

Orientation: Building The Board Team



ORIENTATION: BUILDING THE BOARD TEAM

Table of Contents

Overview.....	2
The work	2
Nuts and Bolts: Orientation to the District and Public Education	4
Sample Nuts & Bolts Agenda	6
District Identity and Board Processes: Building the New School Board Team	7
Conversation A: District Identity	8
Meeting Agenda A: District Identity	9
Conversation B: Governance Team Process Basics.....	10
Meeting Agenda B: Governance Team Process Basics.....	11
New Board Member Workshops and <i>Beyond</i>	13
Appendix.....	15
Sample Policy: Board Member Development.....	15
Sample Exhibit: Mentor Guidelines	18
Sample Exhibit: Board Member Training Posting.....	19

Illinois Association of School Boards (IASB) is an association of public boards of education. Its vision is excellence in local school board governance supporting quality public education. IASB provides this orientation guide to school boards to help them assist new board members to become effective members of the board and to ensure a continuity of leadership for the school district.

ORIENTATION: BUILDING THE BOARD TEAM

Overview

In order to become a high-performing team, each board must address the orientation needs of new board members and the development of the “new” team. IASB staff has developed these materials to help school boards orient newly elected or appointed board members to their position. Three agendas with accompanying materials and questions will help you work through this orientation process.

The first orientation step, which involves district documents and materials, should be conducted by the superintendent and board president and does not necessarily have to occur at a regular meeting. The meeting will have to be posted and conducted as an open meeting.

The second step, a set of agendas involving conversations about district identity and processes, can be followed during a regularly scheduled board meeting. While some boards may wish to follow these agendas and conduct the meeting on their own, other boards may feel more comfortable with an outside facilitator. This could be with another district administrator or community leader familiar with facilitation techniques, or the board could contact its field services director for assistance.

These materials were developed following Association staff discussions regarding a more organized approach to bringing new board members “up to speed” and helping boards create the feeling of “team” necessary to accomplish many of the difficult challenges that they face.

In addition, the sixth of IASB’s *Foundational Principles of Effective Governance* states “the school board takes responsibility for itself,” meaning its own procedures, practices and behaviors. Thus, an essential part of any board’s activities should be the orientation and training of newly seated board members.

The work

Every other year, most school boards gain at least one new member, and some even acquire a new majority of four or more new members. Whenever new members join the governance team, whether one or more board members or a new superintendent, it is valuable to go “back to the basics.”

Organizational theory confirms that all newly formed teams go through four “building” stages: getting to know each other, surfacing differences, learning to embrace differences and finally working as a high performing team. These four steps also have been called “forming, storming, norming, and performing.” An effective orientation program for new board members can accelerate the time between the start and becoming that high-performing team.

Boards have such important work to do around making certain that every child learns, being good stewards of community resources and avoiding minutia that there is little value in wasting time getting down to business. A small amount of time invested in orientation and team building will allow the board to focus on its important work. Time invested is well worth the effort in terms of reduced stress on members, community confidence and the effectiveness of your school board. Some people use the helpful phrase “go slow to go fast.”

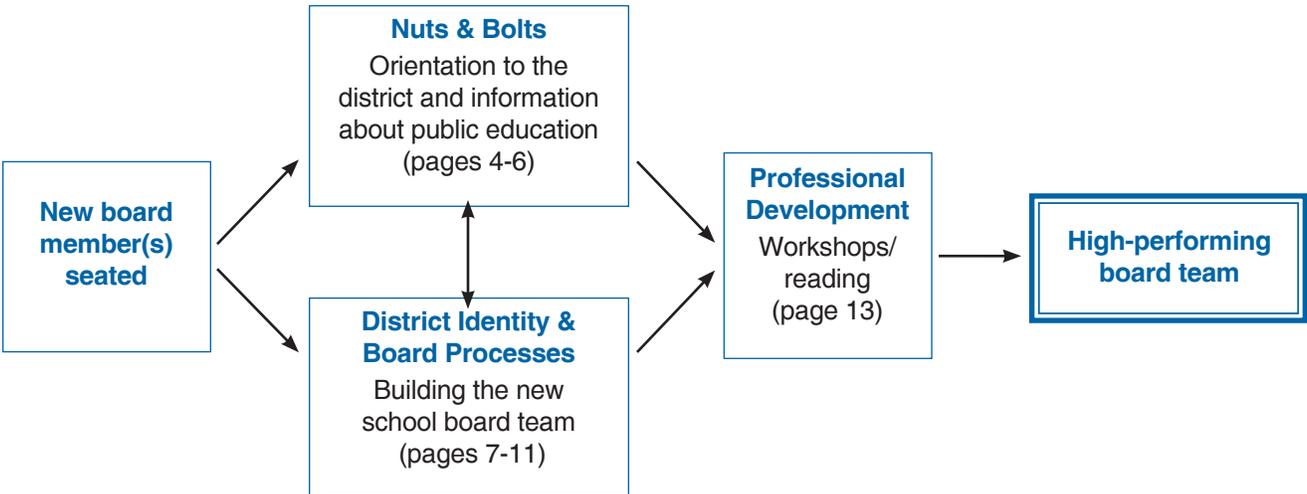
Each member of the board has the potential to make an important contribution. Every new board also has the potential to create a high performing team. To get to that destination of a high-performing board, the new board team has three areas that need to be addressed: providing new board members with the information they will need to do their job effectively, building the new team, and pursuing professional development opportunities.

