

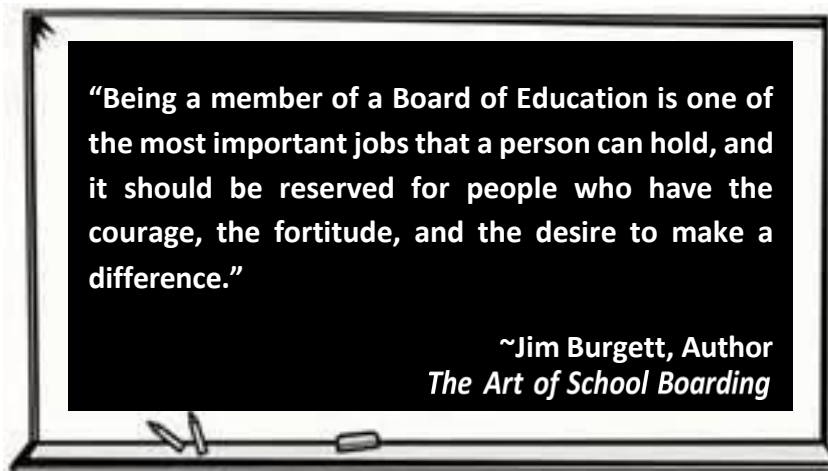


Zion Elementary District 6

**BOARD MEMBER
HANDBOOK**

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FORWARD

The Zion Elementary School District 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 to ensure that all individuals have an opportunity to fully maximize their potential. Accordingly, all Zion District 6 students are entitled to a quality educational experience that prepares them to be college and career ready to become lifelong learners.

In order to provide the necessary and appropriate leadership for the Zion District 6 public schools, the Board of Education, both collectively and individually is committed to governing as a professional Board of directors. This means a commitment to the principles and procedures of professional governance, the sharing of a common understanding of Board policies, practices, procedures, and principles, a focus on continuous learning and improvement, and a willingness to serve as a model of effective leadership to students, staff and the community.

The purpose of this handbook is to provide a document that includes the Board's procedures and principles for the benefit of current and future members of the Zion District 6 Board of Education. The Board of Education and Superintendent periodically review and discuss pertinent sections of the handbook to refresh their knowledge and practices. A significant component of new school Board orientation is to peruse the handbook.

This handbook includes eleven chapters that address various aspects of effectively serving as a school Board member. Special thanks to Benjamin School District 25 for sharing the original source material in our efforts to educate and communicate with the community. Updates will continually be made to ensure the handbook is current and relevant.

Sincerely,

Your Board of Education

Zion Elementary School District 6

CHAPTER 1: Educational Philosophy

MISSION

Excellence without Exception

VISION

In partnership with families and community, Zion Elementary School District 6 strives for educational excellence through: Teaching, Empowering, Advocating, Motivating

BELIEF STATEMENTS

- We Believe: Every person deserves respect.
- Every student will learn, and we are responsible for ensuring annual academic growth for all students.
- High expectations promote achievement.
- Enthusiastic, motivated and highly qualified staff is fundamental to a quality educational program and effective staff and evaluation and support are critical to staff success.
- An educated community is crucial to sustain a productive, competitive and democratic society.
- Literacy within our schools and community is vital to our collective success.
- Readiness for school is critical for academic success, and pre-school is a vital component of our district programming.
- Schools are accountable to the community.
- Progress requires shared vision, leadership and communication.

CHAPTER 2: IASB's 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:

[1] 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 the school district should deliver, thereby providing the entire 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).

[2] 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.

- Community engagement, also called public engagement or civic engagement, is the process by which school Boards actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for their public schools.
- Effective community engagement is essential to create trust and support among community, Board, 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 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.

[3] 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.

[4] 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. 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.

[5] 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.

[6] 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 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...

1. A thorough orientation to the Board, including the Board's governing process. This includes the Board Procedures and Agreements and Board-Superintendent Communication Expectations.
2. A thorough orientation to the District's operations, finance and structure.
3. Orientation to the District website and the District's School Board Policy Manual, Board member email and material explaining the Board's roles and responsibilities and other information that might facilitate a better understanding of District operations.
4. Notification of timelines and how to access the State required training, such as OMA and PDLT/PERA (and any other additional requirements).

BEFORE A MEETING...

1. Notification of Board meetings and how to access BoardBook for meeting agendas and material.
2. The timely receipt of information before each meeting that will enable the Board member to make informed decisions.

DURING A MEETING...

1. Board meetings that start on time, stay on task and end at a reasonable time.
2. Unless restricted by Board policy, the opportunity to request the removal of an item from a consent agenda for independent consideration and to propose changes before the agenda is approved.
3. The opportunity to make and second motions regarding agenda items and to move to defer action on any agenda item.
4. 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.
5. 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.
6. The opportunity to speak candidly during a legally called closed session without concern for being repeated or confidentiality being breached after the meeting.
7. 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 a Board officer consult with the Board attorney about the legality of a current or planned action or procedure.

8. The opportunity to suggest the correction of any inaccuracies in the minutes before their approval while recognizing that minutes are not a meeting transcript.

IN GENERAL...

1. 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.
2. A professional relationship with the Superintendent in which both parties respect each other
3. The receipt of timely, accurate responses from the Superintendent to reasonable inquiries with responses going to the entire Board.
4. 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".
5. The opportunity to participate in regular Board self-evaluations.
6. Access to relevant data pertaining to district and Board performance.

CHAPTER 3: School Board Governance Basics

Policy 2:10 School District Governance

The District 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.

Policy 2:20 Powers and Duties of the Board of Education; Indemnification

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 parent(s)/guardian(s) 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.

Policy 2:20 Powers and Duties of the Board of Education; Indemnification (continued...)

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 Ill. 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 Board of Education members, employees, volunteer personnel and mentors of certified staff, 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

CHALLENGING LESSONS

Experienced Board members from across the nation were asked to identify the most difficult lesson or fact they had to learn about Board service. Here's what they said most often.

- Learning to acknowledge publicly that you have no power and authority as an individual Board member; that only the Board as a whole can make policies and decisions for the school district.
- Determining what your function is on the Board and how to accomplish it effectively.
- That no matter what you *think* you know about Board service when you first come on Board, you still have a lot to learn.
- Recognizing the difference between setting policy (the Board's job) and administering the schools (the Superintendent's job).
- That you must represent *all* the students. Your decisions must be made in the interest of the total school system and not made solely for special groups or interests.
- Learning how to respond to the complaints and concerns of citizens, school administrators, and other staff.
- That change comes slowly.
- That you can't solve everyone's problems by yourself.
- That you must think deeply and sometimes accept a reality that is contrary to your own beliefs.
- That effective Board service means being able to hold the minority viewpoint when voting on a given issue; then openly supporting the majority vote of the Board in your community.
- Discovering how the schools are funded.
- That the primary focus of all Board decisions must be student achievement.

National School Boards Association Becoming A Better Board Member

CHAPTER 4: Becoming a School Board Member

TOP 10 REASONS TO BECOME A SCHOOL BOARD MEMBER

10. Because I really like to sit on hard chairs for extended periods of time.
9. Because there are very few foods I don't enjoy, or at least won't eat.
8. Because I enjoy being at numerous evening events. (You may have a problem if your spouse enjoys you being at these meetings.)
7. Because I like a challenge.
6. Because educators made a real difference in my life.
5. Because I have the gift to listen, hear, and understand positions that are different from my own.
4. Because I have the ability to be ardent in my beliefs or opinions, but also the ability to compromise when necessary.
3. Because I want our children and young people to be successful in school and I don't care who gets the credit.
2. Because I realize that every child has the ability and right to be as good an education as we can provide.
1. Because I believe I can make a difference in the education of the children and young people where I live.

Source: William J. Phalen, Sr. Calvert County, MD Board of Education

Policy 2:30 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 and otherwise provides information to the community concerning District elections.

Policy 2:40 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.

Policy 2:40 Board Member Qualifications (continued...)

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 of Education membership.

Policy 2:50 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 the 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.

TRAITS OF EFFECTIVE BOARD MEMBERS

Effective Board members have a number of traits in common, yet it is important to realize that these characteristics are not acquired immediately.

Knowledge and experience are not adequate. Board members must be willing to learn and be open to new knowledge. In addition, an effective Board member has a commitment to all children of the district. It is important the Board members possess courage and a conviction of the importance of public education. They must be committed to fulfilling their responsibilities in areas of Board work. Members must also have the ability and willingness to make decisions and must have a commitment to the democratic process.

In addition, an effective Board member must have time and energy to commit to the work of the Board, the ability to accept the will of the majority, respect for education as a profession and the ability to communicate well with others.

An effective Board member makes every attempt to attend all Board meetings and prepares for meetings by reading and analyzing the agenda and support information. Effective Board members avoid springing surprises at Board meetings, abide by Board policies and rules, and hold off making personal decisions until all the evidence has been provided and Board discussion is completed. An effective Board member strives to foster unity and harmony among the Board and differentiates between problems that require Board action and those which should be solved by administration. This Board member supports the Superintendent's or administrator's authority, shares responsibility for Board decisions, accepts and evaluates criticism and advice objectively, avoids personality conflicts and improves personal Boardmanship qualities. Responsible Board members are more effective Board members. They listen to their constituents but, as individuals, respect the corporate authority and responsibility of the Board.

BOARD MEMBER DUTIES

The duties and obligations of an individual Board member shall include the following:

- Familiarize himself/herself with the *Illinois School Code* and other applicable state and federal law, regulations of the Illinois State Department of Education and Bloomingdale School District 13 policies and procedures;
- Have knowledge of educational goals and objectives of the District;
- Work harmoniously with other Board members;
- Vote and act impartially in the Board meetings for the welfare of the district;
- Accept the will of the majority vote in all cases and support to the resulting policy or action;
- Represent the Board and Zion Elementary School District 6 to the public in such a way as to promote both interest and support for district policies and programs; and,
- Refer complaints to the proper school authorities and to abstain from individual counsel and action.

