



Oak Park Elementary School District 97

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**TO: Members, Board of Education
Dr. Carol Kelley, Superintendent**

FROM: District 97 Policy Review Team

RE: Policy Review Session – Second Quarter of the 2015-16 School Year

DATE: February 23, 2016

In April 2015, the policy review team presented the board with its plan for monitoring policies on an annual basis. In accordance with this plan, the team will:

- Review one or more of the eight sections of the district’s policy manual on a quarterly basis, and place the policies from those sections into one of the following categories:
 - **Review Only**
 - **Review and Possibly Revise**
 - **Review and Spot Check for Enforcement**
- Present the board with a written report at the conclusion of each quarterly review session that features the results from the session, as well as next steps. These reports will be shared with the community.
- Perform the next steps detailed in the written report, and provide the board with an update on the work that was completed.

Below is a summary of the results and proposed next steps from the team’s second session, which included a review of sections three (General School Administration) and eight (Community Relations) from the district’s policy manual.

Review Only

The team reviewed the following policies and determined there was no need to make revisions or perform a spot check for enforcement.

- 3:30 (Chain of Command)
- 8:70 (Accommodating Individuals with Disabilities)
- 8:90 (Parent Organizations and Booster Clubs)
- 8:95 (Parental Involvement)
- 8:110 (Public Suggestions)

Review and Possibly Revise

Based on our initial review, the team identified several policies that we believed required additional follow up/research in order to determine if they needed to be updated based on changes in the law, district operations or standard best practices. These policies included:

- 3:10 (Goals and Objectives)
- 3:60 (Administrative Responsibility of the Building Principal)

- 8:80 (Gifts to the District)
- 8:100 (Relations with Other Organizations and Agencies)

Below is a summary of the results from our further examination of these four policies, as well as information about any necessary next steps.

- **3:10 (Goals and Objectives)** – For 3:10, we wanted to find out if the “specific goals and objectives” featured in the policy represents an exhaustive list. We also wanted to find out if the board has the option of customizing the items on this list. Per the following response from the Policy Reference Education Subscription Service (PRESS), the list is meant to be a sample and is customizable.

“Districts can absolutely customize policy 3:10; what is included in the policy is meant to be a sample. Here is the information from footnote 1 of policy 3:10: ‘This policy provides an opportunity for a board to give the superintendent a big picture of its vision for the district by identifying some high-level goals. While sample policy 1:30, School District Philosophy, contains the district’s mission statement (i.e., why the district exists), this policy contains progress expectations and desired results (i.e., goals). This policy is designed to contain goals for which the administration will be responsible, including goals concerning finances, instruction, property, connecting with the community, etc. The list of goals should be replaced with the board’s goals and objectives for school administration, if any.’”

With this in mind, does the board want to update/revise the list of specific goals and objectives that is featured in the policy?

- **3:60 (Administrative Responsibility of the Building Principal)** – For 3:60, we wanted to make sure the policy was aligned with the law, more specifically the Performance Evaluation Reform Act (PERA). PRESS confirmed that this is the case by providing us with a footnote from the policy that says, “State or federal law controls this policy’s content.” PRESS also provided us with the attached overview about PERA to further highlight the correlation between the policy and the law.

As a result, we do not recommend making any changes to the policy.

- **8:80 (Gifts to the District)** – The administration is still doing work on 8:80 and its accompanying procedures in conjunction with the recommendation from our team that District 97 replace the district-specific version of the policy with the version that was drafted and is currently maintained by PRESS. The tentative plan is to present both documents to the board during one of its meetings in March or April. Please note that the board does not approve administrative procedures. The draft procedures are simply being shared with the board to show how the language featured in the document aligns with the policy.
- **8:100 (Relations with Other Organizations and Agencies)** – For 8:100, we discussed whether we should add any other agencies or organizations to the list of ones with which the district currently cooperates. We decided that the two groups the board should consider adding are the Collaboration for Early Childhood and Oak Park Education Foundation. With that said, the administration was split on the recommendation, with some members agreeing with it and others feeling that the phrase “including but not limited to” was sufficient for covering any other group that is not on the list. Dr. Kelley suggested the option of adding the following bullet to cover other organizations not included on the list:

All other agencies with which the District has a contractual or collaborative relationship

How does the board want to proceed? Does it want to add the Collaboration for Early Childhood and Oak Park Education Foundation to the policy? Does it want to leave the list of organizations and

agencies as currently written? Does it want to add the bullet recommended by Dr. Kelley? Are there any other groups the board believes should be added to the list?

