

A BOARD GOVERNANCE FRAMEWORK

Unity of Purpose

The School Board is the guardian of the public trust. Board members have the opportunity to take responsibility for the success of local public education. Through the policies they make, School Boards establish the standards and philosophies by which the district is run and the criteria used to judge whether they are being run well.

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.

- We want to build trust and move the district forward.
- We want to become an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common, focused direction.
- We want to create a district culture that supports positive change.
- We want to perpetuate a positive district culture that survives in the face of Board member and staff turnover.

Please refer to the Arlington Heights School District 25 Policy Manual:

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

2:80E Board Member Code of Conduct

Roles & Responsibilities

Governance

As the corporate entity charged by law with governing the school district, the Board of Education sits in trust for the entire community. In this essential governance capacity, the Board holds the School District accountable for achieving appropriate results for the appropriate persons at an appropriate cost, and for avoiding unacceptable choices, conditions and activities.

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 and continual improvement in its ability to define community values and its vision of the future.

Board Job Description

The Board of Education represents the public interest in maintaining education programs that best serve the aims of the community and the state. The Board is primarily responsible for determining what the community wants from its public schools and is willing to support financially.

- a. The Board will focus first on its primary work, which is to clarify district purpose, direction and goals.
- b. As trustee for the community, the Board is committed to an on-going, two-way conversation with constituents about their aspirations for the education of the district's students.
- c. The Board has one employee – the Superintendent. The Board and Superintendent work together to fulfill their mutually complementary roles in an atmosphere of trust combined with open and honest communication. Generally, the Board will expect the Superintendent's recommendation on all matters that come before the Board. The Board does not provide direction or oversight of other school district staff. The Board will evaluate the Superintendent's performance.
- d. The Board expects the staff to implement Board policy; i.e. to develop the means to accomplish district ends. Respecting the staff's role and obligation to determine means, the Board will refrain from doing staff work and will not second-guess staff decisions that represent reasonable interpretations of Board policy. Most Board decisions are understood to be policy decisions.

- e. As the Board establishes goals with reasonable expectations, it assures that there is agreement on how the goals will be evaluated via measurable results. The Board determines the kinds of data it needs to monitor progress in achieving goals (“ends”) and compliance with its written Board policies. Board decisions will be based on relevant data and other information.
- f. The Board commits itself individually and collectively to stand by its Code of Conduct, to “speak with one voice,” to maintain a positive culture and orderly decision-making processes, and to conduct its work openly.
- g. The Board adopts a district budget with revenue and spending parameters and a system for monitoring financial performance.

Please refer to the Arlington Heights School District 25 Policy Manual:

- 1:10 School District Legal Status*
- 1:30 School District Philosophy*
- 2:10 School District Governance*
- 2:80E Board Member Code of Conduct*
- 2:140 Communications To and From the Board*
- 2:200 Types of Board of Education Meetings*
- 2:230 Public Participation at School Board Meetings and Petitions to the Board*
- 2:240 Board Policy Development*
- 3:10 Goals and Objectives*
- 3:40 Superintendent*
- 4:10 Fiscal and Business Management*
- 6:10 Educational Philosophy and Objectives*
- 8:10 Connection with the Community*

Working Agreements

- a. The Board regards the creation of a vision and direction for the district to be a primary responsibility.
- b. The Board will not adopt any new program or service unless it is aligned with and contributes to our mission and vision and is fiscally prudent.
- c. The relationship between the Superintendent and any individual Board members is collegial not hierarchical, based on mutual respect for their complementary roles.
- d. The Superintendent is accountable only to the full Board of Education. Board members recognize that they have no authority as individuals.

- e. 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.
- f. The Board and the Superintendent have the right to expect performance, candor and honesty from one another.
- g. Board members act in the best interest of all the students in the district.
- h. Board members must respect the confidentiality of the executive session.
- i. Ideas should be judged as more important than the person who expresses the idea.
- j. The Board as a whole, and each member, must accept responsibility for Board processes and effectiveness.
- k. Board members will refrain from advising staff. Board involvement in staff decisions reduces the degree to which the staff can be held accountable and interferes with staff ownership.
- l. Board members on the losing sides of a motion will not sabotage the action; individuals on both sides of an issue will respect their Board colleagues.
- m. The Superintendent's powers should be exercised to the fullest, bounded, of course, by the parameters set by the Board in written Board policy.
- n. The Superintendent has the right to expect the Board of Education to be clear about its direction and expects the Superintendent to implement policy through Administrative Procedures.

Behavioral Expectations

- a. Start with the common belief that everyone has good intentions.
- b. Respect the needs of our diverse community and make decisions based on the common good for our students.
- c. Clearly identify issues and discuss them in an open, honest and respectful manner.
- d. Seek to understand district issues in a broader perspective.
- e. Display personal integrity.

