintendent should accomplish. The Board Goals are what the Board should accomplish. All of the goals should be in alignment with the Strategic Goals.

Tape ran out at 2:15 p.m. Notes were taken by Mr. Yomtoob.

- Dr. Warren provided an overview of Superintendent Transition Plan that he has put together. Specifically, he discussed the goals of the plan, its components, and the individual interviews he is planning to conduct. The plan will culminate in a written summary report for the board.

- Dr. Gmitro discussed the process of superintendent evaluation and pointed to the whitepaper from the American Association of School Administrators, the Suggested Superintendent Evaluation Process from HYA, and the Katonah-Lewisboro Union Free School District process as potential tools for the board to use in revising the district's evaluation process.
- Dr. Gmitro then discussed the process of board evaluation and highlighted some of the tools that can be used by school boards to better understand their own effectiveness
- The next Board meeting will discuss Board self-evaluation.

At 2:55 p.m. Mr. Gordon moved and Mr. Yomtoob seconded moving to closed session.

Motion carried unanimously.

Open Session

**D. Community Participation**

There was no community participation.

At 3:28 p.m. Mr. Yomtoob moved and Mr. Gordon seconded adjourning the meeting.

Motion approved unanimously

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President  
Board of Education

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Secretary  
Board of Education