

SCHOOL BOARD MEMBER HANDBOOK

Berwyn South School District 100



A letter from the President

Welcome to District 100! The Berwyn South School District 100 Board of Education understands and appreciates that access to quality public education is not just a constitutional requirement, but also a moral and ethical imperative. Ensuring students have an opportunity to fully maximize their potential is the guiding principle. Accordingly, all students are entitled to a quality educational experience that prepares them to be college and career ready and inspires them to be lifelong learners.

This is no easy task. It requires necessary and appropriate leadership from many levels within the organization, including building staff, principals, District 100 administration and the Board of Education. It requires a Board of Education that is both collectively and individually committed to governing as a professional oversight board. This means a dedication to the principles and practices of professional governance, a shared understanding and adherence to board policies and internal protocols, a focus on continuous improvement as an embodiment of a lifelong learner, and a willingness to model effective leadership to students, staff and the community at large.

What is effective leadership? There are thousands of books on this subject but here's a few key points when working on a board:

- Speak to share your vision, not to wound another
- Listen to understand, not respond
- Demonstrate the behavior you expect from others
- Recognize success and let it be known
- Motivate, inspire and empower others
- Take responsibility for your decisions, action or inaction
- Keep kids at the forefront

The purpose of this handbook is to provide a document that will support new and future board members in understanding the role of the Board of Education and the policies and procedures that govern the work. A significant component of new school board member orientation is a thorough understanding of the contents of this book as well as training mandated by the State of Illinois.

Education is continuously evolving, as such, updates will continually be made to ensure this handbook is current and relevant.

Sincerely,
Andrea Dressel
Board President

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CHAPTER 1

Educational Philosophy

*The vision of Berwyn South School District 100
is to inspire a passion for learning in every child.*

The Mission of Berwyn South School District 100 is to create inclusive learning environments where students take ownership of their academic and personal growth, embrace diversity, and strive to be positive influencers in our changing world.

We believe in providing students with rigorous and personalized learning opportunities that prepare them for academic excellence and future success.

We believe in utilizing innovative instructional practices that encourage collaboration, creativity, and exploration.

We believe in student-centered classrooms and schools that are supportive, safe, and responsive to the social and emotional needs of students, staff, and families.

We believe in using several measures to determine student success and to make informed decisions that lead to continuous student growth.

We believe in engaging with families and community members to create partnerships that actively support students' development and learning.

We believe in creating and maintaining a culture where students and staff learn from each other, share ideas, and build supportive, collaborative relationships.

We believe in enhancing our academic program by providing a variety of extra-curricular opportunities for students to develop and explore individual interests and talents.

Board Policy 1:30

CHAPTER 2

Foundational Principles of Effective Governance

Obligation to Govern Effectively

The “*Foundational Principles of Effective Governance*” have served as the Illinois Association of School boards’ primary document to explain the role of school board members in their district. These six principles are the cornerstone of IASB’s beliefs about the governance process.

Supporting these principles are certain rights and responsibilities. These include the *Code of Conduct*, a document that states 12 standards for ethical and effective behavior for all school board members. Coinciding with these responsibilities are the *School Board Member Opportunities and Expectations*. Combined, these documents form the basic tenets of School Board Governance.

As the corporate entity charged by law with governing a school district, each school board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the board:

The Board Clarifies the District Purpose

As its primary task, the board continually defines, articulates and re-defines district ends to answer the recurring question — who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

- Ends express the benefits of the school district system with clarity of purpose and a clear direction. A school board rarely creates district ends; rather, it most often detects them through listening and observing.
- Ends reflect the district’s purpose, direction, priorities and desired outcomes and are recorded in statements of core values/beliefs, mission, vision and goals.
- In effective school districts, every part of the organization is aligned with the ends articulated by the school board in written board policy.
- Well-crafted ends enable the school board to effectively and efficiently monitor district performance and assess organizational success (Principle 5).

The Board Connects with the Community

- The school board engages in an ongoing two-way conversation with the entire community. This conversation enables the board to hear and understand the community’s educational aspirations and desires, to serve effectively as an advocate for district improvement and to inform the community of the district’s performance.
- Effective communication is essential to create trust and support among the community, board, superintendent and staff.
- The school board must be aggressive in reaching out to the community – the district’s owners – to engage people in conversations about education and the public good. In contrast, people

who bring customer concerns to board members should be appropriately directed to the superintendent and staff.

- A board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests.

The Board Employs a Superintendent

The board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.

- An effective school board develops and maintains a productive relationship with the superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written policy.
- Although the board is legally required to approve all employment contracts, the board delegates authority to the superintendent to select and evaluate all district staff within the standards established in written board policy.

The Board Delegates Authority

The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written board policies that designate district ends and define operating parameters.

- Ultimately, the school board is responsible for everything, yet must recognize that everything depends upon a capable and competent staff.
- “Delegates authority to” means empowering the superintendent and staff to pursue board ends single mindedly and without hesitation. A board that does (or re-does) staff work disempowers the staff and breaks down trust. High levels of superintendent and staff accountability require high levels of delegation.
- Delegation is difficult for anyone accustomed to direct action. However, to appropriately stay focused on the big picture and avoid confusing the staff, members of the school board must discipline themselves to trust their superintendent and staff and not involve themselves in day-to-day operations.