BOARD MEMBERS VISITING SCHOOLS

Board members are encouraged to be informed about our schools, and visits to our schools can be part of that process. If a Board member wishes to visit one or more of our schools, he/she should first inform the Superintendent of schools of his/her desire to visit a school(s) and the Superintendent of schools will then work with the school principal(s) to schedule a school visit for the Board member. When visiting any of our schools, Board members must be mindful that they do not serve in an administrative function and should not attempt to direct, criticize or discipline staff members.

Policy 2:60 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 Regional Superintendent to remove such member from office.

Policy 2:70 Vacancies on the Board of Education - Filling Vacancies

Vacancy

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,

Policy 2:70 Vacancies on the Board of Education - Filling Vacancies (continued...)

- 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 Regional Superintendent of Schools 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 résumés 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.

Policy 2:80 Board Member Oath and Conduct

Each Board of Education member, before taking his or her seat on the Board, shall take the following oath of office:

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Zion Elementary School District No. 6, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall 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 public Board meeting;

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Zion Elementary School District No. 6;

Policy 2:80 Board Member Oath and Conduct (continued...)

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Zion Elementary School District No. 6; and

I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath.

If neither is available, the Board member with the longest service on the Board will administer the oath. The Board adopts the Illinois Association of School Boards' Code of Conduct for Members of School Boards. A copy of the Code shall be displayed in the regular Board meeting room.

Policy 2:100 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.

Federal and State Grant Awards

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 (GATA) (30 ILCS 708/) 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 or a tangible benefit from the entity selected for the contract:

1. A member of the Board member's immediate family;
2. The Board member's 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
3. An entity that employs or is about to employ the Board member or one of the individuals listed in one or two above.

Policy 2:105 Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any political activity during any compensated time, as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any gift from any prohibited source, as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.

Policy 2:105 Ethics and Gift Ban (continued...)

7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. Catered means food or refreshments that are purchased ready to consume, which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. Intra-governmental gift means any gift given to a Board member or employee from another Board member or employee, and inter-governmental gift means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under 26 U.S.C. §501(c)(3).

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Policy 2:105 Ethics and Gift Ban (continued...)

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board Attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, Uniform Grievance Procedure. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5. Political activity means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

Policy 2:105 Ethics and Gift Ban (continued...)

With respect to an employee whose hours are not fixed, compensated time includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

Prohibited source means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

Gift means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials

Pursuant to the State Officials and Employees Ethics Act (5 ILCS 430/70-5), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Superintendent shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. The investigator shall prepare a written report and submit it to the Board.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board.

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office.

Policy 2:110 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. The duties of the President are to:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments, unless specifically stated otherwise;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Represent the Board on other boards or agencies;
6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
7. Call special meetings of the Board;
8. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
9. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by the Open Meetings Act;
10. Serve as or appoint the Board's official spokesperson to the media; 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. 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 minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;

Policy 2:110 Qualifications, Term, and Duties of Board Officers (continued...)

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 Regional Superintendent;
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 Board may appoint a Recording Secretary who is a staff member. 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 one-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. Have a financial background or related experience, or 12 credit hours of college-level accounting.

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. .
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.

CHAPTER 5: Board Member Development

The school Board desires that its individual members learn, understand, and practice effective governance principles.

MANDATORY BOARD MEMBER TRAINING

Policy 2:120 Board Member Development

The Board of Education 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 maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

Policy 2:120 Board Member Development (continued...)

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.

In addition, the Board President or Superintendent will schedule a meeting with any newly elected or appointed Board member. Items covered during this meeting include:

1. How to access Board policies on the district website.
2. How to access District email along with information on use of District email (Policy 2:140).
3. Overview of the District's budget and financial information.
4. How to access IASB website for training and IASB information.
5. An overview of the Board's roles and responsibilities.
6. Any other information that may be helpful.

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 a weekly Board information email and 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.

Policy 2:125 Board Member Compensation; Expenses

Board Member Compensation Prohibited

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any Board of Education association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Policy 2:125 Board Member Compensation; Expenses (continued...)

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, Board Member Development and other professional development opportunities that are encouraged by the School Code (see the Reimbursements and Purchase Orders subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:

Policy 2:125 Board Member Compensation; Expenses (continued...)

- a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
 - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
 - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
 4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
 5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, Expenses, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

BOARD SELF EVALUATION

The best school boards recognize that in order for them to be effective, they need to take responsibility for their work and the processes used for doing that work. When boards and board members develop a strong commitment to continuously evaluate and improve their practices and procedures, they are better able to provide creative, decisive leadership for their district. To that end, the Illinois Association of School Boards offers board self-evaluations. The board self-evaluation is a means by which the board, as a governance team, steps back and looks at itself, critically examines its strengths and weaknesses, and make plans for continuous improvement.

The *Open Meetings Act* allows self-evaluation during closed session “when meeting with a representative of a statewide association of which the public body is a member”. 5 ILCS 120/2(c)(16). The self-evaluation can include an online survey that board members and superintendents complete prior to the meeting. This survey is used to develop reports that inform and prompt board conversation during the self-evaluation sessions.

The Effective School Board Member IASB

CHAPTER 6: Board-Superintendent Relationship

Policy 2:130 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.

EVALUATION OF THE SUPERINTENDENT

A fair and meaningful evaluation process builds a positive and productive relationship between the Board and Superintendent. The annual evaluation of the Superintendent uses a process that addresses measurable goals and objectives, leadership, and evidence of meeting goals. The Board that fully understands its governance role will see four compelling reasons for conducting regular Superintendent evaluations: (1) a means for ensuring accountability, (2) an opportunity to strengthen the Board/Superintendent relationship, (3) a structured way for the board to impact Superintendent professional development, and (4) as a tool in determining salary and contract considerations.

The Board starts by agreeing on Superintendent expectations. Documents for this are the Superintendent's employment contract, a job description, a copy of the district's mission and vision statements and goals, school board policies, school district plans and professional standards.

An effective Superintendent evaluation begins with a clear set of written expectations for the district, articulated as written district goals. The Board and Superintendent then agree on key performance indicators. For the process to be fair, the Superintendent and Board discuss and reach agreement on what they will reasonable expect of the Superintendent in terms of results and what measurements will be used to determine if goals have been met.

The Board and Superintendent then agree on the evaluation instrument, which would normally include: (1) progress towards district goals, (2) performance against professional standards, and (3) performance on other expectations.

The Board and Superintendent are encouraged to conduct a mid-year check-up. Once the annual formal review is complete, the Board and Superintendent focus on the future and start the cycle again.

The Superintendent Evaluation Process, Strengthening the Board/Superintendent Relationship, IASB – Copyright 2017, See complete guide as Appendix A

BOARD-SUPERINTENDENT EXPECTATIONS

THIS BOARD EXPECTS:

1. A regular communication from the superintendent every **week** via **email**.
2. To be notified via **phone or email** as soon as possible for
 - a. School emergency (lock down, fire, etc.)
 - b. Student emergency (arrest, injury, death)
 - c. Staff emergency (arrest, injury, death)
3. To receive board packets and supporting documentation **3** days before the scheduled board meeting.
4. That all board members will receive the same information.
 - a. One member's request for additional information results in all members receiving or having the same access to the information. "One knows, all know."
 - b. Special communications are done for all board members.
5. That board members will treat each other and staff with respect.
6. That the superintendent and staff will treat all board members with respect.
7. That the superintendent, staff and board members treat the public participants with respect.
8. That reasonable requests for additional information will be satisfied in a timely manner.
9. No surprises!
 - a. The superintendent is transparent with all board members.
 - b. Share information in a timely manner.

THIS SUPERINTENDENT EXPECTS:

1. That requests for additions to the agenda that are action items will be received at least **6** days before the meeting, and requests for additions to the agenda that are discussion items will be received by noon on the day of the meeting.
2. That direction is only given at board meetings when a majority of the board votes to give direction.
3. That board members will be respectful toward staff and be respectful of staff's time.
4. That board members will read all supporting documentation before the board meeting.
5. That board members will call **the superintendent** with questions about agenda items or supporting materials at least **by noon** on the day of the scheduled board meeting.
6. That the board of the whole will vote to put an item on a future agenda before significant staff time is expended.
7. No surprises!
8. Other:
 - a. The board members will be transparent.
 - b. Board members will not withhold information about concerns until a board meeting. Board members will share what they hear with the Superintendent.
 - c. The Superintendent should not be the last to know about an important governance matter.
 - d. Board members contact Superintendent for information, not other district staff.

BOARD PROCEDURES AND AGREEMENTS

1. Placing items on the agenda
 - a. Board members must contact the Board President or Superintendent to add items to the agenda at least 6 days before the date of the board meeting. Board Policy 2:220, Open Meetings Act (5 ILCS 120/1)
2. Questions on agenda items
 - a. Board members will read the board packet and be prepared for the meeting. Board Policy 2:80, 2:80 – E
 - b. Board members will ask questions about agenda items by 12PM on the Monday of a board meeting so that the Superintendent can have information available for all board members at the meeting. Board Policy 2:80, 2:80-E, 2:130, 2:140, 2:220
 - c. Board members understand that even if they ask questions prior to the meeting, they can ask those questions at the meeting as well.
3. Public participation at board meetings
 - a. Board President presides over public participation.
 - b. Board President reads opening statement, calls on speakers, manages the clock and maintains order. Board Policy 2:230, 3:30, 8:30
 - c. Board Members will be in listen mode only.
 - d. If a response is necessary, the Superintendent, Board President or designee will respond to the contact information provided by the speaker.
 - e. If a response is sent, a copy of that response will be sent to the board.
4. Board members' communication via email
 - a. Board members will be judicious in their use of email and understand that most emails are subject to the Freedom of Information Act and as such can be made public.
 - b. In compliance with the Open Meetings Act, board members will not “reply all” to any district email.
 - c. Board members will not email other board members stating their thoughts or opinions. Board Policy 2:140. 2:140E; Open Meetings Act (5 ILCS 120/1)
5. Concerns from the community and staff (“Customer” concerns)
 - a. When hearing a concern or complaint from a community member or staff member, board members will listen carefully, remembering they are only hearing one side of the story.
 - b. Board members will direct a community member or staff member with a concern to the most appropriate person in the district to help them resolve their concern. (chain of command)
 - c. Board members will clarify that one board member has no individual authority to fix a problem.
 - d. Board members will call the superintendent if they think this is an issue of concern.
 - e. Board members may direct parents/community members/staff to the district newsletter, social media and district website as appropriate. Board Policy 2:260, 3:30
6. Communicating with Media

Board members will direct all media communications to the Superintendent.
7. Visiting schools

Board members planning on visiting a school (as a board member) will contact the superintendent 24 hours prior to their visit.