The three distinct tasks that have been identified are:

- 1. Nuts & Bolts — Orientation to the district and information about public education
- 2. District Identity & Board Processes — Who we are and how we do things
- 3. Professional Development — IASB workshops, reading

Many boards address one or two of these orientation tasks, but excellence likely requires all three. While there is no right or wrong order in the way to accomplish these tasks, giving new board members access to important documents that relate to their ability to understand the issues should be one of the first tasks.

Graphically, the process might look like this ...



NUTS AND BOLTS: ORIENTATION TO THE DISTRICT AND PUBLIC EDUCATION

Board members must be properly and thoroughly informed about the school district they serve as well as the role and responsibilities of a board member. The information listed below will provide an excellent starting place for this task. Ideally, this information will be shared during a face-to-face meeting between the new board member(s) and the superintendent and board president. Generally, the board president assumes responsibility for orientation around board processes while the superintendent takes the lead on orientation to the district. This list is organized by location of the items.

Available from the local board policy manual:

- Board mission/vision statements and district belief/vision statements — these may be found throughout the policy manual according to the subject
- Board processes, including expense reimbursement, types of board meetings, board meeting procedure, agenda preparation, and policy development
- Communication issues, including use of email and communicating with media
- Code of Conduct for members of school boards and conflict of interest criteria
- District intergovernmental agreements
- District organizational chart

Available from the superintendent or local district website:

- Open board meeting minutes from the previous year
- Most recent Annual Financial Report, auditor's report, and other financial information including Tax Increment Financing (TIF) schedules
- District Improvement Plans and School Improvement Plan(s)
- Contracts, including any collective bargaining agreements between the district and certificated (teachers) and noncertificated personnel, and superintendent's contract
- Calendars, including regular board meeting and budget calendars
- Handbooks, such as personnel and student handbooks
- Summary of pending litigation involving the district
- Special reports, including facilities assessments, curriculum studies, results of recent community surveys, enrollment trends, and ESSA status of school(s) and district

Available from the Illinois Association of School Boards at www.iasb.com:

- IASB *Foundational Principles of Effective Governance*
- Descriptions of IASB publications and new board member workshops
- Legal calendar containing deadlines provided in statute
- Information about state laws including the Open Meetings Act, Freedom of Information Act, and conflict of interest laws
- Legislative information, including how to contact legislators
- Free materials and resources at https://www.iasb.com/training/sch_bd_resources.cfm

Available from the Illinois State Board of Education at www.isbe.net:

- Information to assist and support the work of school districts, policymakers, and Illinois residents
- Information about the federal Every Child Succeeds Act (ESSA) and its implementation in Illinois

Available from the Illinois State Board of Education at illinoisreportcard.com:

- Current School Report Cards
- School information searchable by school, district, city, or county

Available by ordering from IASB's online bookstore at www.iasb.com/shop:

- ***The Effective School Board Member***
Provides an overview of what a school board member needs to know, including powers and duties, “do’s and don’ts,” the structure of school governance, finance, board/administrator/staff relations, board meeting procedures, a code of ethics, etc.
- ***Coming to Order — A Guide to Successful School Board Meetings***
Designed for boards that hope to use their meetings to reach a higher level of performance as well as those that simply need a cure for ineffective meetings, this book explains how to plan and conduct meetings that meet the needs of the individual school board.
- ***Essentials of Illinois School Finance***
Originally designed as a training manual and desktop reference for school business managers and budget makers, this book also provides an effective reference for anyone who needs to understand the essentials of Illinois school finance.
- ***Illinois School Code Service***
A compendium of current school law and related acts.
- ***Illinois School Law Survey***
A convenient resource written in plain English that answers legal questions for educators and laymen.
- ***Collective Bargaining and the Illinois School Board Member***
A practical perspective on school labor relations reflecting state laws and local realities in Illinois.
- ***School Official's Guide to Student Disciplinary Hearings***
A review of laws governing student suspensions and expulsions in Illinois and step-by-step suggestions for organizing and conducting suspension/expulsion hearings.