The Board Monitors Performance

The board constantly monitors progress toward district ends and compliance with written board policies using data as the basis for assessment.

- A School board that pursues its ends through the delegation of authority has a moral obligation to itself and the community to determine whether that authority is being used as intended.
- Unless the board is clear about what it wants, there is no valid way to measure progress and compliance.

- A distinction should be made between monitoring data (used by the board for accountability) and management data (used by the staff for operations).
- The constructive use of data is a skill that must be learned. The board should have some understanding of data, but will typically require guidance from the staff.

The Board Takes Responsibility for Itself

The board, collectively and individually, takes full responsibility for board activity and behavior – the work it chooses to do and how it chooses to do the work. Individual board members are obligated to express their opinions and respect others’ opinions; however, board members understand the importance of the board ultimately speaking with one clear voice.

- The school board’s role as trustee for the community is unique and essential to both the district and community.
- While the board must operate within legal parameters, good governance requires the board to be responsible for itself, its processes and contributions. Board deliberations and actions are limited to board work, not staff work.
- The board seeks continuity of leadership, even as it experiences turnover in membership. The board accomplishes this by using written board policies to guide board operations, by providing thorough orientation and training for all members, and by nurturing a positive and inviting board culture.

School Board Member Opportunities and Expectations

This is a summary of the rights and treatment that all board members are entitled to expect as members of the school board. These rights are limited to the board’s legal operating authority and should not be interpreted to extend an individual’s authority as a board member. The school board recognizes that good governance operations depend on each board member being able to expect the following in a manner consistent with board policy:

On joining the School Board ...

- A thorough orientation to the board, including the board’s governing process — the work the board chooses to do and how the board chooses to do the work.
- A thorough orientation to the District’s operations, finance and structures.
- Access to the District’s School Board Policy Manual, the board’s regular meeting minutes for the past year, material explaining the board’s roles and responsibilities and other information that might facilitate a better understanding of District operations.

Before a meeting ...

- Notification of board meetings and receipt of meeting agendas at the same time that other board members receive theirs and consistent with board policy.

- An opportunity to propose the addition of pertinent items to the agenda.
- The timely receipt of information before each meeting that will enable the board member to make informed decisions.

During a meeting ...

- Board meetings that start on time stay on task and end at a reasonable time.
- Unless restricted by board policy, the opportunity to question the appropriateness of any item on the agenda, to request the removal of an item from a consent agenda for independent consideration and to propose changes before the agenda is approved.
- The opportunity to make and second motions regarding agenda items and to move to defer action on any agenda item or to enter into closed session as allowed by law.
- An opportunity to request the justification, alternatives and consequences for items presented for a decision and to participate in full and free discussion before voting.
- The opportunity to express opinions during a board meeting without interruption and ridicule, as well as civil and respectful treatment by all other school board members and staff members.
- The opportunity to speak candidly during a legally called closed session without concern for being repeated or confidentiality being breached after the meeting.
- The opportunity to remind other board members of policy and legal responsibilities, including those imposed by the Open Meetings Act, without fear of reprisal. This includes the ability to suggest that the board or an officer, whichever is appropriate according to board policy, consult with the board attorney about the legality of a current or planned action or procedure.
- The opportunity to request that a roll call vote be taken and, when a voice vote is taken, the opportunity to request that the minutes reflect an individual's vote.
- The opportunity to suggest the correction of any inaccuracies in the minutes before their approval while recognizing that minutes are not a meeting transcript.
- The opportunity to participate in the process of selecting officers when the board reorganizes at an open meeting.
- The opportunity to participate in all policy making functions including suggesting changes to board processes.

In general ...

- Similar opportunities afforded other members of the board including the opportunity to have expenses reimbursed pursuant to board policy for attending non-District meetings and educational opportunities.
- A professional relationship with the superintendent in which both parties respect each other.
- The receipt of timely, accurate responses from the superintendent to reasonable inquiries.
- The opportunity to express personal opinions and viewpoints provided no attempt is made to undermine board action, misrepresent the majority board opinion, or otherwise violate board policy or this “School Board Member Opportunities and Expectations.”
- The opportunity to participate in regular board self-evaluations.
- Access to relevant data pertaining to district and board performance.

The items listed are not generally legally enforceable. Instead, they are items that will enable an individual to fulfill his or her duties and responsibilities as a school board member.

*Illinois Association of School Boards
www.iasb.com*

CHAPTER 3

School Board Governance Basics

Berwyn South School District 100 is governed by a Board of Education consisting of seven members. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools.

Official action by the Board may only occur at a duly called and legally conducted meeting. Except as otherwise provided by the Open Meetings Act, a quorum must be physically present at the meeting.

As stated in the Board member oath of office prescribed by the School Code, a Board member has no legal authority as an individual.