- f. Solve problems through a collaborative process where all participants support the decision and actively work toward its implementation.
- g. Acknowledge and celebrate our accomplishments with each other.
- h. Be respectful and genuinely concerned about the feelings of others.
- i. Create a safe environment for the productive exchange of ideas.
- j. Sincerely listen and seek to understand the viewpoints of others
- k. Respect the expertise that others bring to the organization.
- l. Support the development of educational programs which meet the individual needs of every student, regardless of ability, race, sex, creed, or social standing.
- m. Support the development of procedures for the regular and systematic evaluation of programs, staff performance and Board operations to ensure progress toward educational and fiscal goals.
- n. Support the development of effective school Board policies which provide direction for the operation of the schools and delegate authority to the Superintendent for their administration.
- o. Support the development of systematic communications which ensure that the school Board, administration, staff, students and community are fully informed and that the staff understands the community's aspirations for its schools.
- p. Support the development of sound business practices which ensure that every dollar spent produces maximum benefits

Please refer to the Arlington Heights School District 25 Policy Manual:

2:80E Board Member Code of Conduct

Board Protocols

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, 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, revising or re-affirming them as appropriate.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:200 Types of Board of Education Meetings

2:220 School Board Meeting Procedure

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.

An anticipated length of discussion will be listed beside each agenda item. This is for planning purposes only. The Board will use this as a guide when discussing each topic.

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 will seek venues beyond the Board meeting where we can effectively engage community members and listen to their concerns. We will attempt to be in touch 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?"

Please refer to the Arlington Heights School District 25 Policy Manual:

2:230 Public Participation at School Board Meetings and Petitions to the Board

8:10 Connection with the Community

No Surprises!

There will be no surprises. Meaning, no one (Superintendent, Board member) gets surprised at any time – in the meeting, or between 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.

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 shall arrange a meeting of the whole Board to review Board processes and procedures. The Superintendent shall meet with new Board members to answer questions and acquaint the members with the District. If desired by a new Board member, a veteran member will be identified as a mentor.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:120 Board Member Development

Concerns from the Community and Staff

When someone complains to us, we will 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 procedures of the district are upheld. It will also clarify that one Board member has no individual authority to fix a problem. The Board member will contact the Superintendent with the issue.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:140 Communications To and From the Board

2:260 Uniform Grievance and Conflict Resolution Procedures

8:110 Public Suggestions and Concerns

Voting Method

When a vote is taken upon any measure before the Board with a quorum being present, a majority of the votes cast determines the outcome. Each Board member respects the right of the other members to vote “no” on an issue. On important matters, Board members are encouraged to explain the reasons for a “no” vote either during deliberation or before casting the vote.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:220 Board of Education Meeting Procedure

Board Member Request for Information

Individual Board members will require information from the Administration in order to

perform all duties incident to their office. However, the securing of this information must be balanced against the time required to provide the requested information and the myriad of other responsibilities required of the Administration and staff. With this balance in mind, individual Board member requests for information will be guided by the following:

1. Requests for information from individual Board members will only be made in order for the Board member to perform an official duty of the Board (legislative, quasi-judicial, or auditing responsibilities).
2. All information requests will be processed through the Superintendent. Individual Board members do not have the authority to direct other members of the Administration or staff in the provision of requested information.
3. The information request will include a preferred deadline for the provision of the requested information. This deadline will take into consideration the nature of the request, other responsibilities which affect the ability to secure the information within the timeline requested, and an explanation for the request.
4. Individual Board member requests will be provided to all Board members, as will the information provided.
5. In the event a concern arises regarding the request, the Board President will be consulted to resolve the matter. In the event the requesting member is not satisfied with the decision of the Board President, the matter will be referred to the entire Board for resolution.

Please refer to the Arlington Heights School District 25 Policy Manual:

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. Whenever possible, action items will be considered and discussed at a previous 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.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:220 Board of Education Meeting Procedure

The Board Takes Responsibility for Itself

The Board will schedule an annual workshop to complete a Board Self-Evaluation and review governance team agreements and processes.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:120 Board Member Development

The Board President

The Board is a group of seven equals; the Board President is the first in the line of equals. Each 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 President will be the spokesperson for the Board to the media and to the public. The Board will elect a member for this important position who is well suited to the responsibilities.

The Board President will be elected every year at the Board organizational meeting. 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.

Please refer to the Arlington Heights School District 25 Policy Manual:

2:110 Qualification, Term and Duties of Board Officers

Code of Conduct for Members of School Boards

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

1. I will represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and shall not use my Board membership for personal gain or publicity.
3. I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
4. I will take no private action that might compromise the Board or administration

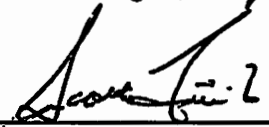
and will respect the confidentiality of privileged information.

5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring the differences of opinion or perspective.
7. I will prepare for, attend and actively participate in school board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the board, and remain reasonably knowledgeable about local, state, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the district.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my state and national school board associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the district purpose, direction and goals, and monitoring district performance.

Approved by the
Arlington Heights School District 25
Board of Education
Thursday, February 25, 2021



Brian Cerniglia, Board President



Scott Filipek, Board Vice President



Erin Johannesen, Board Secretary



Chad Conley, Board Member



Gina Faso, Board Member



Rich Olejniczak, Board Member



Anisha Ismail Patel, Board Member



Greg Scapillato, Board Member

9/2/21