

Qualifications & Characteristics of a School Board Member



Are you considering school board service?

Nearly 6,000 individuals serve as school board members for 848 public school districts in Illinois. Although many board members serve multiple terms, there is turnover in every election cycle, and every other year 1,200 new members are elected or appointed. The Illinois Association of School Boards welcomes you, as a prospective candidate or appointee, to consider the following qualifications, commissions, motivations, and preparations for effective school board service.



Lighting the Way to Excellence in School Governance

Copyright © 2024 by the Illinois Association of School Boards. All rights reserved.

3/25-272-C

School Board Member Qualifications

To qualify for school board membership, an individual must be, as of the date of election:

- A United States citizen;
- A resident of the state of Illinois and of the school district for at least one-year preceding election;
- At least 18 years of age;
- A registered voter; and
- Not a school trustee.

To become a school board candidate, one must

1. File a Statement of Economic Interests with the county clerk and obtain a receipt; these forms are available from the county clerk.
2. Obtain and complete a nominating petition signed by at least 50 registered voters or 10% of the voters, whichever is less; and a Statement of Candidacy. Nominating petition forms and Statements of Candidacy are available from the county clerk or county board of election commissioners.

These completed documents and the county clerk's receipt for the Statement of Economic Interests

must be filed with the county clerk no earlier than 141 days before the election and no later than 134 days before the election during normal office hours. Illinois Campaign Disclosure law requires a school board candidate to report contributions and expenditures over specific thresholds. "A Guide to Disclosure" explains these obligations and is published by the Illinois State Board of Elections.

Limitations: Most school board elections are at-large bids, but in some districts, residency within specified sub-districts may limit who is eligible to run for a specific school board seat. Check with your local school district for information about these limitations. Certain offices cannot be held simultaneously when the duties of either office create a conflict of interest. Federal law also prohibits postal employees from running in partisan elections. A school board member cannot be employed by the district (employment contracts worth more than \$1,000) or have any interest directly or indirectly in any contract, work, or business of the school district or in the sale of any article to the school district. A school board member cannot be a child sex offender as defined in Section 11-9.3 of the Criminal Code, or convicted of an "infamous crime."

School Board Member Commissions

The governance of local school districts by democratically elected individuals is at the heart of American democracy and the public education system. Every two years board members are elected by voters to serve on local school boards. These elected members trust all their local communities. Only public schools are prepared to serve, without reservation, all students

in the U.S. and enable citizens to be active participants in one of the world's oldest existing democracies.

So, what is the commission of a school board member? What authority does a school board member have and what does a school board member actually do?

A school board member's authority exists only in concert with the full board of education, and 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.

In other words, understanding what a school board member **does** first requires knowledge of what a school board member does **not** do: No single board member has any power outside of a legally called school board meeting. School board members represent the entire community, not a single constituency. Decisions are made not by the individual, but only by a majority vote at a board meeting.





Subject to some exceptions, a school board has powers granted by the *Illinois School Code*, along with those that are necessary for the maintenance and development of the schools that the board controls.

A board must adopt and enforce all necessary rules for the management and governance of its school district. The board, however, can and does delegate powers and duties to the superintendent through board policies. With limited exceptions, each board must employ a superintendent who shall have charge of the school district's administration.

The *Illinois School Code* directs that a school board shall make all decisions pertaining to the superintendent's employment and direct, through policy, the

superintendent in the school district's administration. An effective school board delegates its powers and duties in this way, ensures the superintendent understands the board's policy directives, and thus is prepared to support the superintendent's recommendations. The school board will monitor this process as it evaluates the superintendent's performance and monitors outcomes and progress toward the school district's goals.

In addition to duties enumerated by statute, good governance requires the following of the board of education:

1. The board clarifies the district's purpose.
2. The board connects with the community.
3. The board employs a superintendent.
4. The board delegates authority.
5. The board monitors performance.
6. The board takes responsibility for itself.

For more information on these responsibilities, please refer to the [Foundational Principles of Effective Governance](http://www.iasb.com), available online at www.iasb.com.