8. No Surprises

No one (superintendent or board members) gets surprised – in the meeting or between meetings.

9. Orienting New Board Members

New board members will have a welcome meeting with the Superintendent and will complete all mandatory training requirements. Board Policy 2:20, 2:80, 2:80-E, 2:120, 2:120-E2, 2:130

10. Closed session meetings

- a. Board members respect the confidentiality of privileged information and will not divulge conversations, discussions, or deliberations that take place during a closed session meeting.
- b. Board members understand that to divulge closed session information not only damages the relationship of the team, but also has the potential for far-reaching consequences which may impact district operations. Board Policy 2:200, 2:220

11. Communicating with staff

- a. Board members will communicate directly only with the superintendent.
- b. Board members communicating with staff in their role as parents will remember the neon sign that reads “BOARD MEMBER” and will not overstep their parent role.
- c. When acting as a parent, board members will follow the chain of command if they have an issue.

LEARNING TOGETHER AS A BOARD-SUPERINTENDENT TEAM

A board member is elected to one of the most important roles in education: school governance. Learning together as a board-superintendent team, coupled with deep conversations about implications of that learning for your district, is critical to building a shared focus strong enough to maintain your commitment to leading long-term improvement efforts. The board’s learning is focused around the board member’s role in the context of school improvement. It’s also about gaining broader understanding and background, networking with other school boards and learning from their success and experiences. To fulfill this important role, effective school boards:

- Establish board learning time, commit agenda time around school improvement efforts and learn together in the context of the district’s goals and improvement initiatives.
- Engage in deep conversations about the implications of their learning in order to build a shared focus through shared information and discussion.
- Build a trusting and supportive relationship with the superintendent, in which both the board and superintendent develop a willingness to lead and to allow others to fulfill their leadership roles.
- Lead through thoughtful policy development, based on shared learning, to build momentum and capacity for change to embed expectations for improvement in the culture of the school district.

Iowa Association of School Boards Member Handbook

Policy 2:140 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 Board of Education, 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.

Exhibit 2:140-E Guidance for Board Member Communications, Including Email Use

The Open Meetings Act (OMA) requires the Board of Education to discuss District business only at a properly noticed Board meeting. 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board-quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This Guidance assumes a Board has seven members and covers issues arising from Board policy 2:140, Communications To and From the Board. 6

Exhibit 2:140-E Guidance for Board Member Communications, Including Email Use (continued...)

Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply/forward alert to the group, such as: "BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."
2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a do not reply/forward alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: "BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."
6. Board members should not forward email received from another Board member.

When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a public record as defined by FOIA, unless a specific exemption applies. A public record is any recorded information "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 any public body." 5 ILCS 140/2. Email sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a public record (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the email is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

- First, the communication pertains to the transaction of public business, and
- Second, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

Exhibit 2:140-E Guidance for Board Member Communications, Including Email Use (continued...)

This test is from the appellate court decision in *City of Champaign v. Madigan*, 992 N.E.2d 629 (Ill.App.4th, 2013).

The following examples describe FOIA's treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
 - a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work would not be a public record. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
 - b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address will be a public record and subject to FOIA. The electronic communication is under the control of the District.
 - c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server will be a public record and subject to FOIA. The electronic communication is under the control of the District.
 - d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum will be a public record and subject to FOIA. The electronic communication is in the District's possession.
 - e. Either sent to or from a Board member's personal electronic device during a Board meeting will be a public record and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Board Attorney will help determine when a specific communication must be disclosed pursuant to a FOIA request.

When Must Electronic Communications Be Retained?

Email that qualifies under FOIA as a public record will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District, and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved retention schedule. Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

Exhibit 2:140-E Guidance for Board Member Communications, Including Email Use (continued...)

Important: Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. This is referred to as a litigation hold. For more discussion of a litigation hold, see 2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

Policy 2:150 Committees

The Board of Education may establish committees to assist with the Board's governance function and, in some situations, 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. The Board President makes all Board committee appointments unless specifically stated otherwise. 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.

Special Board Committees

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

Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

1. Board Policy Committee. This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, Misconduct by Students with Disabilities, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

Policy 2:150 Committees (continued...)

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

Policy 2:160 Board Attorney

The Board of Education may retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School 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 Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. 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.

Policy 2:170 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.

CHAPTER 7: Types of School Board Meetings

Policy 2:200 Types of Board of Education 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 held in the District's main office. Board policy 2:220, Board of Education Meeting Procedure, governs meeting quorum requirements.

The Superintendent's Secretary 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]. 5 ILCS 120/2(c)(1), amended by P.A. 101- 459.
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).

Policy 2:200 Types of Board of Education Meetings (continued...)

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 ILCS 120/2(c)(4). 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. 5 ILCS 120/2(c)(5).
6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
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. 5 ILCS 120/2(c)(8).
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
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. 5 ILCS 120/2(c)(11).
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. 5 ILCS 120/2(c)(12).
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. 5 ILCS 120/2(c)(16).
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. 5 ILCS 120/2(c)(21).
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. 5 ILCS 120/2(c)(29).

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.

Policy 2:200 Types of Board of Education Meetings (continued...)

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 three 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 three 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.

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.

Policy 2:210 Organizational Board of Education Meeting

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 40 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:

Policy 2:210 Organizational Board of Education Meeting (continued...)

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.

Policy 2:220 Board of Education 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. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

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 for an upcoming meeting. 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.

Policy 2:220 Board of Education Meeting Procedure (continued...)

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.

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 reconvened 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.

Policy 2:220 Board of Education Meeting Procedure (continued...)

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 the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. 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 administrative offices or their official storage location.

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 the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. 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.

Policy 2:220 Board of Education Meeting Procedure (continued...)

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.

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

The Board President will read the following statement before public comment at every board meeting:

As required by the Open Meetings Act, we will now begin the public comment section of our agenda.

All individuals who wish to speak are asked to step up to the podium when their name is called. In addition, all speakers must adhere to the following rules:

1. Public comment is limited to 3 minutes per person to allow sufficient time for all who wish to make a public comment. This limit is strictly enforced.
2. The Board President reserves the right to shorten public comment to conserve time and/or require a single representative to speak on behalf of a group of individuals who have indicated a desire to speak on the same topic.

3. While the Board welcomes comments, the public is reminded that the Board of Education does not respond during public comment and speakers should not expect an immediate response. If follow up is requested or deemed to be necessary, the Board President, Superintendent or designee will individually reach out to the speaker via the contact information provided.
4. Speakers must conduct themselves at all times with respect and civility towards others and otherwise abide by Board Policy 8:30 – Visitors to and Conduct on School Property.
5. Public comment is not to make comments regarding specific concerns related to specific District employees or students. If a speaker wishes to make a comment about specific District employees or students, he/she is asked to notify the Superintendent in advance of a Board meeting and the Board will consider if the speaker's comments can be made in an alternative forum.

See Board policy 2:230 for additional information.

YOU AS A BOARD MEMBER

There is no greater honor for a person of high purpose than to be selected by one's community to help guide the education of its youth. Your performance as a board member must always be measured against the responsibilities assigned to you by law, given to you by your peers as they elected you, and accepted by you as you assumed the role of a board member.

While the Board must act as a corporate body, each member assumes considerable personal responsibility for his or her own performance as a board member. Effective board members have characteristics in common that may serve as standards for all to pursue. The following list of characteristics is not all-inclusive, but it is safe to say that a good board member

- Genuinely believes in the public school system and its contributions to the well-being of the entire community;
- Recognizes that the school board stands in trust for the community and must constantly strive to understand and articulate the community's aspirations for its school system;
- Makes decisions based upon the best interests of the district as a whole;
- Realizes that good school system can be developed only through cooperation and teamwork;
- Is willing to learn, has the ability to withstand criticism, and abides by board process agreements;
- Approaches the task with an open mind, seeks the facts, listens to all viewpoints, and makes decisions without bias or prejudice;
- Abides by and supports decisions made by the board majority;
- Recognized that the board's responsibility is not to run the public schools, but to see that they are well run. This is accomplished through the delegation of authority and responsibility to the superintendent – the district's chief executive officer;
- Seeks knowledge of the challenges and needs of public education and is alert to changing trends in education;
- Keeps informed, is punctual at and prepared for all board meetings, is courteous, and is willing to discuss board policies with all interested groups.

The Effective School Board Member, Illinois Association of School Boards

YOU AND THE JOB

You, of course, are only one member of the board of education, but each one is important. Pull your weight. Don't dominate, but don't be dominated. Your vote counts, whether it be with the majority or against it. Act as an informed, responsible citizen and you will make a contribution to the future of your community, state, and nation.

One of the most important concepts a new board member must learn is that the school board takes action only as a body and speaks only through the board policy and through votes, as reflected in the minutes of its meetings. The individual member has no legal powers or authority. That is, the individual member cannot commit the school district to a particular action, expenditure, or policy.

The individual member has a responsibility to differentiate between board work and staff work, and should not assume, or even, appear to assume, tasks that the school board has reserved for itself or delegated to the superintendent and staff. The effective board member, for example, follows board-determined protocols or agreements as to chain of command, and refers citizen complaints and inquiries to staff members who are closest to the source of the complaint or who have the information necessary to properly handle the matter.

Although an effective board member should take a leadership role in the community on behalf of public education, the member must perform this role in a manner consistent with the law and procedures agreed upon by the full board. The vital individual and team relationship of school board members and the staff can be damaged by misuses of authority or inappropriate influence by individual board members. A board member who attempts to speak for the total board, direct members of the staff, or make other individual decisions is acting beyond his or her authority and outside the law.