Board Policy 2:10

District 100 Board of Education Goals

Goal 1: All students will be college and career ready by preparing them with 21st century skills

- Objective 1.1 - Utilize data continuously and rigorously to inform practice at the district, school, classroom, and individual child levels
- Objective 1.2 - Deliver a relevant and challenging curriculum
- Objective 1.3 - Offer high-quality, differentiated instruction for every child

Goal 2: Recruit, Support, and Retain High-Quality Staff

- Objective 2.1 - Attract, recruit, and hire highly qualified personnel
- Objective 2.2 - Motivate and retain high-performing employees
- Objective 2.3 - Provide high-quality professional development, training, and coaching that supports effective leaders and teachers

Goal 3: Create collaborative Family and Community Partnerships

- Objective 3.1 - Establish a foundation of solid parent and community partnerships by implementing two-way communication practices.
- Objective 3.2 - Build strong relationships with the Berwyn community, including residents, businesses, and civic leaders
- Objective 3.3 - Strengthen partnerships with parents and provide multiple avenues for meaningful parent engagement and communication at both school and district levels

Goal 4: Provide a Caring, Safe, and Healthy Environment that Supports the Development of the Whole Child

- Objective 4.1 - Implement policies that support student health, nutrition, and physical activity
- Objective 4.2 - Provide research-based interventions and supports that foster positive behavior, social-emotional development, and a collaborative school environment

Goal 5: Efficient and Effective Management of Resources

- Objective 5.1 - Manage district resources efficiently and effectively to promote student achievement

Adopted by the Board of Education on September 24, 2014 <https://www.bsd100.org/board-goals>

Powers and Duties of the School Board

The major powers and duties of the Board of Education include, but are not limited to:

1. Organizing the Board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with State and federal law.
2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, including determining whether an employee has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by 325 ILCS 5/, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
6. Entering contracts using the public bidding procedure when required.
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement and District Improvement Plans.
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School and student performance.
12. Establishing and supporting student behavior policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
13. Establishing attendance units within the District and assigning students to the schools.

14. Establishing the school year.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Providing student transportation services pursuant to State law.
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.
18. Complying with requirements in the Abused and Neglected Child Reporting Act (ANCRA). Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.
19. Notifying the State Superintendent of Education promptly and in writing of the name of a licensed teacher who was convicted of a felony, along with the conviction and the name and location of the court where the conviction occurred.
20. Notifying the Teachers' Retirement System (TRS) of the State of Illinois Board of Trustees promptly and in writing when it learns that a teacher as defined in the Ill. Pension Code was convicted of a felony, along with the name and location of the court where the conviction occurred, and the case number assigned by that court to the conviction.
21. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to 105 ILCS 5/10-22.34, 10-22.34a and 10-22.34b), mentors of certified staff (pursuant to 105 ILCS 5/2-3.53a, 2-3.53b, and 105 ILCS 5/21A-5 et seq.), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

Board Policy 2.20

Characteristics of Effective Board Members

While most school boards will be comprised of individuals from different backgrounds and experiences, individual school board members can be more effective when they exhibit the following characteristics:

- A thoughtful, sincere, and deliberate approach to the position. The effective school board member seeks first to understand the issues, knowing that decisions have a tremendous impact on communities.
- A constructive attitude towards teamwork. The effective school board member understands that it is only around the board table that decisions are made and a board member exercises any authority.

- Willingness to spend the time necessary to be well- informed on the issues coming before the local board and to remain reasonably knowledgeable about local, state, national, and global education.
- Ability to represent the entire community and not special interest or partisan political groups. The “entire community” includes citizens who may not have a direct relationship with the public schools.
- Temperament to respond accordingly and appropriately through challenging events. Board membership is an immense responsibility; so the public actions and words of members will impact the district, its image, and its integrity.
- Willingness to listen thoughtfully to others. Although board members cannot be expected to agree with everything colleagues and constituents say, they are expected to listen respectfully to opinions and concerns.
- Willingness to express one’s own opinion and participate in discussions in an open, honest manner, while encouraging and respecting the free expression of opinions by colleagues.
- The maturity to respect the confidentiality of privileged information and to take no private action that would compromise the board or administration.
- Willingness to model continuous learning by taking advantage of professional development opportunities.
- Willingness to abide by and support the Code of Conduct as adopted by the local school board.
- The ability to identify, recommend, and encourage prospective candidates and mentor new board members to become effective school leaders.

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A School Board Member’s Approach to the Job

1. Be prepared to participate responsibly. Do your homework, come prepared to work, remember that sometimes the work is to listen, agree and disagree as your values dictate, and accept that the group decision is legitimate even if it’s not your personal choice. It is not acceptable to have opinions and not express them.
2. Remember that your identity is with the community, not the staff. It’s easy to identify with staff as you probably will have more discussions with them about issues. But you must remember that your job is to serve in trust for the community.
3. Represent the community, not a single constituency. You will understand and/or identify with certain constituencies (parents, neighborhoods or communities, special ed, etc.), but you must remember that being a board member means serving in trust for the entire community. There’s no way seven people can provide a spokesperson for every constituency or legitimate interest, so in a moral sense you must stand for them all. You can be from a constituency, but you must not let yourself represent it.
4. Be responsible for group behavior and productivity. You are responsible for not only yourself but the group. If the group doesn’t do its job, meddles in administration, or breaks its own rules, you personally share that responsibility.
5. Honor divergent opinions without being intimidated by them. You are obligated to express your honest opinions on issues, and so are each of the other board members. Encourage