Review and Spot Check for Enforcement

There were several policies from the two sections that the team thought needed to be spot checked for enforcement. These policies included:

- 3:40 (Superintendent)
- 3:50 (Administrative Personnel Other Than the Superintendent)
- 3:70 (Succession of Authority)
- 8:10 (Connection with the Community)
- 8:20 (Community Use of School Facilities)
- 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)
- 8:30 (Visitors to and Conduct on School Property)

Below is a summary of the results from our further examination of these policies, as well as information about any necessary next steps.

- **3:40 (Superintendent)** – For 3:40, we wanted to make sure there was a process/mechanism in place for the superintendent to “annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.” There are several ways the superintendent shares this information with the board, including via weekly reports and updates during board meetings.

As a result, we do not recommend making any changes to the policy.

- **3:50 (Administrative Personnel Other Than the Superintendent)** – For 3:50, we wanted to make sure that the job descriptions that are referenced are up-to-date and that the salary changes would be presented to the board in March. Steve Cummins, the senior director of human resources, told us that his department is currently reviewing the job descriptions and identifying the ones that require revisions. He also told us that the conceptual design table for salary changes could be presented by March. However, he said that the process of making final salary refinements could take until May or June to complete. With this in mind, does the board want to keep the language as is since the initial information could be presented in March, or does it want to update the text to reflect the entire duration of the process (i.e., March to May or March to June)?
- **3:70 (Succession of Authority)** – For 3:70, we wanted to make sure there is a formal succession of authority in place for the district. Attached is a document featuring the succession of authority that was submitted to PRESS for inclusion in the district’s administrative procedures manual.

As a result, we do not recommend making any changes to the policy.

- **8:10 (Connection with the Community)** – For 8:10, we wanted to make sure the district is engaged in all of the activities associated with the public relations program, including:
 - Media relations
 - Internal communications
 - Communications to the community
 - Communications to students and parents/guardians
 - Emergency communications in coordination with the superintendent or designee
 - The district website and social media channels

- Other efforts to reach all audiences using suitable mediums

The district currently uses a variety of methods, mediums and resources to perform the tasks associated with its public relations program that include, but are not limited to:

- Sending general and emergency emails via SchoolMessenger
- Sending weekly community updates and monthly staff updates via MailChimp
- Sharing news/updates with the community via inserts in the Village of Oak Park’s OP/FYI newsletter
- Posting news, event information and other updates on the district’s family of websites
- Disseminating information and updates via the district’s Facebook and Twitter accounts
- Responding to media requests and proactively pitching story ideas to local reporters
- Collaborating with other community entities and organizations (e.g., Village, Park District, Library, Township, OPRF High School, etc.) on the dissemination of school and/or district information
- Hosting forums and workshops on a variety of topics
- Sharing information with students and parents/guardians via teacher web pages, Canvas, PowerSchool, etc.

As a result, we do not recommend making any changes to the policy.

- **8:20 (Community Use of School Facilities)** – For 8:20, we wanted to make sure the district is following the process, procedures and standards for the community’s use of school facilities that are outlined in the policy. Therese O’Neill, the assistant superintendent for finance and operations, and Norm Lane, the senior director for buildings and grounds, reviewed the policy and confirmed that our current practices, which are spelled out in our facilities use application (<http://www.op97.org/business-office/documents/BGBuildingUseRules.pdf>), align with it.

As a result, we do not recommend making any changes to the policy.