The Effective School Board Member Illinois Association of School Boards

CHAPTER 8: Board Policy

Policy 2:240 Board Policy Development

The Board of Education 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 and on the District's website. 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.

Words Importing Gender

Throughout this policy manual, words importing the masculine and/or feminine gender include all gender neutral/inclusive pronouns.

Policy 2:240 Board Policy Development (continued...)

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.

CHAPTER 9: Board Records

Policy 2:250 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. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent's Secretary shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy.

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.

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 Complying with the request would be unduly burdensome.

Policy 2:250 Access to District Public Records (continued...)

Within five 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 five 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.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a commercial purpose and fees, costs, and personnel hours in connection with responding to a voluminous request.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a voluminous request, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

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.

Policy 2:250 Access to District Public Records (continued...)

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 Board of Education 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.

CHAPTER 10: Uniform Grievance Procedure

Policy 2:260 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, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., 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, 29 U.S.C. §791 et seq.
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under policy 2:265, Title IX Sexual Harassment Grievance Procedure)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
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, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

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.

Policy 2:260 Uniform Grievance Procedure (continued...)

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, in addition to any response required by this 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/guardian 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.

Policy 2:260 Uniform Grievance Procedure (continued...)

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.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Policy 2:260 Uniform Grievance Procedure (continued...)

Nondiscrimination Coordinator:

Monica Villarreal, Director of Human Resources

2800 29th Street, Zion, IL 60099

mvillarreal@zion6.org

847.379.0073

Complaint Managers:

Monica Villarreal, Director of Human Resources

2800 29th Street, Zion, IL 60099

mvillarreal@zion6.org

847.379.0073

Lori Smith, Director of Special Education & Student Services

2800 29th Street, Zion, IL 60099

lsmith@zion6.org

847.379.0112

CHAPTER 11: Acronyms

ACA	Affordable Health Care Act
ACCESS	Assessing Comprehension and Communication in English State-to-State (English proficiency test)
ADA	Americans with Disability Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AD COUNCIL	Administrative Team (superintendent, business manager, special services / intervention consultant, principals, technology coordinator, buildings and grounds supervisor)
ALICE	Alert, Lockdown, Inform, Counter, Evacuate
AimsWEB	Achievement Improvement Monitoring System
AM	Accelerated Math
AR	Accelerated Reader
AYP	Adequate Yearly Progress
BD	Behavioral Disorder
BLT	Building Leadership Team
BOE	Board of Education
COLA	Cost of Living Adjustment
CPDU	Continuing Professional Development Units
CPI	Consumer Price Index
CQIP	Continuous Quality Improvement Plan
DI	Differentiated Instruction
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
FRE	Final Rate of Earnings
FTE	Full Time Equivalent
FTL	Follow The Leader
IAP	Incident Action Plan
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 Standard
IEP	Individual Education Plan
ILAR	Integrated Language Arts Reading
ILCS	Illinois Compiled Statutes
IMSA	Illinois Math and Science Academy
IMRF	Illinois Municipal Retirement Fund
ISBE	Illinois State Board of Education
IST	Instructional Support Team
IWAS	ISBE Web Application Security
IXL	Web-based Math and Language Arts Learning Program
KIDS	Kindergarten Individual Development Survey
LMC	Learning Media Center
LRC	Learning Resource Center
MSSA	Midwest Suburban Superintendent's Association
NEA	National Education Association
NGSS	Next Generation Science Standards
NJHS	National Junior Honor Society
NSLP	National School Lunch Program
OMA	Open Meetings Act
OT	Occupational Therapy
PACT	ROE Personnel Administrators
PARCC	Partnership for Assessment of Readiness for College and Careers (current state assessment)
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)
Pre-K	Pre-kindergarten
PSAE	Prairie State Achievement Exam
PST	Problem Solving Team
PT	Physical Therapy
PTA	Parent Teacher Association
RCDT	Region-County-District-Type
RIF	Reduction In Force
Rtl	Response to Intervention
ROE	Regional Office of Education
SAMR	Model (Substitution, Augmentation, Modification, Redefinition)
SB	Senate Bill
SC	Student Council
SEC	Securities and Exchange Commission
SEDOL	Special Education Department of Lake County
SGO	Student Growth Objective (synonymous with SLO-Student Learning Objective)

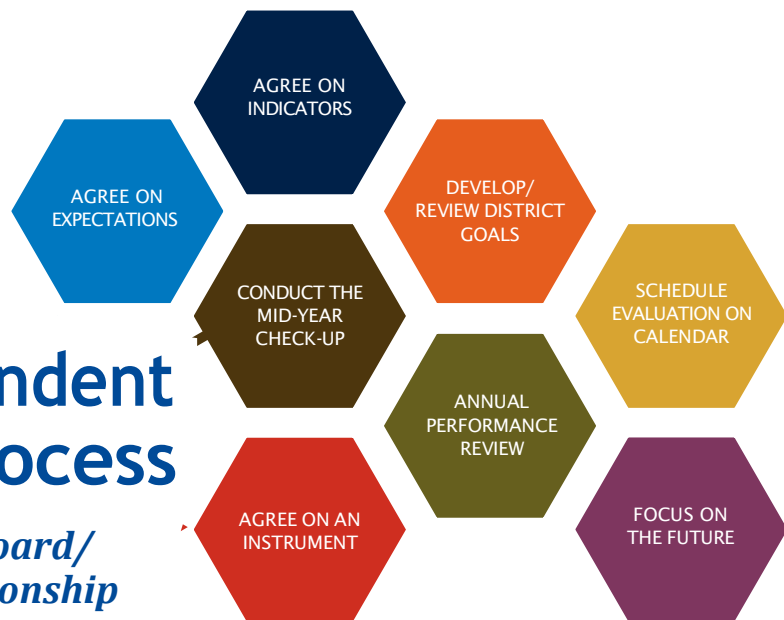
SIP	School Improvement Plan
SIS	Student Information System
SNAP	Supplemental Nutrition Assistance Program
STAR	Standardized Test for the Assessment of Reading OR Standardized Testing And Reporting
STEM	Science, Technology, Engineering, Math
SPED	Special Education
SSA	Social Security Administration
SWOT	Strengths, Weaknesses, Opportunities, Threats
TA	Teacher Assistant
TANF	Temporary Assistance for Needy Families
TIE	Technology Integration Enhancement
TIS	Technology Integration Specialist
TRIPLE I	IASB/IASA/IASBO (Illinois Association of School Boards / Illinois Association of School Administrators / Illinois Association of School Business Officials
TRP	Teacher Retirement Insurance Program (TRIP)
TRS	Teacher Retirement System
USDA	United States Department of Agriculture
ZEA	Zion Education Association

The Superintendent Evaluation Process

*Strengthening the Board/
Superintendent Relationship*

The Superintendent Evaluation Process

*Strengthening the Board/
Superintendent Relationship*



About This Guide

The purpose of this guide is to help the school board develop a superintendent evaluation process that supports effective leadership for the district. There is no one method to evaluate a superintendent; therefore IASB suggests a best practices approach. The objective is to establish a process that promotes district improvement and provides professional development and growth opportunity.

For a school board that has not yet established a process for evaluating the superintendent, this guide will suggest steps to follow. Developing such a process for the first time will admittedly require substantial time and effort from both the board and superintendent. However, the time and energy will, be worth it in the long run by clarifying expectations, establishing a framework for productive discussions, and strengthening the board/superintendent relationship. For a board that already has a process in place, this guide will provide an opportunity to review and assess current practices to make any refinements that may be desired.

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Introduction

As trustee for its community, the school board needs to recognize how critical the board/superintendent relationship is to the ultimate success of its district's schools. The *Foundational Principles of Effective Governance* serves as the Illinois Association of School Boards' primary document to explain the role of school board members in their district. (The complete document is contained in **Appendix D**.) The third principle — The Board Employs a Superintendent — imposes the following duties on the board:

- 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 board policy.

Having hired the superintendent as its chief executive officer, the board delegates authority to him or her to operate the district and provide leadership to staff. Delegating authority empowers the superintendent and staff to pursue board ends — its mission, vision, and goals — single mindedly and without hesitation. Having delegated the authority, the board has the responsibility to monitor performance, ensuring that the district is making progress towards its ends and is in compliance with written board policy. The superintendent evaluation process is the most visible and arguably the most important monitoring work in which the board can engage.

Why then do boards sometimes feel the superintendent evaluation process to be so daunting? Some board members feel intimidated in assessing the performance of a trained, professional educator, who often has advanced degrees and considerable experience. Some board members view the process as dissatisfying because they believe it does not allow them the opportunity for an open and honest dialogue. Still others are afraid of conflict and avoid the process all together.

William Nemir, director of leadership team services for the Texas Association of School Boards with over 30 years of experience working with boards and superintendents, writes, “board member dread is usually a sign that the board’s evaluation process is not fully developed — that the board and superintendent have not done the necessary ‘up-front’ work at the beginning of the process to clarify expectations of the superintendent and build those expectations clearly into the evaluation instrument.”

This guide will assist the local school board in addressing these and other challenges with a fresh look at superintendent evaluation. It is designed to assist a board and superintendent in fully developing their superintendent evaluation process — a process that should be fully owned and led collaboratively by the board of education and the superintendent. This allows the board to monitor superintendent performance, guide the district toward continuous improvement, and develop and maintain an effective relationship between the superintendent and the entire board of education.



SCHEDULE EVALUATION ON CALENDAR

Why Conduct a Superintendent Evaluation?

The school board that fully understands its governance role will see four compelling reasons for conducting regular superintendent evaluations: (1) a means for ensuring accountability, (2) an opportunity to strengthen the board/superintendent relationship, (3) a structured way for the board to impact superintendent professional development, and (4) as a tool in determining salary and contract considerations.

Reason No. 1: Accountability.

A focus on performance starts at the top. The board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated, based on the community's aspirations and vision for its schools. Additionally, its fiduciary responsibility obligates the board to ensure that its schools are well run and effectively managed.