Check the online bookstore for availability and pricing.

Available from the National School Boards Association (NSBA) at www.nsba.org:

- Information about NSBA’s Annual Conference & Exposition
- Public education news and issues
- Information about federal laws that affect your schools

Available from The Center for Public Education at www.centerforpubliceducation.org:

- Accurate, timely and credible information about public education
- Research, data, and analysis on current education issues

District Facilities: In addition to sharing information, the superintendent and/or board president should conduct a tour of district facilities for any new board member(s) who might desire it.

Board Mentors: The board also may want to offer a mentor relationship for a new board member with an existing board member. While this might not be necessary in all districts, for some it might provide a way to offer continued guidance and a more comfortable way of asking questions about the district and its processes. Sample IASB policy on Board Member Development regarding mentors is an appendix to this publication, as is a sample letter with guidelines for a school board member serving as a mentor.

Sample Nuts & Bolts Agenda

Orientation to the District and Public Education

*Superintendent & Board President — with new members
Post as committee meeting*

	Approximate time
Welcome to the Board of Education	10 minutes
<ul style="list-style-type: none"> <i>a) Role of Board Policy</i> <i>b) Committees of the Board</i> <i>c) Conflict of interest, ethics, gift ban, prohibited political activity</i> 	
Board/Superintendent Relationship	20 minutes
<ul style="list-style-type: none"> <i>a) Goals, expectations, job description</i> <i>b) Responsibilities within and beyond the district</i> <i>c) Contract and evaluation process</i> <i>d) Communications, chain of command</i> 	
School Finance	20 minutes
<ul style="list-style-type: none"> <i>a) Budget and amended budgets</i> <i>b) Revenue and expenditures</i> <i>c) Accountability: monthly reports and yearly audit</i> 	
Instructional Program	10 minutes
<ul style="list-style-type: none"> <i>a) Organization of attendance centers</i> <i>b) Regular, special, and support programs</i> <i>c) Student achievement, assessment, reporting</i> <i>d) Student handbook process</i> <i>e) Extra-curricular program and athletic code process</i> 	
Personnel	10 minutes
<ul style="list-style-type: none"> <i>a) Staffing levels (teachers, staff, administration)</i> <i>b) Labor contract status and negotiations process</i> 	
School Community Relations	10 minutes
<ul style="list-style-type: none"> <i>a) Relationships with the PTA, booster clubs, foundations</i> <i>b) District memberships, cooperatives</i> 	
Important issues in the future	5 minutes
Assessment: <i>What topics can we cover in more detail?</i>	
<i>What other issues can be added to future orientation meeting agendas?</i>	5 minutes
Adjournment	

Total time = 90 minutes

DISTRICT IDENTITY AND BOARD PROCESSES: BUILDING THE NEW SCHOOL BOARD TEAM

Two conversations about the basics

Whenever new members join the governance team (one or more board members, or a new superintendent) it is valuable to go “back to the basics.” Two board conversations are called for: one involving district identity and the other involving board processes. In addition to having valuable conversations about the district, the meetings will allow members to get to know each other and hear the various perspectives around the table.

Sample Meeting Agendas: We have provided two draft agendas to facilitate the board’s conversation around these two important topics. Many boards will want to schedule a “special meeting” for this work, which must be done in open session. Others might take an hour or more on a regular meeting night for these conversations.

The board might do these two conversations in whatever order it finds most compelling. Go with the board’s energy — which seems like the easier, or most pressing, conversation.

Included with each agenda you will find **Key Questions** that the new team will want to keep in mind as they begin their discussion. Additionally, you will want to provide any relevant **Supporting Documents**. Every board has existing documents that will support and inform these conversations. A list of suggested documents that would be helpful for each session is provided. Gather those which are available and helpful. Participants would likely benefit in thinking about these questions and reviewing the supporting documents prior to the discussion.

Note: Many boards can have a productive conversation without outside facilitation. However, some boards will find it helpful to have an objective facilitator for these conversations. If you are interested in having someone from IASB facilitate the discussion, please contact your field services director.