- **8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)** – For 8:25, we wanted to make sure the policy reflects the district’s current practice when it comes to promoting community events and activities, especially in regards to the use of the digital backpack. While the policy does not mention the digital backpack, its use is covered by the following sentence:

“The District reserves the right to decide where and when any advertisement or flyer is distributed, displayed, or posted.”

As a result, we do not recommend making any changes to the policy. With that said, the administration will review the procedures that correspond with the policy and determine whether there is a need to include a reference to the use of the digital backpack in the document.

- **8:30 (Visitors to and Conduct on School Property)** – For 8:30, we wanted to make sure the policy reflects the district’s current process and procedures for handling requests to visit school and/or district property. All 10 principals reviewed the policy, and confirmed that it aligns with the district’s process and procedures for these visits. However, they did recommend changing the first sentence following the definitions from:

All visitors to school property are required to report to the Building Principal’s office and receive permission to remain on school property.

to:

All visitors to school property are required to report to the school office and receive permission to remain on school property.

This change will further align the policy with the current practice used in conjunction with these visits (i.e., people report to the staff in the school's front office/reception area, not the principal's office). The team recommends that the board adopt this revision to the policy.

The proposed revision to policy 8:30 (Visitors to and Conduct on School Property) is being presented to the board tonight for a first reading. A second reading and approval of the change are scheduled for the board meeting on March 15, 2016.

If the board elects to make revisions to policies 3:10 (Goals and Objectives), 3:50 (Administrative Personnel Other Than the Superintendent) and 8:100 (Relations with Other Organizations and Agencies) based on the questions/comments above, those changes will also be presented for board action on March 15.

PERA Overview for School Board Members

- 1. What is PERA and where can I get detailed information?**
- 2. What are the central requirements for the new evaluation system?**
- 3. What are the basic components of a principal or assistant principal evaluation plan?**
- 4. What is the deadline to begin incorporating student growth as a significant factor in teacher evaluations?**
- 5. May my district choose an earlier PERA implementation date?**
- 6. Who performs evaluations?**
- 7. What are the major components of the teacher evaluation plan?**
- 8. What is the first step for incorporating data and indicators of student growth into the evaluation plan?**
- 9. Did education reform alter contractual continued service (tenure)?**
- 10. What are the consequences if a teacher receives a performance rating of needs improvement or unsatisfactory?**
- 11. How did education reform alter the process to dismiss a probationary teacher?**
- 12. What is the traditional process for dismissing a tenured teacher? May it be used now?**
- 13. What is the Optional Alternative Evaluation Dismissal Process for dismissing a tenured teacher? When may it be used?**
- 14. What is the process for selecting teachers for a reduction in force/layoff (RIF)?**
- 15. What are the mandatory training requirements for board members?**
- 16. What is the school board's role in PERA and education reform?**

October 2014

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This document is prepared for informational purposes only.
Please contact your board attorney for legal advice or a legal opinion.

1. What is PERA and where can I get detailed information?

PERA is the acronym for the Performance Evaluation Reform Act that became Illinois law on Jan. 1, 2010. It was followed by education reform legislation that took effect on June 13, 2011 and has been subsequently amended. PERA and the reform measures almost exclusively concern the terms and conditions of teacher and principal employment.

The Illinois State Board of Education (ISBE) has posted considerable information on its website about PERA and education reform at www.isbe.net/PERA/default.htm and www.isbe.net/PEAC/default.htm.

Your board attorney will play an indispensable role to help your district implement PERA and education reform.

2. What are the central requirements for the new evaluation system?

In every Illinois school system,

- a. All principals and assistant principals must be evaluated by trained, pre-qualified evaluators (often the superintendent) and the evaluations must include data and indicators of student growth as a significant factor.
- b. Principals, assistant principals, and teachers must be evaluated using four rating categories (excellent, proficient, needs improvement, or unsatisfactory).
- c. Teachers must be evaluated by trained evaluators (usually the principal).