Reason No. 2: Board/superintendent relationship.

An effective board continually works to maintain a professional relationship with its superintendent. In their day-to-day relationship, board members and the superintendent are generally collegial and friendly. However, the board, as employer of its chief executive officer, ultimately has the obligation to judge performance. Fundamental fairness requires that the superintendent know what is expected and "how am I doing?" A thorough evaluation process allows the board to answer that question and to address any weaknesses or discuss any differences in a professional manner and in an appropriate forum.

Reason No. 3: Superintendent professional development.

Superintendents, like most professionals in positions of leadership, are always looking for ways to improve their craft and receive constructive feedback on their performance. The board, as employer, has an obligation to provide its district's chief executive officer with such opportunities for his or her own professional growth, as well as ensuring that the superintendent has the skills necessary to lead the district. A thorough evaluation process will help align professional development activities with mutually agreed upon superintendent performance goals.

An Important Prerequisite

Before the board can effectively engage in the development of a superintendent evaluation process, it is extremely important that the board undertake an examination of its own performance.

A board takes responsibility for its own work and behavior, reviews its role and decision-making processes, examines its own strengths and weaknesses, holds itself accountable, and creates a climate of continuous improvement — all of which is essential for a successful relationship with and appraisal of the superintendent.

Best practice suggests that a board engage in an annual self-evaluation sometime prior to the annual formal superintendent evaluation. (See *Sample Calendar for Superintendent Evaluation Activities*, **Appendix C**.)

IASB field services directors are available to facilitate such a discussion, and will make every effort to meet the specific needs of the board. The Illinois Open Meetings Act allows boards to meet in closed session for the purpose of self-evaluation, “when meeting with representative of statewide association of which the public body is a member.” ILCS 120/2(c)(16).

Reason No 4: Contractual and compensation considerations.

The superintendent’s evaluation often assists the board in making informed decisions about the superintendent’s contract and compensation. In addition, by law, the board and superintendent must include performance goals in any multi-year contract and the board must evaluate the superintendent’s performance toward those goals. (For more on *Superintendent Employment and the Law*, see **Appendix B**.) However, the evaluation process and contract and compensation issues do not necessarily need to occur in conjunction with each other. The board that views the superintendent evaluation as a part of the overall district planning process rather than merely a means of justifying contract renewal will view the evaluation as more than a precursor to contract discussions.

How to Effectively Start the Process

Defined Roles, Responsibilities, and Relationships

In order for a superintendent evaluation process to be effective, all parties must know their roles, the roles of the other players, and the responsibilities they have to one another. A strong relationship between the board and the superintendent is one wherein each party values the other’s contributions, practices open communication, and understands the complex nature of our educational system.

For the board:

Members need to know the unique role they play as employer to the superintendent. First, the board has a responsibility to speak with one clear voice to the superintendent regarding its expectations for his or her work. Second, as trustees for the community, the board has the obligation to ensure the superintendent is meeting the goals the board had established and is operating the district in compliance with written board policy.

In addition, the board as employer has certain obligations to its most important employee. In some respects, the board fulfills the human resources function for the superintendent. Board members need to be aware of the legal aspects of the employment relationship — many of which may be spelled out in the superintendent’s contract. The board is responsible for the fair treatment of the superintendent and must comply

with all federal and state laws regarding employment. Board members also must understand that in their role as supervisor, they cannot not individually or collectively abuse their authority in any way. Every board member is responsible to the governing team and needs to exhibit trustworthy behavior or the entire board/superintendent relationship and the district will suffer.

Boards are charged with the responsibility to evaluate superintendent performance. So what is superintendent performance? Performance implies results or impact, which means that focus on performance starts at the top. The board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated for its schools, to confirm the administration is in compliance with written board policy, and to assure the community its schools are well-run. The board must have consensus. The top administrator cannot effectively work when given multiple directives. Speaking with one voice is an absolute necessity in order for the superintendent evaluation process to succeed.

Sample Policy — Superintendent

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities.

The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent must have and maintain Professional Educator License with a superintendent endorsement issued by

the Illinois State Educator Preparation and Licensure Board.

Evaluation

The Board will evaluate, at least annually, the Superintendent's performance and effectiveness, using standards and objectives developed by the Superintendent and Board that are consistent with the Board's policies and the Superintendent's contract. A specific time should be designated for a formal evaluation session with all Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.

Compensation and Benefits

The Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

From PRESS sample policy 3:40 (October 2017), Illinois Association of School Boards

What does IASB say about speaking with “one voice” to the superintendent?

Speaking with one voice means the board needs to direct its superintendent with one voice that represents the consensus of the board. The superintendent cannot work effectively under seven different bosses. The board must agree that the superintendent is obligated to follow only one set of directives from the board.

Clarity is of equal importance to consensus. Only a school board that effectively articulates its expectations can engage in meaningful evaluation of the superintendent’s performance. A board that gives the superintendent a largely free hand with no clear guidance is one that does not set expectations. Without expectations, there is no way to gauge performance.

For these objectives to be achieved, the board needs to create a climate where continuous improvement is possible. In order to achieve continuous improvement, however, the board needs to nurture a climate where risk-taking is encouraged. The superintendent should feel comfortable admitting when something is not working and make mid-course corrections. Therefore, an effective superintendent evaluation process should be designed to allow for such corrections.

For the superintendent:

Understanding the board’s role in clarifying district purpose, prioritizing goals, and establishing desired outcomes is key. The board has a responsibility to clarify intended student outcomes and monitor organizational effectiveness. While good school leaders are wired to lead, they should know that the role of the board is to determine mission, vision, and goals; and monitor progress. Effective superintendents understand the alignment needed between monitoring the progress of the school system and evaluating the work of the top administrator. Supporting and encouraging the work of the board throughout the evaluation process is not self-serving; rather, it is important in modeling accountability for the entire district.

For the board and the superintendent:

Both parties should understand and appreciate that superintendent evaluation is an opportunity to grow the relationship and continually improve. It is typical for superintendent evaluation to be followed by discussions related to contract renewal and salary issues, but that should not be the main focus. The evaluation process ought to bring about a discussion of what is going well, what needs to improve, and how to focus on the future.

When a board and superintendent view the evaluation process as an opportunity for professional growth for the superintendent and as an opportunity to facilitate growth of the superintendent/board relationship, much of the apprehension on both sides is diminished and the superintendent evaluation process becomes a natural extension of the district planning process.



AGREE ON
EXPECTATIONS

Setting Expectations

Written Documents Provide the Foundation

The basis of a high quality board/superintendent relationship and a productive superintendent evaluation is a set of documents designed to formalize the relationship, detail the responsibilities of the superintendent, and express the expectations of the board. The agreements contained within these documents are yet another expression of the board speaking with one voice. Documents that contain these agreements include the following:

- **A copy of the superintendent's employment contract.** An employment contract covering multiple years must, by Illinois law, include specific performance-based components. (See **Appendix B**, *Superintendent Employment and the Law*). The academic improvement goals contained in the contract can be among those addressed in the evaluation process. Conversely, academic improvement goals developed for the evaluation process may be used in writing a new multi-year contract. The contract may also contain other requirements for evaluating the superintendent that need to be followed. Boards should always consult their school attorney regarding contractual issues.
- **A job description** describes or contains the superintendent's leadership and management responsibilities. Some job descriptions merely enumerate the chief executive's responsibilities for each area of district operations, while others may contain standards for each area of responsibility. Regardless of how specific it is, the job description should be a tool to aid board members as they think about their expectations for the superintendent.
- **A copy of the district's mission and vision statements and the goals** intended to drive the superintendent's work. Goals for the superintendent typically are extensions of district goals and should be carefully aligned with them. Goals should be primarily forward-focused. Goal setting is discussed in more detail in a later section.
- **School board policies** express the board's expectations for the district, delegate authority to the superintendent, describe the limitations placed on executive authority, and regulate the board/superintendent relationship. Compliance with board policies is a legitimate focal point

in superintendent appraisal. As part of the ongoing evaluation process, the board may ask the superintendent to provide evidence of compliance with written board policies.

- **School district plans** may have been developed by the board, with involvement of the community and/or staff in order to give the district some direction. These are often referred to as strategic plans. The board and superintendent will need to ask if the plans are still relevant. Do they contain goals for the superintendent?
- **Professional standards** have been developed for the superintendency at both the national and state levels. The board may wish to incorporate either the Professional Standards for Educational Leaders (previously the ISLLC Standards) or the American Association of School Administrators (AASA) Professional Standards for Superintendents as part of the evaluation process. Alternatively, it may want to create its own set of expectations, influenced by district priorities, available staff resources, and other location considerations. (**Appendix A** offers a sample of the types of professional standards a board might wish to consider.)

A Suggested Framework

The roles and responsibilities of the superintendent are many and varied. He or she is ultimately responsible for everything that goes on in the district — from student learning to well-maintained buildings and grounds. These roles and responsibilities require a variety of skills, characteristics, expertise, knowledge, and activities. Therefore, in determining the expectations on which the superintendent's performance will be measured, it is useful to devise categories within which expectations and specific targets can be set.

The four categories below may provide a useful framework: (Eadie, 2005)

1. Board/superintendent relations
2. Implementation of the district's strategic initiatives (mission/vision/goals)
3. District leadership and management
4. Community (external) relations

Category No. 1: Board/superintendent relations. One of the major responsibilities of the superintendent is to support the board in doing its work. This may include assisting the board in building its own capacity as a governing board — through providing professional development opportunities, keeping the board abreast of developments at the local, state, or national level that may impact its work, and most significantly, ensuring the board has the best information possible to make informed decisions.

Category No. 2: Implementation of the district's strategic initiatives. The board sets the district's direction and articulates that direction in its mission, vision, and goals statements (ends). These ends statements then become the cornerstone of the board's written policy manual. A few policies will be pure "ends" policies, but "ends" language may appear throughout the policy manual in policies that serve primarily another purpose, such as delegating authority or setting executive limitations. The board then monitors progress towards these ends and compliance with written board policy, using data as the means for its assessment. The board that has received monitoring reports from the superintendent

throughout the year will find most of this piece of the evaluation complete. District performance equates to superintendent performance. District goal setting is addressed in more detail in a later section.