School Board Member Motivations

Why do school board members serve? In the latest survey of IASB (Illinois Association of School Boards) membership, school board members had this to say about their service:

- The single most important reason voters elected them was for their knowledge and experience
- Others said they were chosen because voters believed they would represent all citizens of the district.
- Valuing public education was their single most important motivation for running.
- Others said they were motivated by making a specific improvement in the schools.
- The most rewarding aspects of school board



service were student growth and academic improvement, followed by a sense of accomplishment in protecting the district's financial resources and making tough choices that improved the schools.

- Over half serve more than one term.

Only public schools are prepared to serve, without reservation, all students in the U.S. and enable citizens to be active participants in one of the world's oldest existing democracies.

The nearly two million Illinois school children enrolled in public schools depend on school board members who understand the importance of public education

and are willing to serve their communities and sit in trust for those interests.

Characteristics of Effective School Board Members

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

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

Preparation for Service on a School Board

What do school board members need to know? A person who plans to run for the school board should acquire a basic understanding of the local district, including:

- Goals (improvement efforts underway)
- Structure (who does what)
- Finance (short-term and long-term status)
- Government (state laws and regulations)
- Local school board policies
- Board procedures (how business is conducted)

The board member also must understand the proper relationships of the school board to the state, the



community, and the superintendent — and the proper relationship of the individual board member to other members of the board. Because he or she casts only one vote, the board member who hopes to bring about change must do so within the existing legal and organizational framework. Many a good idea has

died because it was not properly presented to the full school board or because some part of it presented avoidable legal difficulties.

School boards establish policies and standards describing what the districts are expected to accomplish in such areas as curriculum, transportation, building maintenance, staff development, student services, labor relations, human rights, and community relations. Many of these policies and standards are routine and the board can rely on the judgment of the superintendent and staff. Some are not so routine, however, and produce disagreements in the community or even among the staff. School board members are not experts in all these areas of policy; they must rely on the superintendent to help them. However, the board member must learn enough about all of these subjects, and where the district

stands in relation to them, to ask questions, evaluate the answers, and vote with conviction.

Start preparing for school board candidacy by attending meetings of the board. Learn how the board functions. To learn more about the schools, talk with members of the board and staff. The board candidate can find information on the school district website and the Illinois School Report Card, and should also make an appointment with the district superintendent to acquire more information about the district and to discuss issues facing the board. The candidate should read as much as possible about the nature of school board work and the laws affecting schools. Reading material is available in most school district offices. The Illinois Association of School Boards sponsors briefings for candidates prior to each election. Additional resources are listed below.

Further Reading

Many of the following items may be available in your school district office. If not, obtain them from the sources indicated.

School Elections

State of Illinois Candidates Guide and A Guide to Campaign Disclosure published by the Illinois State Board of Elections and available for downloading at www.elections.il.gov. Explains how to nominate candidates for public office, including school board candidates, and procedures for complying with the Illinois Campaign Disclosure Act. The guide for odd-numbered years is generally available late in the preceding summer.

School Boards at Work

[*How School Boards Work*](#). Explains the role of boards of education and school board members as advocates.

[*A School Board Member's Approach to the Job*](#). Outlines the responsibilities and duties of a board of education member whose job is to serve the community in trust.

[*Understanding School Finance*](#). A brief looks at where Illinois schools get their money and where they spend it.

[*Illinois School Board Journal*](#). Covers issues facing school boards in Illinois and across the nation. The emphasis is on public policy and improving governance. Published six times a year by IASB for members and subscribers, also available online.

Sample [*Code of Conduct for Members of School Boards*](#).

[*The Effective School Board Member*](#). An introduction to the work of boards of education in Illinois, including their duties and responsibilities. Published and sold by IASB.

[*Illinois School Law Survey*](#). Clear answers, to more than 1,600 legal questions in 27 chapters, includes digital version. Published and sold by IASB.

[*Coming to Order: A Guide to Successful School Board Meetings*](#). Explains how to plan and conduct meetings that comply with the law and serve the interests of both school and community. Published and sold by IASB.

Items published and sold by IASB are available through the [Online Bookstore at www.iasb.com](http://www.iasb.com).

Revised March 2025