Conversation A: District Identity

Overarching questions: *Who are we? What do we care about? What are we trying to do?*

How much time should be allocated to this conversation? One approach is to allocate 90 minutes and see how it goes. Perhaps it will not take the full amount of time, or the board may choose to return to the conversation on another occasion.

Key Identity Questions:

1. What is our district's direction, focus, vision, mission, core values or beliefs?
2. Do we have a plan to move our district forward: District goals? Strategic plan? Areas of focus?
3. How have we communicated our direction, plans, etc. to the district's stakeholders? Is there widely shared agreement regarding our vision and direction?
4. How does the board relate to the community? How are the district and community connected? How would we like to be connected?
5. How do the community, district and board communicate with one another?
6. What important events have happened in our district's recent (20 years) history?
7. How are we doing as a district? How do we know how we are doing? By what/whose criteria do we measure how we are doing?

Supporting Local Identity Documents:

- Mission/Vision statements
- District Beliefs/Values
- Areas of district focus
- Long-range goals
- Annual goals/report on progress
- Superintendent performance-based contract goals
- District and/or School Improvement Plans
- Illinois State Report Cards
- Reports on recent projects and/or initiatives
- What else?

Meeting Agenda A: District Identity

Approximate time

Call to Order, roll call + (your regular meeting start)

Public comment

Sharing personal stories and “mental models”:
Invite each person to share a moment in the district’s history that is personally seen as a turning point, identity moment, key event.

30-45 minutes

Review of existing documents:
Ask continuing members to share how the various district identity documents (see list) came to be:
a) Date created
b) Authors
c) Use to this point

20 minutes

Review District Beliefs and/or Values:
Invite members to share: Which do I personally find most compelling? Which are questions for me? On which do I wonder whether we have agreement? (If the district does not have a written list of beliefs, discuss the value of scheduling time to create a beginning list.)

20 minutes

Consider: *What’s missing? Do we have basic agreements about our district’s identity that we have not written down? Should we? See Key Questions list.*

10 minutes

Next steps: *Are there any appropriate next steps this board is ready to agree on and schedule for a subsequent meeting?*

10 minutes

Assessment: *How did we do? What can be improved?*

5 minutes

Adjournment

Total time =

90 minutes

Conversation B: Governance Team Process Basics

Overarching questions: *How does this team do business? What's expected around the table? Do we have agreement regarding our processes?*

Again, the amount of time that you allot should be determined by your board and your conversation. You may wish to begin with 90 minutes or adjust the time to your individual district needs and schedules.

Key Process Questions:

1. To whom is the board accountable? How do we exercise/assure our accountability?
2. What does the board understand its role/job to be?
3. What does the board understand the role/job of a board member to be?
4. What does the board understand the role/job of the superintendent to be?
5. How does the board nurture an effective and responsible relationship with the superintendent?
6. How are the superintendent and staff accountable to the board? How does the board assure this accountability?
7. Does the board delegate some responsibilities to the superintendent/staff? Why? What does good delegation look like?
8. Who is responsible for the board's work and behavior?
9. How are we doing as a board? How do we know how we are doing? By what/whose criteria do we measure how we are doing?
10. What does an efficient and effective school board meeting look like? How can we plan for good meetings?

Supporting Documents:

- Board process policies (Section 2 in the IASB **PRESS** numbering system)
- Other existing documents recording board agreements
- Recent board self-evaluation reports
- IASB governance materials:
 - IASB Governance Basics* — Available from your field services director
 - The Effective School Board Member* — Available for purchase at www.iasb.com
 - Coming to Order — A Guide to Successful School Board Meetings* — Available for purchase at www.iasb.com
- What else?