- your colleagues to speak their opinions and listen to them carefully and respectfully. But don't allow yourself to be intimidated by louder or more insistent board members.
6. Use your special expertise to inform your colleagues' wisdom. If you have special expertise (law, accounting, construction, etc.) remember that you are not personally responsible for decisions relating to that area. Use your expertise to help inform your colleagues (i.e., help them understand what fiscal health looks like vs. fiscal jeopardy) but don't assume sole responsibility for those decisions. Remember that you are not on the board to help the staff or even advise them with your special expertise. Your job as a board member is to govern. If you wish to offer your help as an expert, make sure that all parties know you are acting as a volunteer, not a board member, and remember that asking for or accepting your help is a staff prerogative, not yours.
 7. Be aware of community and staff perceptions of the board. If the board is perceived as being unethical, dishonest, secretive, or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret your behaviors and decisions. Then act accordingly.
 8. Think upward and outward more than downward and inward. There is a great temptation to focus on what goes on with management and staff instead of what difference the district should make in the larger world. This requires ignoring the minutiae or details in order to examine, question, and define the big picture. The latter is a daunting and awesome task, but it's board work — governance!
 9. Don't tolerate putting off the big issues forever. As daunting and awesome as the big decisions are, they are the Board's to make. (What are our core values and beliefs about education in our community? Based on those, where do we put our resources?) If you don't, you're abdicating your authority. Your inaction is a decision of sorts and if you don't make it, someone else will by default.
 10. Support the board's final choice. No matter which way you voted, you are obligated to support the board in its decision. This doesn't mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you don't agree.
 11. Don't mistake form for substance. Don't confuse having financial reports for having sound finances or having a public relations committee for having good public relations. Beware of the trap of having procedures rather than substance.
 12. Don't expect agendas to be built on your interests. The board's agenda should not be a laundry list of individual members' interests but a plan for taking care of the governance of the district. Being a community trustee is very different from seeing the organization as your personal possession. The board's job must be designed to ensure that the values of the entire community are faithfully served in the determination of what the district should accomplish.
 13. Squelch your individual points of view during monitoring. Your own values count when the board is creating policies. But when you monitor the performance of the superintendent or the success of programs, you must refer to the criteria the whole board decided, not what your opinion was about those criteria. And as you review the criteria, your monitoring should not be based on whether things were done the way you would have done them, but whether they were a reasonable interpretation of the board's policy.
 14. Obsess about ends. Keep the conversation focused on values, mission, vision, and goals. Talk with other board members, staff, and the public about these matters first and foremost.
 15. Continuously ask of yourself and the board, "Is this board work?" The deliberations of the board must add value. The board must deal with fundamental, long-term issues that require

the wisdom and decision-making of a group of seven people who look at the whole — not just at pieces or the issue of the day.

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CHAPTER 4

Becoming A School Board Member

School District Elections

School District elections are non-partisan, governed by the general election laws of the State, and include the election of Board of Education members, various public policy propositions, and advisory questions. Board members are elected at the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The canvass of votes is conducted by the election authority within 21 days after the election.

The Board, by proper resolution, may cause to be placed on the ballot: (a) public policy referendum according to Article 28 of the Election Code, or (b) advisory questions of public policy according to Section 9-1.5 of the School Code.

The Board Secretary serves as the local election official. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer.

Board Policy 2:30

School Board Member Qualifications

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office and certain types of State or federal employment. A child sex offender, as defined in State law, is ineligible for Board membership.

Board Policy 2:40

Board Member Term of Office

The term of office for a Board of Education member begins immediately after both of the following occur:

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, Board Member Oath and Conduct.

The term ends 4 years later when the successor assumes office.

Board Policy 2:50

Board Member Oath & Conduct

As a member of my local Board of Education, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my Board membership for personal gain or publicity.
3. 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.
4. I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in Board of Education meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national Board of Education associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the District purpose direction and goals, and monitoring District performance.

Board Policy 2:80 - Exhibit

Board Member Removal from Office

If a majority of the Board of Education determines that a Board member has willfully failed to perform his or her official duties, it may request the appropriate Intermediate Service Center to remove such member from office.

Board Policy 2:60

Vacancies on the School Board

Elective office of a Board of Education member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the appropriate Intermediate Service Center of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 60 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept resumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

Board Policy 2:70

Board Member Conflict of Interest

No Board of Education member shall: (1) have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State or federal law; or (2) solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts with the District. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, Ethics and Gift Ban.

Board members must annually file a “Statement of Economic Interests” as required by the Illinois Governmental Ethics Act. Each Board member is responsible for filing the statement with the county clerk of the county in which the District’s main office is located by May 1.