Category No. 3: District leadership and management. In addition to implementing the board’s strategic goals and objectives, the superintendent is charged with operating the district efficiently and effectively. Managing operations is relatively easy to assess because efficiency and cost-effectiveness can be measured. For example, a budget recommendation is either balanced or it’s not. A building project comes in on time or on budget, or it does not. While leadership is perhaps a subjective quality and more difficult to assess, it is at the heart of an individual’s ability to bring a group of people together around a common objective.

A well-designed evaluation instrument also provides the board an opportunity to assess leadership and management skills. Beyond simply achieving outcomes, the superintendent can and should be expected to conduct his/her duties in a moral and ethical manner. In addition, the board may also choose to evaluate the superintendent’s skills by his method and manner, style and tone used with staff, students, board, and the public. The superintendent can be held accountable for creating a positive school climate and culture only when the school board is clear about these expectations.

Category No. 4: Community (external) relations. The board should expect its superintendent to represent the district within the community, to carry the district’s message, and advocate on its behalf. What this interaction looks like will differ from community to community, but could include media relations, participation in local civic groups, or forming partnerships with other governmental bodies such as the city council or park district.

The expectations that fall within each of these categories may already be articulated in the documents discussed above. For example, most policy manuals will contain several policies regarding board/superintendent relations and community relations.¹ A well-crafted job description will contain expectations about the superintendent’s leadership and management responsibilities. A district’s mission, vision, and goals may be contained within a district’s strategic plan and/or policy manual.

1 PRESS sample policy 2:130, 3:10 (July 2016), 6:10 (July 2013), Illinois Association of School Boards

Sample Policy — School District Philosophy

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is

committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

From PRESS sample policy 1:30 (July 2016), Illinois Association of School Boards



Development of Written District Goals

An effective superintendent evaluation process begins with a clear set of written expectations for the district, articulated as written district goals. If the school board does not have district goals that are up-to-date and relevant, it would be a good idea to engage in a goal-setting process. Goal setting in its simplest form involves three big questions:

Question No. 1: Where are we now?

Here the board assesses current needs and problems and anticipates future challenges.

Question No. 2: Where do we want to go?

Here the board determines what it wants its schools to do for students and/or what it wants in place in the district in one to five years.

Question No. 3: How shall we get there?

Here the board adopts its goals and the superintendent and staff create plans for reaching these goals.

Although goal setting is beyond the scope of this guide, a board should expect to devote time and effort to the process and to involve a wide range of district stakeholders. Goals for the district need to be aligned with the community's aspirations for the schools and be reasonably appropriate for the district's resources.

Setting District Goals and Direction

IASB field services directors are available to assist the board in the goal-setting process.

When a board has engaged in a thoughtful goal-setting process for the district, whether they are broad, comprehensive long-term goals or specific annual goals, then the question can be asked, "What can we as a board expect of the superintendent over the next 12 months to help the district fulfill these goals?" Where a district has only broad goals, superintendent goals and targets will need to be developed that are appropriate for the evaluation instrument.

For example, a board may have a long-term goal "to provide facilities that create an environment that enhances learning." An appropriate goal statement for a superintendent might be to "present a facilities plan that supports the technology and other needs of the district's high school curriculum."



AGREE ON INDICATORS

Agreement on Key Performance Indicators

As previously addressed, there are a number of documents which may contain potential expectations of the superintendent. However, for the process to be fair, the superintendent and board must discuss and reach agreement on what the board will reasonably expect of the superintendent in terms of results. Nothing will erode the board/superintendent relationship more quickly than the board evaluating on something the superintendent had no idea he or she was being held accountable for.

Further, the board and superintendent also need to agree on what measurements will be used to determine whether a particular goal has been met, or whether the administration is in compliance with board policy. For goals, the board needs to ask, “What will success look like?” For policies, the board needs to ask “What assurances do we have that the policy is being implemented?” A measure may be quantitative (e.g. did we decrease truancy by 2 percent?) or qualitative (e.g. is our facilities plan effective?)

The performance review of each goal and expectation should be based on enough data and informed opinion to avoid personal biases and gut feelings. Because the evaluation will provide the foundation for planning the next year’s goals, conclusions need to be based on the most informed judgments possible. As part of the goal-setting process, the board and superintendent will need to agree on what data the board will need in order to monitor performance. Data collection efforts could include surveys, data from the Illinois Interactive Report Card (IIRC), periodic performance updates, etc.

In addition, the superintendent should feel free to ask the school board: “What evidence will you require of me to demonstrate that I have achieved my goals or fulfilled your expectations?”

School Board Accountability: Monitoring District Performance

IASB offers an in-district workshop to assist boards in learning and developing an effective process for monitoring district performance. Working with their own district goals and policy manuals, boards have an opportunity to identify monitoring criteria, identify indicators of district progress towards these goals and compliance with board policy, and to develop a district monitoring calendar.

For more information, boards should contact their IASB field services director.

The school board should also keep in mind that information comes with a price tag. Even when information is available from internal sources, the process of gathering and compiling it into a comprehensible form takes staff time and energy. When each board member wants to see something different, generating all of the information can be cost prohibitive. Therefore, members of the board need to reach agreement on a precise description of the information that the superintendent will be asked to provide. That agreement should take into account the amount of staff time that can be devoted to the task. This is a critical area in which the board must again speak with one voice.

Note: When a board has not engaged in a district planning and goal-setting process, it may be necessary for the board and superintendent to agree on an interim evaluation mechanism until such planning is undertaken. This is a situation a superintendent new to a district often faces. An interim evaluation instrument could be based on the requirements contained in the superintendent's contract, job description, and state or national professional standards. After district goals have been established and superintendent goals that align with the district goals have been created, the focus of the evaluation can move towards measurement of how the superintendent performed via these goals. As an initial step, the board and superintendent might agree on a small number of goals for the superintendent that express the board's most immediate priorities to serve as a focus for district improvement and for the superintendent's evaluation.



AGREE ON AN INSTRUMENT

Put It in Writing and Develop an Instrument

The school board hasn't spoken until it puts its expectations in writing and into an evaluation instrument. While it is tempting to want to start the process by borrowing an instrument from another district or other source, a board that views the superintendent evaluation as part of the overall district planning process recognizes the need to develop an instrument based on its own unique priorities, expectations, and needs.

Using a template from another source or from the collection of samples available from an IASB field services director is certainly acceptable; however, we caution board members against using the content contained within the instrument. As previously stated, the expectations and goals for superintendent performance are unique to each community and are a foundation to an evaluation process.

Crafting the language to express expectations and goals should be a collaborative process, owned by the full board and superintendent. In addition, an evaluation instrument should never be "set in stone," but may need to be modified as the board/superintendent relationship develops, or as situations or circumstances may warrant.

What to include:

An evaluation instrument will normally include one or all of the following components:

- progress towards district goals
- performance against professional standards
- performance on other expectations

Progress towards district goals. As discussed earlier, the board generally adopts broad, comprehensive long-term goals or specific annual goals. For the evaluation instrument, superintendent goals and targets will need to be developed for the 12-month period under review.

Before board members complete their individual rating forms, the superintendent must provide a report demonstrating evidence of completion or progress towards the goal. The form may include

room for the superintendent's report or the report may be provided as a separate document.

Performance against professional standards. The board may wish to measure the superintendent's performance against the Professional Standards for Educational Leaders (previously the ISLLC Standards) for superintendents or the American Association of School Administrators (AASA) Professional Standards for Superintendents. These are both comprehensive documents: the board may wish to include those items judged most significant and relevant.

Performance on other expectations. There may be expectations contained in the superintendent's job description or contract, or otherwise agreed upon, which are not reflected in district goals. These would need to be incorporated into the instrument as well.

Rating process

Evaluation instruments generally include numeric rating scales, narratives, or a combination of both.

A numeric rating scale is more valuable if it includes descriptors, e.g. "Exceeds expectations," "Meets expectations," or "Below expectations." Many practitioners prefer a system with multiple gradations of performance such as the 9-point Likert-type rating scale, as it reduces the effect of one rating that may not be consistent with the majority cast. Whenever a numeric scale is used, it is valuable to add a "Comment" section, so that the evaluator may add an explanation of the rating given. Numeric rating scales are commonly used when evaluating performance against professional standards.

A narrative format may be particularly appropriate when the evaluator is assessing progress towards district goals. Although the superintendent will provide data to demonstrate progress or completion of a particular goal, individual board members may want to add their own observations.

Summative report

It may be helpful to develop a summation sheet to assist the board president or evaluation committee chair who collates the individual board member results. Ultimately, the final report that the superintendent receives needs to reflect the consensus of the board.

Signature section

It is common to have a section at the end of the instrument where the board president and superintendent provide their signatures and date that the evaluation was reviewed with the superintendent. This is the copy that will be placed in the superintendent's personnel file.



The Annual Performance Review

In the annual performance review, the school board compares the superintendent's results with the board's expectations. One year prior, the board and superintendent will have already reached a clear agreement on and documented

- the board's expectations of the superintendent;
- the factors that the board will evaluate in measuring the superintendent's performance against those expectations; and
- the information that the board will want to see in evaluating the superintendent's performance.

If the board has diligently come to consensus and spoken with clarity regarding its expectations and has been monitoring progress towards district goals, the annual performance review will in all likelihood go smoothly. The board and superintendent have a clear idea of what will be evaluated and the performance information has been shared and examined. The performance review should produce real growth for the district's leadership. Keep in mind, however, that the performance review is no time to make changes in expectations or to ask for different kinds of measurements. The superintendent should be informed far in advance how the board plans to gather and use evaluative information. Unless the superintendent has misinterpreted the board's original request for information, the board needs to live with what it said it wanted in terms of results and information for measuring those results.

A Note on Public Meetings

The Illinois Open Meetings Act permits the school board to hold closed meetings to consider the performance of specific employees. There is no exception to public meetings that is generally applicable to goal setting or planning.

