

Yellow Springs Board of Education
BOARD LEADERSHIP PROTOCOLS

For the purpose of enhancing teamwork among members of the board, and between the board and the administration, we the members of the Yellow Springs Board of Education, do hereby publicly commit ourselves collectively and individually to the following operating protocols:

1. Positively engage in respectful dialogue, assuming the best in one another
 - a. Let all members have a voice
 - b. Communicate agenda items or issues in advance so everyone is prepared and there are no surprises
 - c. Call upon the superintendent or board president prior to meetings if needing more information, or if there are further questions
 - d. Debate in a constructive manner
 - e. Move to question when discussions become repetitive
 - f. Respect and support majority decisions
 - g. Avoid marathon meetings

2. Follow the chain of command
 - a. The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue.
 - b. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
 - c. We will resist the urge to solve the problem for the constituent; it is not the board member's job to fix the problem. That job belongs to the superintendent.

3. Avoid micromanaging

School board micromanagement: a board that becomes involved in the day-to-day operations of the school district, rather than setting direction through goals and policies, and letting the administration determine how to accomplish the goals. <http://aasb.org/content/role-school-boardsined>

 - a. Avoid behavior such as:
 - i. pushing interests on or directing any staff member (with the exception of the superintendent & treasurer) as a collective board.
 - ii. pushing personal interests on or directing the superintendent or treasurer as an individual board member.
 - iii. using the power of your position to influence the day-to-day operations of the district.
 - iv. actively sitting on board committees that manage and influence operational decisions.
 - b. It is essential to stay out of day-to-day district operations and fully respect the delegations of operational decisions to the superintendent and administration.
 - c. When superintendent or treasurer recognizes micromanagement, the concern will be addressed directly with the board member, with specific examples being provided.
 - d. Board members should approach each other directly about concerns with micromanaging behavior.

4. The board will keep the superintendent and treasurer out front leading the charge
 - a. Do not pit the superintendent and treasurer against one another
 - b. Strive to give positive feedback publicly, and negative feedback privately

5. The board is the liaison between the community and the schools:
 - a. Acting as a collective body, because individual board members do not have individual authority.
 - b. Promoting the schools while also giving feedback received from the community and staff to the superintendent and treasurer.
 - c. Understanding that all written communications will be approved by the entire board and delivered by the president.

6. The board acts collectively with expectations and evaluation

- a. When evaluating the superintendent/treasurer, the board will act as one body.
- b. The board will come to clear consensus and only include the direction from the majority of board members in stating expectations through the evaluation process.

7. The board will annually conduct a self-assessment/evaluation

8. The board will engage in its own development at least twice a year

Wanda A. 1/8/15

Name & Date

[Signature] 1/8/15

Name & Date

[Signature] 1/8/15

Name & Date

Jaymie Edrison 1.8.2015

Name & Date

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Name & Date