No Board member shall participate in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act if he or she has a real or apparent conflict of interest. A conflict of interest arises when a Board member or any of the following individuals has a financial or other interest in the entity selected for the contract:

1. Any person that has a close personal relationship with a Board member that may compromise or impair the Board member’s fairness and impartiality, including a member of the Board member’s immediate family or household;
2. The Board member’s business partner; or
3. An entity that employs or is about to employ the Board member or one of the individuals listed in one or two above.

Board Policy 2:100

Qualifications, Term, and Duties of Board Officers

The Board of Education officers are: President, Vice President, Secretary, and Treasurer. These officers are elected or appointed by the Board at its organizational meeting.

President

The Board elects a President from its members for a two-year term with no more than two consecutive terms. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Attend and observe any Board committee meeting at his or her discretion;
4. Represent the Board on other boards or agencies;
5. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by the Open Meetings Act;
9. Serve as or appoint the Board’s official spokesperson to the media;
10. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official; and

11. Ensure that the fingerprint-based criminal history records information checks and/or screenings required by State law and policy 5:30, Hiring Process and Criteria, is completed for the Superintendent.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

Vice President

The Board elects a Vice President from its members for a two-year term with no more than two consecutive terms. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

Secretary

The Board elects a Secretary for a two-year term. The Secretary may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the Secretary is a Board member, the compensation shall not exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term. The duties of the Secretary are to:

1. Keep meeting minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail or electronically transfer meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the appropriate Intermediate Service Center;
5. Act as the local election official for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and
9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

Recording Secretary

The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

Treasurer

The Treasurer of the Board shall be either a member of the Board who serves a 1-year term or a non-Board member who serves at the Board's pleasure. A Treasurer who is a Board member may not be compensated. A Treasurer who is not a Board member may be compensated provided it is established before the appointment. The Treasurer must:

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Upon being appointed for his or her first term, be a certified public accountant or a certified chief school business official as defined in the School Code; experience as a township treasurer in a Class II county school before July 1, 1989 is deemed equivalent.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

Board Policy 2:110

CHAPTER 5

Board Member Development

The school board desires that its individual members learn, understand, and practice effective governance principles. The board is responsible for board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The board president and/or superintendent shall provide all board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development leadership training in education and labor law, financial oversight and accountability, fiduciary responsibilities, and (beginning in the fall of 2023) trauma-informed practices for students and staff within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on the Open Meetings Act is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall post on the District website the names of all Board members who have completed the professional development leadership training described in number 1, above.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, will make reasonable efforts to provide ongoing professional development to Board members about the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates, i.e., Senate Bill 100 training topics.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement. New

Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

Board policy 2:120

Recommended Training:

The Basics of Governance
Community Engagement

Recommended Reading:

The Art of School Boarding by Jim Burgett

Educators' Beliefs Impact Student Learning 1st Edition by Jenni Anne Marie Donohoo
Dare to Lead by Brene Brown

Board Member Request for Information

It is important for board members to be informed about the school district and the performance of our students. The superintendent of schools and school administrators regularly provide board members with data and information via presentations at board meetings. Board members who seek additional information are to work through the superintendent to obtain this information, which will be provided to all board members.

Board Self-Evaluation

The board will conduct periodic self-evaluations with the goal of continuous improvement. An IASB-facilitated Board Governance Review allows the board to assess its own work against these key standards. The self-evaluation process can provide preventive maintenance to alleviate issues before they become problems, or it can be a problem-solving tool. It can help the board to further strengthen things it already does well and address areas of challenge. The best school boards recognize that in order for them to be effective, they need to take responsibility for their processes and work.

Illinois Association of School Boards
www.iasb.com

IASB Joint Annual Conference

The Joint Annual Conference is a premier training event for school board members, administrators, and business officials. Attracting thousands of attendees and school leaders, the event is held annually in November. The superintendent and his or her administrative assistant will contact board members regarding registration. Pre-conference workshops require early registration.

<https://www.iasb.com/conference/>

IASB representative and resolutions meeting:

The Board will elect an IASB delegate to represent the Board during the annual delegate assembly that takes place during the Joint Annual Conference. This Delegate will share information with the board regarding Resolutions being considered for adoption at the delegate assembly. The board will discuss these resolutions at a public meeting and then come to a consensus on how they want the delegate to vote on behalf of the board. The delegate will then report back to the board about the outcome of the assembly and the resolutions that passed and will be adopted. Anyone may submit a resolution to the board to be considered for adoption, if the board approves, the delegate's responsibility is to support these endeavors by helping to write the resolution, attend the Resolutions Committee Meeting and be ready to speak at the Delegate Assembly.

<https://www.iasb.com/advocacy/delegate-assembly/resolutions-process/>

CHAPTER 6

Board-Superintendent Relationship

The Board of Education directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. The Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

Board Policy 2.130

Evaluation of the Superintendent

A fair and meaningful evaluation process builds a positive and productive relationship between the board and the superintendent. The annual and mid-year evaluations of the superintendent addresses measurable goals and objectives, leadership, and evidence of meeting goals. The evaluation is based on expectations for performance based on Board of Education goals, Professional Standards for Educational Leaders, and Superintendent Professional Goals developed in collaboration with the Board of Education.