The work of planning a process for evaluating the superintendent's performance, therefore,

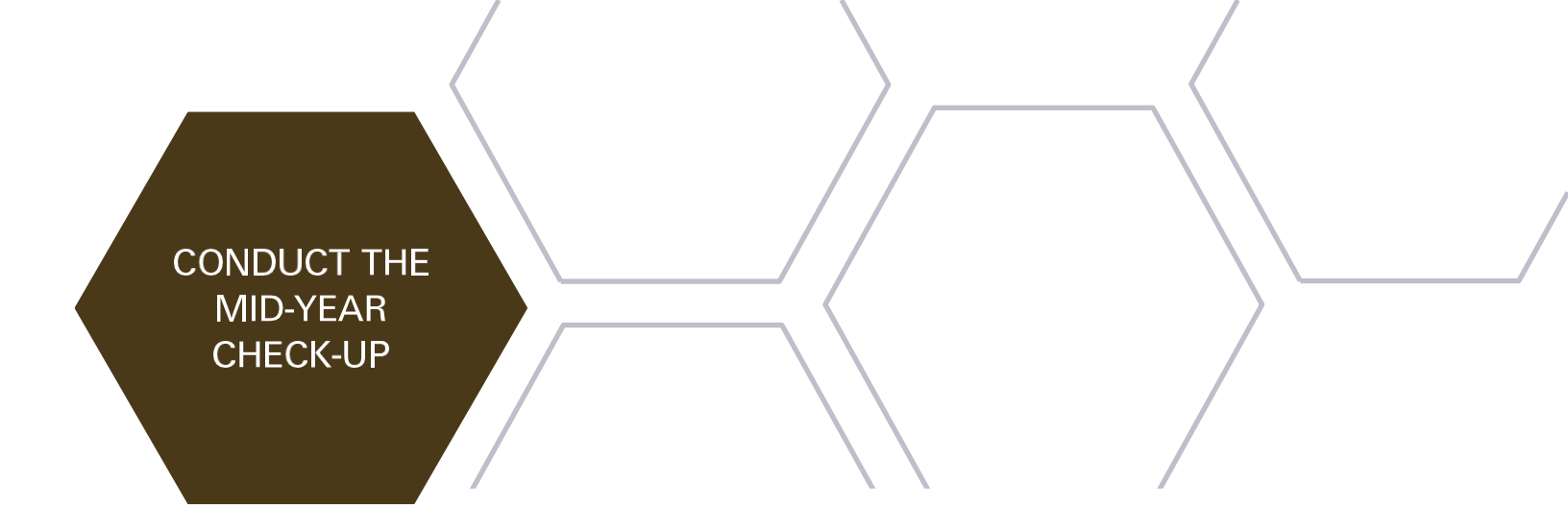
needs to be carried out in public meetings. On the other hand, any discussion involving the superintendent's actual performance or the board's evaluation of the superintendent can and should be conducted in a closed meeting.

This is not a legal opinion; for legal advice, each school board should contact its own attorney.

When the time comes to assess the superintendent's performance against the expectations agreed to with the board, who takes the initiative? While there are many approaches that can be taken, the following could be considered best practice:

- The superintendent presents to the school board his or her own self-assessment of performance on each of the goals and expectations that have been agreed to. The superintendent should provide evidence of some tangible progress toward the agreed-upon expectations.
- Individual board members complete the evaluation forms. The forms are collected by the board president, or perhaps an evaluation committee chair, who compiles the ratings and/or feedback.
- The board then meets to discuss and come to a consensus regarding superintendent performance. The ratings are compiled into a single document.
- The board president or evaluations chairman meets with the superintendent to present the final evaluation to the superintendent.
- The entire board meets with the superintendent, so that he or she has the opportunity to hear from all board members. If board members disagree about superintendent performance, it is important that superintendent hear all points of view. However, the board president will want to remind everyone that the one voice whose direction the superintendent will be expected to follow is that of the majority.
- A written summary of the evaluation should be given to the superintendent with a copy retained by the board in a confidential superintendent's personnel file.
- If the evaluation instrument or process needs to be modified to reflect additional or modified expectations as well as updated goals, this is the time to do so.

Decisions regarding the superintendent's compensation and benefits and contract renewal issues may be considered at this time.



CONDUCT THE
MID-YEAR
CHECK-UP

Conduct the Mid-Year Check-Up

While this guide describes an annual formal evaluation process, boards are encouraged to engage in a less formal, semi-annual evaluation. Typically, the superintendent presents an update on his or her own progress to date on each of the goals and expectations that have been agreed to. This is an opportunity for both the board and superintendent to determine if any adjustments to the yearly plan are required, due to unforeseen circumstances or a shift in district priorities. It is also an opportunity for the board to express to the superintendent any concerns about his or her performance to date, so the superintendent can react and make corrections where appropriate prior to the formal annual review.

A decorative graphic at the top of the page features a series of interconnected hexagons and lines. On the left, a solid dark purple hexagon contains the text 'FOCUS ON THE FUTURE'. To its right, a series of light gray lines form a path of hexagons that recede into the distance, creating a sense of depth and movement.

FOCUS ON
THE FUTURE

Focus on the Future

Once the annual formal review is complete, the cycle begins anew. The board and superintendent will want to review district goals and objectives and any guiding statements regarding district mission and philosophy. If revision of any of these “ends” documents seems appropriate, the board may want to establish steps to involve stakeholders in the process.

The superintendent will then develop superintendent goals for the coming year. The board and superintendent will agree on the goals and measures of progress. These may be written into the superintendent’s performance contract, if appropriate.



Bringing it All Together – Final Thoughts

As trustee for the community, the board has an obligation to evaluate the individual to whom it has entrusted its most important assets – its children and its money. In addition, as employer, the board has an obligation to let its chief executive officer know what is expected of him or her, to give feedback regarding performance, and to offer opportunities for continuous improvement.

The process begins with a clear understanding of roles, responsibilities, and relationships. The employment of the superintendent is based on concepts outlined in the contract, job description, district goals, and board policy. The board and superintendent reach consensus regarding expectations and measures and document them in an evaluation instrument. Time is scheduled for this work on the board's annual agenda calendar, taking into account dates by which certain decisions have to be made, most notably decisions regarding the superintendent's compensation and contract status. Ideally, at least one opportunity for a more informal superintendent evaluation is scheduled to allow for mid-year corrections and a discussion regarding progress towards goals. An annual summative evaluation takes place in executive session. After the formal evaluation process is complete, the board may want to review the superintendent's job description and employment contract to determine whether they are current and relevant. If appropriate, the board may act on the superintendent's compensation or contract. At this point, the board and superintendent focus on the future, establishing goals, expectations, and measures for the following year.

A board and superintendent that have taken the time to develop a mutually-agreed-upon process for evaluation will have taken great strides towards strengthening the district's leadership team and moving the district forward to even higher levels of achievement and success.

Appendix A

Professional Standards for Educational Leaders 2015 (Previously the ISLLC Standards)

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015.

STANDARD 1. Mission, Vision, and Core Values

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

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.

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.

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.

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.

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.

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.

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.

STANDARD 9. Operations and Management

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

STANDARD 10. School Improvement

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

Source: Council of Chief State School Officers (2015)

<https://www.ccsso.org/resource-library/professional-standards-educational-leaders-2015-summary>

Appendix B

Superintendent Employment and the Law Best Practices in Developing and Maintaining Good Relations with the Superintendent

The legal backdrop and best practices that shape the board/superintendent relationship are explained below in a Q&A format. This document is designed to provide general information and is not intended to serve as legal advice nor a full comprehensive list of items related to the board's role as an employer. Boards should consult their attorney before taking any action concerning a superintendent's employment.

1. What process should a board use to employ a new superintendent?

During or before a search for a superintendent, the board should meet with its attorney. Together they should identify terms for the superintendent's contract. This should include identifying performance components for a contract that align with the board's goals for the district and that the board may use as the basis for evaluating the superintendent. After this discussion, the attorney will draft a contract to present to the applicant(s) whom the boards select(s) as its finalist(s) (Braun, 2016). (Legal Reference: 105/ILCS 5/10-23.8).

2. Must a district employ a superintendent?

Yes. All except very small school districts are required to employ a full-time superintendent. A superintendent may serve in two professional capacities, provided that full-time equivalency results in a maximum of one full-time position. (Legal References: 105/ILCS 5/10-23.8, 23 Ill. Admin. Code 1.310(c)).

3. What are the duties of the superintendent and where are the superintendent's duties and responsibilities found?

The superintendent is the chief administrator of the school district and is responsible for managing the day-to-day operations of the district. Superintendents are required to make recommendations to the board concerning the budget; building plans; the locations of sites; the selection, retention, and dismissal of personnel; and the selection of textbooks, instructional material and courses of study (Braun, 2016). (Legal Reference: 105 ILCS 5/10-21.4).

Superintendent duties can be found in four primary places: the Illinois School Code, Illinois State Board of Education rules, board policies, and the superintendent's employment contract. The board has considerable authority to shape these duties and responsibilities through its policy-making function and the superintendent's contract.

4. Must the board enter into a contract with the superintendent?

Yes. A district must employ a superintendent under either a contract for a period not exceeding one year or a performance-based contract for a period not exceeding five years (Braun, 2016). (Legal Reference: 105/ILCS 5/10-23.8).

5. Why would a board offer a superintendent a single-year contract?

Boards have used a contract for one year or less to fill an interim superintendent's position. Other reasons may exist depending on circumstances. (Legal Reference: 105/ILCS 5/10-23.8).

continued

6. What are the requirements for a multi-year, performance-based contract?

A multi-year, performance-based contract must be linked to student performance and academic improvement within the schools of the district. Performance-based contracts must include goals and indicators of student performance and academic improvement determined and used by the local school board to measure the performance and effectiveness of the superintendent. They may also include other information as the local school board determines. (Legal Reference: 105/ILCS 5/10-23.8).

7. How does a board extend a multi-year, performance-based contract?

The board must make a finding that the superintendent met all the contract's performance and improvement goals before it may extend or roll-over the contract. (Legal Reference: 105/ILCS 5/10-23.8).

