

Governance

Board Member Development

SASED desires that its individual Board members learn, understand, and practice effective governance principles. Each SASED Board is responsible for Board member orientation and development.

The Chairperson of each Board and/or the Executive Director shall provide all Board members with information regarding education materials, publications, and notices of training or development pertinent to the governance of the cooperative.

Mandatory Board Member Training

Each member district Board of Education is responsible for assuring that representatives appointed to either SASED Board are in 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, and 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.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board Chairpersons or Executive Director, 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 SASED Boards will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly appointed Board members includes:

1. The Board Chairperson or Executive Director, or their designees, shall give each new Board member a copy of, or online access to the SASED Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing SASED and explaining the Board's roles and responsibilities.

2. The Board Chairperson 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 Chairperson may request a veteran Board member to mentor a new member.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2.
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Conduct), 2:125 (Board Member Compensation;
Expenses), 2:200 (Types of Board Meetings)

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