Professional Standards for Education Leaders:

STANDARD #1 – Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student

Effective leaders:

- Develop an educational mission for the district to promote the academic success and well-being of each student.
- In collaboration with members of the district and the community and using relevant data, develop and promote a vision for the district on the successful learning and development of each child and on instructional and organizational practices that promote such success.

- Articulate, advocate, and cultivate core values that define the district’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the district.
- Review the district’s mission and vision and adjust them to changing expectations and opportunities for the schools, and changing needs and situations of students.
- Develop shared understanding of and commitment to mission, vision, and core values within the district and the community.
- Model and pursue the district’s mission, vision, and core values in all aspects of leadership.

STANDARD #2 – Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:

- Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all aspects of school leadership.
- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD #3 – Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Effective leaders:

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD #4 – Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well- being.

Effective leaders:

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD #5 – Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.

- Infuse the school’s learning environment with the cultures and languages of the school’s community.

STANDARD #6 – Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Effective leaders:

- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD #7 – Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Effective leaders:

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Encourage faculty-initiated improvement of programs and practices.

STANDARD #8 – Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Performance Indicators:

Effective leaders:

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the district, students, needs, problems, and accomplishments.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the district.
- Create means for the district to partner with families to support student learning in and out of school.
- Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
- Develop and provide the school as a resource for families and the community.
- Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.
- Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD #9 – Operations and Management

Effective educational leaders manage district operations and resources to promote each student’s academic success and well-being.

Effective leaders:

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district.
- Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- Protect staff members' work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- Manage governance processes and internal and external politics toward achieving the district's mission and vision.

STANDARD #10 – School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- Seek to make school more effective for each student, teachers and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the district.
- Prepare the district and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district improvement.
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the district and its improvement.
- Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school district organization, programs, and services.
- Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

- Develop and promote leadership among administrators, teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

The goals and progress towards them is an ongoing part of the conversation with the board and superintendent throughout the year.

Berwyn South School District 100 Superintendent Evaluation

Superintendent Evaluation Timeline

July/August - Superintendent creates and shares 3-4 goals with the Board that support District goals
 August/September – Board participates in IASB self-evaluation
 October/November – Mid-year informal superintendent evaluation
 January – Superintendent completes self-evaluation and gathers staff feedback
 February – Superintendent shares progress toward goals
 March – Board completes formal evaluation of the superintendent
 April/May – Board evaluations progress toward District goals
 May/June – Board and Superintendent agree on annual district goals

Communications To and From the Board

The Board of Education welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board’s consideration to the Superintendent or may use the electronic link to the Board’s email address(es) posted on the District’s website.

The Superintendent or designee shall:

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board’s regular meetings, report for the Board’s consideration all questions or communications submitted through the active electronic link along with the status of the District’s response in the Board meeting packet.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, electronic communications includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic

communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

Board Policy 2:140

Committees

The Board of Education may establish committees to assist with the Board's governance function and, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board- it may only make recommendations to the Board.

Committees shall operate under the following guidelines:

1. No more than two Board members shall serve on a committee.
The committee members shall establish the committee's meeting dates, time, and place.
2. The Superintendent or designee may attend all committee meetings.

Ad Hoc or Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee can be dissolved after presenting its final report to the Board or at the Board's discretion.

1. Insurance Committee - Reviews Insurance options; makes recommendations to the Board
2. Parent-Teacher Advisory Committee – Reviews such issues as administering medication in the schools, reciprocal reporting, student behavior; makes recommendations to the Board.
3. Behavioral Interventions Committee – Reviews procedures for using Behavioral Interventions in accordance with Board Policy 7:230, Misconduct by Students with Disabilities; makes recommendations to the Board.
4. Building and Grounds Committee – Reviews school needs and construction projects, makes recommendations to the Board.

Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate meets on a regular basis.

Standing Committees are:

1. Board Policy Committee – Researches policy issues, and provides information; recommendations to the Board.
2. Finance Committee – Reviews financial reports and provides information and recommendations to the Board.

Board Policy 2:150

Board Attorney

The Board of Education retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the Board in its capacity as the governing body for the School District. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The attorney will:

1. Serve as counselor to the Board and attend Board meetings when requested by the Superintendent or Board President;
2. Represent the District in any matter as requested by the Board;
3. Provide written opinions on legal questions as requested by the Superintendent or Board President;
4. Approve, prepare, or supervise the preparation of legal documents and instruments and perform such other legal duties as the Board may request; and
5. Be available for telephone consultation.

The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

Board Policy 2:160

Procurement of Architectural, Engineering, and Land Surveying Services

The Board of Education selects architects, engineers, and land surveyors to provide professional services to the District on the basis of demonstrated competence and qualifications, and in accordance with State law.

Board Policy 2:170

CHAPTER 7

Types of School Board Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are rotated among schools. During summer months they are held at the school posted on the Board of Education agenda notification. Board policy 2:220, Board of Education Meeting Procedure, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

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 the Open Meetings Act.