8. Who supervises and evaluates the superintendent?

The school board! The Illinois School Code requires the school board "to direct, through policy, its superintendent in his or her charge of the administration of the school district." The statute also requires the school board to evaluate the superintendent in his or her "administration of school board policies and his or her stewardship of the assets of the district." (Legal References: 105 ILCS 5/10-20, 5/10-23, and 5/10-23.8).

9. Can a board dismiss a superintendent during his or her contract?

To dismiss an individual during the term of a contract, the school board must have sufficient cause (e.g., prove substantial breach of contract) and provide thorough substantive and procedural due process. Depending on the circumstances, the protections of teacher tenure laws may apply and/or a pre-termination hearing may be required. (Braun, 2016). (Legal Reference: 105 ILCS 5/24-12).

10. How does a board non-renew a superintendent at the end of his/her contract?

If a superintendent is working under a multi-year contract, notice of non-renewal must be given in accordance with the date specified in the contract and/or by April 1 of the year in which the contract expires, whichever is earlier. If notice is not given, the contract automatically extends for one more year. Notice must be served in writing and state the specific reason for the non-renewal. (Legal References: 105 ILCS 5/10-21.4, 21.4a, 23.8, 23.8b, 24-11, 24-12, and 24A-15).

For superintendents with tenure who are not serving under a multi-year contract, the school board must abide by the contractual agreements set forth in the contract and comply with the Illinois School Code's notice and seniority provisions. (Legal References: 105 ILCS 5/10-21.4, 21.4a, 23.8, 23.8b, 24-11, 24-12, and 24A-15).

11. In regard to best practices, what is the first step in ensuring healthy board/superintendent relationships?

Enhancing the board/superintendent relationship is an ongoing process between the board and its superintendent. The first step in ensuring a healthy board and superintendent relationship begins during the selection of the superintendent. The board must first be proactive and make sure that the superintendent it employs is a good match for the district. If the superintendent is not a good match for the district, trust may be jeopardized as the board may gradually feel uncertain as to whether or not the superintendent can meet the board's expectations.

Fusarelli and Jackson (2004) noted, “One reason superintendent turnover is high in some districts is that school boards seldom know what or who they are looking for, other than a replacement superintendent. The all-too-common result? The wrong person for the wrong job.”

Boards must pay close attention to their search process when hiring a superintendent, and should consider utilizing a professional search company to assist with the application and interview process. During this stage of the hiring process, the board will garner first impressions of the new superintendent, the working relationship between the two, and whether or not the candidate can meet the expectations of the board. (Fusarelli and Jackson, 2004).

12. What is the appropriate relationship the board should have with its superintendent?

To ensure good governance, it is essential that a good relationship exist between the board and the superintendent. The foundation of this relationship is trust, communication, and knowing appropriate roles and duties. Because the board is the superintendent’s employer, it is the board’s primary responsibility to create and maintain this ambience although the superintendent certainly has a role to play.

It should be noted that although the board is the superintendent’s employer, the board/superintendent relationship is quite different than the board’s role with other employees of the district. Whereas the board officially hires all employees of the district, the board is not expected to play a supervisory role nor be engaged in general staff evaluations as with the superintendent. In actuality, the board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.

The board/superintendent relationship is unique because the superintendent is a de facto member of the governance team and often assists the board members with their professional development needs. Boards that regularly engages in professional development often minimizes various issues, including role confusion. Role confusion can hamper relationships between the board and superintendent and often lead to superintendent and/or board member turnover.

McAdams (2003) stated, “Effective superintendents know that in addition to everything else they do, they must lead the board and take responsibility for its training. It is a paradox. The superintendent works for the board, yet the superintendent must accept responsibility for educating the board and showing the board how to lead.”

To enhance board/superintendent relationships, school boards and board members, both collectively and individually, should occasionally spend time with the superintendent away from board meetings. This could include attending school athletic or other extracurricular events, attending educational conferences, and enjoying back-to-school picnics and holiday socials together. (Rice, 2013). Although board members spend professional as well as some personal time together on occasion, it is vitally important that board members keep in mind the possibility of a dual role as employer/boss and as friend. It should be noted that the issue of “buddy to boss” is not straightforward, because in the real world of work, emotions and relationships can be tricky but must never be confused with that of a legitimate “friendship.”

continued

As noted by McCarthy (2011), “No matter how close a manager may feel to an employee, it should never be confused with a real ‘friendship’. You might be a friendly boss, and maybe even share some of the characteristics of a true friendship. You might even call it ‘a friend with boundaries.’ However, the role of a manager transcends friendship and creates a boundary and potential scenarios that would never exist between true friends.”

If the board gets too emotionally attached with the superintendent, it may adversely impact major decision-making of the board. For instance, part of the board’s role as supervisor is to judge the performance of the superintendent, which includes offering constructive feedback. If the board views the superintendent too much as a friend, some board members may be reluctant to be objective if they feel that doing so will impede the friendship with the superintendent. Equally as important, friends do not have to act 100 percent professionally towards each other. If the relationship is viewed too much as a friendship, the board members may be tempted to lower their guards and treat the superintendent less professionally which may include a lack of respect and dignity as well. The board must never forget its role as an employer and must treat the superintendent as a professional, and with respect and dignity at all times.

13. What additional steps can the board take to ensure a healthy relationship exists between the board and superintendent, including the importance of treating the superintendent with dignity and respect as their employer?

a. The board should make sure that there is an understanding of the roles and duties between the board and the superintendent. This will assist in eliminating role-confusion which leads to board and/or superintendent turnover.

b. The board needs to make sure it has clarified the district’s purpose. As its primary task, the board continually defines, articulates, and redefines district ends. Ends reflect the district’s purpose, direction, priorities, and desired outcomes and are recorded in statements of core values/beliefs, mission, vision and goals. Strategic planning assists the board in creating district ends which become the superintendent’s marching orders; it is vital for the superintendent to understand what the board expectations are so all can do their jobs with fidelity.

c. The board should formulate board process agreements and expectations between the board and the superintendent. Agreements are a set of operating procedures by which the board and superintendent collectively agree to adhere to while governing the affairs of the district. Process agreements are a framework for interaction and are used to handle difficult situations. Operational norms will assist the board and superintendent interact in areas such as:

- | | |
|---------------------------|---------------------------------|
| * During meetings | * With administrators and staff |
| * Between meetings | * Areas of responsibility |
| * On an as-needed basis | * Communications |
| * With individual members | * Regarding complaints |

Legal References:

Illinois Compiled Statutes, SCHOOLS (105 ILCS 5/) School Code
105 ILCS 5/10-16.7 School board duties with respect to superintendent
5/10-20 Powers of school board
5/10-20.47 Administrator and teacher salary and benefits; report
5/10-21.4 Superintendent – duties
5/10-23 Additional powers of boards
5/10-23.8 Superintendent contracts
5/21B-20 Types of licenses
5/21B-25 Endorsement on licenses
5/24-11 Boards of Education – Boards of School Inspectors – Contractual continued service
5/24-12 Removal and dismissal of teachers in contractual continued service
5/24A-3 Evaluation training and pre-qualification

Illinois Administrative Code, Title 23

1.310 Administrative Qualifications and Responsibilities
1.705 Requirements for Supervisory and Administrative Staff
29.130 Superintendent

IASB's PRESS sample policy 3:40 Superintendent

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Appendix C

Sample Calendar for Superintendent Evaluation Activities

In establishing a schedule for evaluating the superintendent, the board should take into account the dates by which certain decisions need to be made, most notably decisions regarding the superintendent's contract and contractual status.

May/June

Board and superintendent agree on district goals for the year.

June/July

Superintendent creates superintendent goals which support district goals, including indicators of success. Board approves these superintendent goals. The board and superintendent agree on any additional expectations for which the superintendent will be held accountable.

August

Through the budgeting process, resources are allocated to support district goals.

Fall

The board evaluates its own processes and effectiveness through a board self-evaluation.*
The board and superintendent conduct a less-formal semi-annual evaluation to monitor progress to date.

January/February

Superintendent provides the board with a self-assessment of performance on each of the goals and expectations that had been agreed to.

Individual board members complete evaluation forms. The forms are collected by the board president or evaluations committee chair, and results compiled.

Board meets to discuss and come to consensus regarding superintendent performance.

Board president (or committee) meets with superintendent to present the final evaluation.

February/March

The entire board meets with superintendent so that he or she has the opportunity to hear all points of view.

A written summary of the evaluation is given to the superintendent and a copy retained by the board in a confidential "superintendent's personnel file."

March/April

Decisions regarding superintendent's compensation and benefits and contract renewal may be considered.

If the evaluation form or process needs to be modified, this is the time to do so.

May/June

The process repeats. The board and superintendent revisit district goals and modify as appropriate.

**A board self-evaluation can occur any time before the annual formal superintendent evaluation process.*

Appendix D

Foundational Principles of Effective 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:

1. 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 the school district should deliver, thereby providing the entire 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).

2. 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.

- Community engagement, also called public engagement or civic engagement, is the process by which school boards actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for their public schools.
- Effective community engagement is essential to create trust and support among community, board, 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 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.

3. 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.

4. 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. 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.

5. 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.

6. 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 abiding by the majority decisions of the board.

- 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 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.

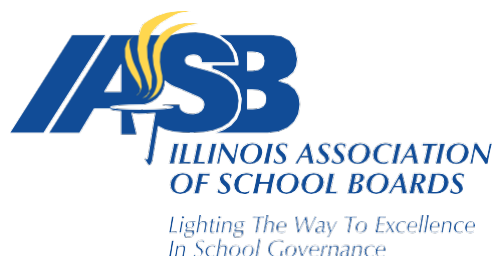
Appendix E

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Additional Resources

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- Professional Standards for the Superintendency*, American Association of School Administrators, 1993, 16 pages.
- Coming to Order: A Guide to Successful School Board Meetings*, Illinois Association of School Boards, 2nd edition, 2017
- Indiana Superintendent Evaluation Process*, A Joint Project by the Indiana School Boards Association and the Indiana Association of Public School Superintendents, 2012 revision, 42 pages.



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