Meeting Agenda B: Governance Team Process Basics

	Approximate Time												
Call to Order, roll call + (your regular meeting start)													
Public comment													
The Legacy of this Board: <i>Invite each person to share an item they would like community members to be able to say about <u>this board</u> in two years.</i>	20 minutes												
Review existing documents: <i>Ask continuing members to share how the various district process documents (see list) came to be:</i> <ul style="list-style-type: none"> a) Date created b) Authors c) Use to this point 	10 minutes												
IASB Governance Basics & Board Process Agreements: <i>Do you have agreement on some common process questions?</i> <table style="width: 100%; margin-left: 20px;"> <tr> <td>Placing items on the agenda</td> <td>Participating during public forums</td> </tr> <tr> <td>Asking agenda questions</td> <td>Communicating with members</td> </tr> <tr> <td>Communicating with staff</td> <td>Visiting campuses</td> </tr> <tr> <td>Responding to complaints</td> <td>Communicating with the media</td> </tr> <tr> <td>Communicating with the public</td> <td>Orienting new members</td> </tr> <tr> <td>Conducting closed sessions</td> <td></td> </tr> </table> <i>IASB field staff are prepared to offer best practice guidelines for boards desiring some help.</i>	Placing items on the agenda	Participating during public forums	Asking agenda questions	Communicating with members	Communicating with staff	Visiting campuses	Responding to complaints	Communicating with the media	Communicating with the public	Orienting new members	Conducting closed sessions		30 minutes
Placing items on the agenda	Participating during public forums												
Asking agenda questions	Communicating with members												
Communicating with staff	Visiting campuses												
Responding to complaints	Communicating with the media												
Communicating with the public	Orienting new members												
Conducting closed sessions													
Consider: <i>What's missing? Do we have basic agreements about our processes that we have not written down? Should we? See Key Questions list.</i>	15 minutes												
Next steps: <i>Are there any appropriate next steps this board is ready to agree on and schedule for a subsequent meeting?</i>	10 minutes												
Assessment: <i>How did we do? What can we improve for next time?</i>	5 minutes												
Adjournment													

Total time =

90 minutes

NEW BOARD MEMBER WORKSHOPS AND BEYOND

New board members will want to get up to speed quickly regarding their legal obligations, learn their role as a member of the governance team and connect with other members from across Illinois. The content within this booklet focuses on the board's responsibility to orient the new member to the work of *your* board. In addition to this local orientation, it is important for new members to grow and learn as individual board members. The support of members from other districts and the opportunity to connect to the expertise of IASB will be invaluable as they begin this new journey. We encourage you to consider the following activities for new board members:

- **New Board Member Workshops:** These two-day events held around the state include the state-mandated training requirements (Professional Development Leadership Training with PERA and Open Meetings Act Training) on the first day. The second day features our essential school board member course, *The Basics of Governance*. These workshops are held each summer after a state-wide school board election. Look for more information at www.iasb.com.
- **Online Learning Center:** IASB members can find all the state-mandated courses plus a whole lot more at the Online Learning Center. This convenient and affordable way to learn is found by clicking the My Account button at www.iasb.com. Be sure to contact your district secretary if you have not yet established an account.
- **Division Dinner Meetings:** Every fall and spring, each of IASB's 21 divisions hosts an evening meeting with a business function and educational programming. Hear from Association leaders and keynote/panel speakers regarding relevant topics to Illinois education. The locations are convenient and the connections are invaluable.
- **Joint Annual Conference:** Each November (on the weekend prior to Thanksgiving), the Illinois Association of School Boards, along with the Illinois Association of School Administrators and Illinois Association of School Business Officials, sponsors a state conference for public school leaders. Recognized as one of the largest education conferences in the nation, this event features a wide array of panel sessions, exhibits, workshops, and general sessions. Save the date and join us in Chicago!

Continue growing and leading: An extensive offering of workshops is available from IASB and most lead to recognition within our *LeaderShop Academy*. In addition, your attendance at IASB meetings and work on behalf of public education earns points within our *Master Board Member* program. Both of these programs are designed to recognize your work as a public education leader and help you grow in your board member role.

For more information on these and the many other programs, contact our field services or board development staff.

APPENDIX

October 2016

2:120

School Board

Board Member Development 1

The School Board desires that its individual members learn, understand, and practice effective governance principles. ² 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 3

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, and fiduciary responsibilities within the first year of his or her first term. ⁴
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. ⁵
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. ⁶

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State law governs the mandatory board member training provisions in this sample policy.

² The IASB *Foundational Principles of Effective Governance* is available online at www.iasb.com.

³ A board may omit the description of mandatory training requirements by deleting "~~that are described below~~" and deleting the numbered list.

⁴ 105 ILCS 5/10-16a.

⁵ 5 ILCS 120/1.05(b) and (c). IASB is an authorized provider of this training.

⁶ 105 ILCS 5/24-16.5. This mandatory training requirement was phased-in as districts implemented evaluations that incorporate student growth as a significant factor, otherwise known as Performance Evaluation Reform Act (PERA) evaluations. The implementation timeline for PERA evaluations varied from district to district but all districts must now implement PERA evaluations. After the implementation of PERA evaluations, a district may use an optional alternative evaluative dismissal process using the PERA evaluation. Before voting on a dismissal based upon an optional alternative evaluative dismissal process, a board member must complete a training program on PERA evaluations. IASB is an authorized provider of this training. For more information about PERA, see *PERA Overview for School Board Members*, iasb.com/law/pera.cfm.