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.
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.
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative 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. 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.
6. The setting of a price for sale or lease of property owned by the public body.
7. The sale or purchase of securities, investments, or investment contracts.
8. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property.
9. Student disciplinary cases.
10. The placement of individual students in special education programs and other matters relating to individual students.
11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self-insurance pool of which the public body is a member.
13. 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.
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06.
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within 3 months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any 3 members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Board Policy 2:200

Organizational School Board Meetings

During a March meeting in odd-numbered years, the Board of Education establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, Board Member Oath and Conduct.
2. The new Board members shall be seated.
3. The Board shall elect its officers, who assume office immediately upon their election.

4. The Board shall fix a time and date for its regular meetings.

Board Policy 2:210

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

Board Policy 2:200

School Board Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration. District residents may suggest inclusions for the agenda. Discussion items may be added to the agenda at the beginning of a regular meeting. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, Types of Board of Education Meetings.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Any Board member may request that his or her vote be changed before the President announces the result.

Any Board member may include a written explanation of his or her vote in the District file containing individual Board member statements; the explanation will not be part of the minutes.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted "yea" and "nay";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a convened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a semi-annual review. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of a records secretary, an administrative official of the public body, or any elected official of the public body. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order. The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District's main office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of a records secretary, an administrative official of the public body, or any elected official of the public body. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, Board Member Oath and Conduct. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the Quorum and Participation by Audio or Video Means subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

Board Policy 2:220

Public Participation at Board of Education Meetings

For a maximum of 30 minutes during each regular and special open meeting of the Board, any person may comment to or ask questions of the Board (public participation), subject to the reasonable constraints established and recorded in this policy's guidelines below. The time limit for public participation at a meeting may be extended upon the majority vote of the Board members at the regular or special meeting. The Board listens to comments or questions during public participation; responses to comments to or questions of the Board are most often managed through policy 3:30, Chain of Command.

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. This includes following the directives of the Board President to maintain order and decorum for all.
2. Use a sign-in sheet, if requested.
3. Identify oneself and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to three minutes. In unusual circumstances, and when an individual has made a request to speak for a longer period of time, the Board President may allow a person to speak for more than three minutes. If multiple individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
4. Public participation will be held prior to the consent agenda and at the close of the open meeting.
5. Observe the Board President's or designee, when necessary and appropriate, the Board President's authority to:
 - a. Shorten the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak; and/or
 - b. Determine procedural matters regarding public participation not otherwise covered in Board policy.
6. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, Visitors to and Conduct on School Property.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet.

The board of education, as a representative body of the district, wishes to provide an avenue for any community member to express their interest in and concern for the public schools. Accordingly, the public is invited to attend any regular session of the board of education. The board meets monthly to determine and act on the needs of the schools and to review their progress in accomplishing pre-established goals. As such, board meetings are business meetings which must be conducted orderly and efficiently. Thus, while any community member may observe a regular meeting, participation by non-board members is encouraged but regulated by certain procedures.

Any resident of the district, members of the schools' staff, or non-resident, may address the board of education.

Board Policy 2:230

What YOU Can Do to Get the Most Out of Your Board Meetings

- As an individual member of your board, you're not in control of the board meeting, but there are some things you can do to make the most of them. Here are some tips from your school board colleagues:
- Do your homework. When you get the agenda and back-up materials, read them and be prepared to contribute to the discussion. Plan your questions in advance and jot them down before coming to the meeting.
- If you do not get the information you need, check with the superintendent or your board president before the meeting.
- Try to know in advance what is expected of you. Be prepared to make any presentation expected.
- Organize your papers before arriving at the boardroom. Bring everything you need.
- Arrive on time.
- Keep the board agenda and objectives in mind.
- Don't spring any "surprises" on the board.
- If you're unprepared, don't fake it. If others are obviously unprepared, but are debating the issues anyway, try to cut them off as diplomatically as possible (a motion to table is one method).
- Work to reach agreement on the issues and come to a decision. If the discussion gets bogged down, try to summarize and encourage action.
- Avoid having a hidden agenda – saying one thing and meaning another.
- Avoid espousing personal philosophies at length.
- Don't attack personalities, attack problems.
- Keep your eyes open. If, in mid-sentence (or mid-argument), you realize that everybody around you is either glaring at you, blushing for you, or packing up to go home, take the hint and stop talking.
- Don't dominate discussions.
- Broaden your concerns. No matter what special interest group encouraged your election or appointment, once on the board, you should cast your votes according to your conscience. Vote with the knowledge that, as a board member, you almost always know more sides of an issue than your constituents do.
- Do not debate issues with members of the audience.

*National School Boards Association
Becoming A Better Board Member*

Board Calendar

January

- The superintendent completes a self-evaluation of progress toward goals and gathers staff feedback
- Approve confidentiality of closed session minutes and audio tapes
- School Calendar Approval.

