

EXHIBIT 1
BOARD CHARTER

Unity of Purpose

We affirm the unique role of public education, whereby each community collectively pools its resources for the common good through the education of its students. Therefore, we seek to uphold and improve public education for our community through a joint commitment to each of the following:

- Building and maintaining trust and moving the district forward.
- Understanding our individual jobs and collective responsibilities.
- Functioning as a team with a common, focused direction.
- Creating a district culture that supports positive change.
- Perpetuating a positive district culture that survives in the face of board member and staff turnover.

Please refer to the PRESS Policy Reference Manual:

2:20 *Powers and Duties of the School Board*

2:80-E *Board member Code of Conduct*

Roles & Responsibilities

The board will seek always to:

- govern with a focus on the future, on results, and on continuous improvement;
- encourage collective decision making and diversity in viewpoints;
- respect the distinction between board and superintendent/staff roles; and
- pursue rigorous engagement with the community to understand community values and the community's vision of the future.

Behavioral Expectations

The board will seek always to:

- Create a safe environment for the productive exchange of ideas.
- Sincerely listen and seek to understand the viewpoints of others.
- Solve problems through a collaborative process where all board members and staff support board decisions and actively work to support implementation.

Questions About Items in the Board Packet

- Whenever possible, board members will contact the superintendent prior to the board meeting with questions in order to give the superintendent time to prepare the answers to the questions.
- Board members are free to ask those questions again at the board meeting

No Surprises!

Meaning, no one (superintendent, board member) gets surprised at any time – in the board meeting or between board meetings. The truth of no surprises is respect. Each board member and superintendent must respect all the other participants, and the processes the board team shares. Jump outside of respect for either people or processes and someone will get surprised – and end up looking or feeling bad. And the work will suffer.

Engaging the Community

Because the board sits in trust for the whole community, the board will make continuing efforts to hear and engage the whole community. We may seek venues beyond the board meeting where we can effectively engage community members and listen to their concerns. We will attempt to communicate with all stakeholders and all segments of the community, not just those who seek us out. We will monitor our efforts in this area, asking the question, “Which community voices are not part of board considerations and how can we allow these voices to be heard?”

2:230 *Public Participation at School Board Meetings and Petitions to the Board*
8:10 *Connection with the Community*

Concerns from the Community and Staff

When someone complains to us, we will strive to listen carefully, remembering we are only hearing one side of the story. We will then direct that person to the person in the district most appropriate and able to help them resolve their concern. We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one board member has no individual authority to fix a problem.

2:140 *Communications To and From the Board*
2:260 *Uniform Grievance Procedure*
8:110 *Public Suggestions & Complaints*

Board Meeting Agenda

The board’s agenda is an expression of what the board understands its work to be and how it intends to pursue that work. Typically, the agenda is a cooperative effort of the board president and superintendent. All board members are invited to submit suggestions for agenda items. Periodically, the entire board will consider important topics or agenda items for consideration in the following months.

2:220 *School Board Meeting Procedure*

Meetings of the Board

We understand that board meetings are meetings of the board held in public, not open-forum town-hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted on the agenda to ensure the multiple voices of the community inform board deliberations. However, when the board deliberates, it will be a time for the board to listen and learn from each other, taking the public input into consideration and not a time to re-engage with the public.

We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. We will review our policies relating to board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

2:200 *Types of School Board Meetings*
2:220 *School Board Meeting Procedure*

New Board Member Orientation

The board desires to be a team where all members contribute to effective board leadership. The board takes initiative in helping new members learn, understand and practice effective governance. The board president may arrange a meeting of the whole board to review board processes and procedures. or provide other means for member education. The superintendent shall meet with new board members to answer questions and acquaint the member with the district. If desired by the new board member, a veteran member will be identified as a mentor.

2:120 *Board Member Development*

Board Member Request for Information

When an individual board member requests information, it will be provided to all board members. An individual board member will - insofar as possible - work to let the superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer.

Individual board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

2:130 *Board/Superintendent Relationship*

Board Member Requests for Action

The only authority to direct action rests with the full board sitting at the board table during a duly called open meeting. A majority vote sets such direction. The board president is responsible for focusing board agendas on appropriate content (board work). Board members and district residents may suggest items for inclusion on the agenda. Such items may be added to the agenda upon approval of the board. Since action items must be posted in the meeting notice, such items will typically be scheduled for a subsequent meeting. When a majority of the board, sitting in a formal meeting, requests action, it should be made relative to the intended results, not the methods used to achieve those results.

2:220 *School Board Meeting Procedure*

The Board President

The board is a group of seven equals and the board president is the first in the line of equals. Each board member takes full responsibility for board activity and behavior. The task of the board president is the facilitation of the work of the board and its ability to comply with its working agreements and mutual expectations. The board president will also assume some responsibility for facilitating the relationship between the superintendent and the board. The board will elect a member for this important position who is well suited to the responsibilities.

In accordance with the School Code, the board president will be elected every two years at the board organizational meeting following the April school board election. The president pro tempore will accept nominations for the position, including self-nominations. A second is not necessary for the nomination. Roll call voting will continue until one candidate receives a majority of the votes cast. A run-off of the top vote-getters may be necessary to achieve the required majority.

2:110 *Qualification, Terms and Duties of Board Officers*

The Board Takes Responsibility for Itself

The board will periodically schedule a workshop to complete a board self-evaluation and review governance team agreements and processes.

2:120 *Board Member Development*

Speaking With One Voice

- No board member or subset of the board of education has the authority to act or speak on behalf of the board without the consent of the board.
- The relationship between the superintendent and any individual board members is collegial, not hierarchical, based on mutual respect for their complementary roles.
- The superintendent is accountable only to the full board of education.
- The board and the superintendent have the right to expect performance, candor and honesty from one another.

- Board members have an obligation to express their opinions and respect others' opinions.
- Board members understand the importance of speaking with one clear voice to the superintendent.
- Board members have the right to disagree with the decision of the board, but understand the importance of abiding by the majority decisions of the board.

Social Media

- Board members will not post rebuttals, responses or corrections to district-related social media posts.
- Board members will share concerning social media posts with the Superintendent to evaluate whether a response from the district is necessary.
- Board members may post general district-related, factual posts on their personal social media sites.

EXHIBIT 2

Gower School District 62 Board of Education
Legacy to the Community
(Our values, culture, programs, relationships)

- Student centered anchored by what's best for kids.
- Steady administrative team.
- Strong administrators in new principal positions over time that facilitate a positive and effective school culture.
- Collaboration-work together to leave Gower 62 even better than we found it.
- Supported a school district that reflects a community which is an example of what American can be.
- Monitor and enhance the district's standard of excellence.
- Continuing to foster and cultivate a strong sense of community among everyone who makes up Gower 62 (teachers, staff, parents, students) that thrive on a respect for diversity, growth and individuality that makes a complete community unit.
- Well-organized (by 5-Essential standards).