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. ⁷

Professional Development; Adverse Consequences of School Exclusion; Student Behavior ⁸

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, 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. ⁹

New Board Member Orientation ¹⁰

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. ¹¹
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁷ 105 ILCS 5/10-16a requires each school district to post on its website, if any, the names of all board members who have completed the minimum of 4 hours of training described in #1. Recognizing that a board may want to highlight all training and development achievements, the sample policy extends this reporting requirement to all training and development activities. For a website reporting template, see 2:120-E2, *Website Listing of Development and Training Completed by Board Members*.

A board may choose to strictly follow the statute by using the following alternative: “The Superintendent or designee shall post on the District website the names of all Board members who have completed the professional development leadership training described in number 1, above.”

⁸ Optional. 105 ILCS 5/10-22.6(c-5). Information about professional development opportunities is available through IASB’s Online Learning Center (OLC). Inquire at: onlinelearning@iasb.com.

⁹ Boards are not required to conduct self-evaluations, but may hold a closed meeting with representatives of a State association authorized under Article 23 of the School Code for the purpose of discussing self-evaluation practices and procedures, or professional ethics (5 ILCS 120/2(B)(6)).

¹⁰ New board member orientation is a critical step in helping new board members become effective and in promoting a smooth functioning *new team*. The first paragraph should be customized to add references to the IASB policy services that the district receives (e.g., **PRESS**, **PRESS Online**, **School Board Policies Online**, and **PRESS Plus**).

¹¹ See 2:120-E1, *Guidelines for Serving as a Mentor to a New School Board Member*.

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.

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 Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of School Board Meetings)

School Board

Exhibit - Guidelines for Serving as a Mentor to a New School Board Member

On District letterhead

Date

Dear School Board Member:

Thank you for agreeing to serve as a mentor to a new Board member. The goal of the mentoring program is to orient a new Board member to the Board and District and to help him or her be comfortable, develop self-confidence, and become an effective leader. Follow these guidelines to maximize your mentoring effectiveness.

1. Be a good mentor by sharing your knowledge and experiences with others. Take a personal interest in helping others succeed.
2. Try to develop an informal, collegial relationship with the new Board member – explain that you are there to help. Listen respectfully to all concerns and answer questions honestly.
3. During your first contact with the new Board member, introduce yourself and explain that you will serve as his or her mentor and are looking forward to sharing information about the Board and District. If possible, meet with the individual to become acquainted. Be available as needed to provide assistance, advice, and support. The Superintendent’s office will have already provided the new Board member with a web link or paper copy of the Board’s policies as well as other helpful material.
4. Be prepared to introduce the new Board member at upcoming Board events until he or she becomes a familiar face.
5. Be available and maintain a helpful attitude. You will assist the new Board member in becoming an effective member of the Board and ensuring skilled and knowledgeable future leadership for the District.

Being a mentor can bring rewards to you, the new Board member, and the District. Thank you for your assistance and commitment.

Sincerely,

School Board President

School Board

Exhibit - Website Listing of Development and Training Completed by Board Members

District webmaster: Post this template (including the explanatory paragraphs) on the District’s website and update the table as information is provided.

Each Illinois school board member who is elected or appointed to fill a vacancy of at least one year’s duration must receive *professional development leadership* training (PDLT) and *Open Meetings Act* (OMA) training. Mandatory training is also required upon *Performance Evaluation Reform Act* implementation in each school district. For additional information, see Board policy 2:120, *Board Member Development*.

The following table contains mandatory and non-mandatory training and development activities that were completed by each Board member. When the training was provided by the Illinois Association of School Boards, the acronym “IASB” follows the listed activity.

Name	Development and Training Activity and Provider	Date Completed

The Illinois Association of School Boards (IASB) is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by Article 23 of the School Code. The vision of IASB is excellence in local school board governance supporting quality public education.

For more information regarding IASB and its programs, visit www.iasb.com.

CONGRATULATIONS!

If your school board/superintendent team has completed the work plan laid out in this publication and discussed and/or scheduled professional development opportunities, your district is well on its way to having a high-performing team. If you have any questions about these materials or would like an IASB field services director to facilitate a District Identity or Board Processes session, please contact the field services staff at our Springfield office by calling 217/528-9688 or at our Lombard office by calling 630/629-3776.



www.iasb.com