February

- The superintendent shares progress toward goals
- Approve Student Handbook
- Approve technology refresh per schedule

March

- The board complete formal evaluation of the superintendent
- Insurance Committee Recommendations in years that insurance is up for renewal

April

- Election years: elect new board leadership and committee positions.
- BOE Meeting Calendar Approval (on election years it is approved at the organizational meeting)
- Appoint treasurer
- Teacher Appreciation Recognition
- Approve Non-Bargaining
- Volunteer Appreciation Month

May

- The board evaluates progress toward district goals & changing internal & external realities.
- Draft Budget Review
- Teacher Retirements
- Approve Food Contract Renewal
- Approve Administrative Contracts
- Approve Consolidated District Plan
- Teacher Appreciation Month

June

- Board & Superintendent agree on district goals for the year
- Tentative Budget Adoption
- Approve Resolution Adopting the Prevailing Wage Rates

July

- Superintendent creates and shares 3-4 goals with the Board that support District goals
- Board approves goals and agrees on indicators of success and additional expectations
- Prepare Budget
- Approve confidentiality of closed session minutes and audio tapes
- Approve destruction of closed session verbatim recordings after 18 months

August

- Resources allocated to support district goals
- Prepare/approve Tentative Budget OR hold Public Hearing on Final Budget
- Annual Hazardous Crossing Resolution

September

- Budget Hearing and Adoption of Final Budget and posting on website
- Approve School Fundraisers

October

- Mid-year informal superintendent evaluation
- The Board evaluates its own processes and effectiveness
- Levy presentation
- Hold Public Hearing for Waiver of Administrative Cost Limitation
- Approve Waiver of Administrative Cost Limitation
- Annual Audit
- Principal Appreciation Month

November

- IASB conference; Delegate Assembly – Review Resolutions during meeting
- Illinois Report Card, Annual Performance Report
- Approve Tax Levy/Truth in Taxation Public Hearing (if levy more than 105% of previous year – November or December).
- Board Member Appreciation

December

- Approve Liability Insurance Renewal – SSCIP
- Approve Tax Levy/Truth in Taxation Public Hearing (if levy more than 105% of previous year – November or December)

CHAPTER 8

Board Policy

The school board governs using written policies. Written policies ensure legal compliance, establish board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions and provide information and recommendations to the Board.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board Attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration may be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board policy 2:250, Access to District Public Records.

Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

Board Policy 2:240

CHAPTER 9

Board Records

Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures.

Definition

The District's public records are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Freedom of Information Officer

The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended

as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a commercial purpose, requests by a recurrent requester, or voluminous requests, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

Board Policy 2:250

CHAPTER 10

Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972, excluding Title IX sexual harassment complaints governed by policy 2:265, Title IX Sexual Harassment Grievance Procedure
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act; Illinois Human Rights Act; and Title VII of the Civil Rights Act of 1964 (Title IX sexual harassment complaints are addressed under policy 2:265, Title IX Sexual Harassment Grievance Procedure)
7. Breastfeeding accommodations for students
8. Bullying
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act
12. Illinois Equal Pay Act of 2003
13. Provision of services to homeless students
14. Illinois Whistleblower Act
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act; and Titles I and II of the Genetic Information Nondiscrimination Act
16. Employee Credit Privacy Act

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a

person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, Workplace Harassment Prohibited, the Complaint Manager shall process and review the complaint according to that policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

Board Policy 2:260

CHAPTER 11

Acronyms

ACCESS	Assessing Comprehension and Communication in English State-to-State*
ADA	Americans with Disability Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AYP	Adequate Yearly Progress
BD	Behavioral Disorder
BOE	Board of Education
CCS	Common Core Standards
CPDU	Continuing Professional Development Units
CPI	Consumer Price Index
DIP	District Improvement Plan
DLM	Dynamic Learning Maps
EAV	Equalized Assessed Valuation
ELIS	Educator Licensure Information System
ELL	English Language Learner
ESL	English as Second Language
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FMLA	Family Medical Leave Act
FOIA	Freedom Of Information Act
FTE	Full Time Equivalent
IAR	Illinois Assessment of Readiness
IASA	Illinois Association of School Administrators
IASB	Illinois Association of School Boards
IASBO	Illinois Association of School Business Officials
IDEA	Individuals with Disabilities Education Act
IDPH	Illinois Department of Public Health
IEA	Illinois Education Association
IELDS	Illinois Early Learning and Development Standards
IEP	Individual Education Plan
IMRF	Illinois Municipal Retirement Fund
ISBE	Illinois State Board of Education
IWAS	ISBE Web Application Security
IXL	Web-based Math and Language Arts Learning Program
KIDS	Kindergarten Individual Development Survey
LRC	Learning Resource Center
MTSS	Multi-Tiered System of Support
NEA	National Education Association
NGSS	Next Generation Science Standards
NJHS	National Junior Honor Society
NSBA	National School Boards Association
NSLP	National School Lunch Program
OMA	Open Meetings Act

PDP	Professional Development Committee
PEL	Professional Educator's License
PERA	Performance Education Reform Act
PTAB	Property Tax Appeal Board
PTEL	Property Tax Extension Limit (Tax Cap)
PST	Problem Solving Team
RIF	Reduction In Force
ROE	Regional Office of Education
SIP	School Improvement Plan
SIS	Student Information System
SNAP	Supplemental Nutrition Assistance Program
STEAM	Science, Technology, Engineering, Arts, Math
SPED	Special Education
SSA	Social Security Administration
TRS	Teacher Retirement System
USDA	United States Department of Agriculture

*Language proficiency state assessment