Beginning on a district's PERA implementation date (see Q&A #4), teacher evaluations must include data and indicators of student growth as a "significant factor." State law provides unique requirements for Chicago Public Schools.

3. What are the basic components of a principal or assistant principal evaluation plan?

The education reform measures contain many requirements for a district's evaluation plan for principals and assistant principals. The evaluation plan must consider the principal's or assistant principal's duties, responsibilities, management, and competence; the individual's strengths and weaknesses; and performance goals. All evaluations of principals and assistant principals must incorporate student growth as a "significant factor." Each principal and assistant principal must be evaluated at least once every school year, no later than March 1.

4. What is the deadline to begin incorporating student growth as a significant factor in teacher evaluations?

The deadline to begin incorporating student growth in teacher evaluations is a district's "PERA implementation date." These dates are staggered generally following this schedule:

- a. All schools in Chicago Public Schools by Sept. 1, 2013.

- b. For schools covered by a School Improvement Grant (SIG), the date is specified in their grant Agreement.
- c. Districts receiving Race to the Top 3 grants have alternate phase-in dates specific to the grant requirements.
- d. Beginning Sept. 1, 2015 for those districts whose student performance ranks in the lowest 20 percent “of their type” (that is, the lowest 20 percent of elementary districts, high school districts, and unit districts); the lowest 20 percent will be determined based on spring 2014 state tests.
- e. Beginning Sept. 1, 2016, all remaining districts.

Many other education reform measures become applicable to a district when it reaches its PERA implementation date.

5. May my district choose an earlier PERA implementation date?

The district and the exclusive bargaining representative for the teachers may jointly agree to an earlier PERA implementation deadline. The agreement must be in writing and transmitted to ISBE.

6. Who performs evaluations?

Evaluators must be pre-qualified by having successfully completed a program provided or approved by ISBE. This means that principals, assistant principals, superintendents, and any other individuals who conduct evaluations must be pre-qualified. If your superintendent also serves as a principal, your board must appoint a pre-qualified evaluator to conduct an evaluation of the individual as a principal.

In all districts, your board will continue to evaluate your superintendent. PERA and the education reform legislation did not change superintendent evaluations. This process is left to the board and its superintendent. The IASB guide, “The Superintendent Evaluation Process: Strengthening the Board–Superintendent Relationship,” is available at www.iasb.com/training/superintendent-evaluation-process.pdf.

7. What are the major components of the teacher evaluation plan?

The major components of a teacher evaluation plan follow:

- a. Each district must evaluate its teachers using an instructional framework that: (i) is based upon research regarding effective instruction; (ii) addresses at least planning, instructional delivery, and classroom management; and (iii) aligns with the Illinois Professional Teaching Standards.
- b. Each teacher in contractual continued service (tenured) must be evaluated at least once every two years; however, a tenured teacher who received a *needs improvement* or *unsatisfactory* rating must be evaluated in the next school year after receiving that rating. Each teacher not in contractual continued service (nontenured) must be evaluated at least once every year.

- c. Evidence of each teacher's professional practice must be collected using formal and informal observations.
 - i. For each tenured teacher who received an *excellent* or *proficient* rating, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.
 - ii. For each tenured teacher who received a *needs improvement* or *unsatisfactory* rating, a minimum of three observations are required in the school year immediately following the year in which the *needs improvement* or *unsatisfactory* rating was assigned, of which two must be formal observations.
 - iii. For each nontenured teacher, a minimum of three observations are required each school year, of which two must be formal observations.
- d. During a conference held after an observation, the qualified evaluator must share with the teacher any evidence collected during an observation and the evaluator's judgments concerning the evidence.
 - i. Following a formal observation, the qualified evaluator must meet with the teacher to discuss the evidence collected about the teacher's professional practice and provide written feedback to the teacher.
 - ii. Following an informal observation, the qualified evaluator must provide feedback to the teacher either orally or in writing and, if the feedback is in a written format, must also provide the teacher with an opportunity to have an in-person discussion with the evaluator.
- e. The evaluation plan must provide for the consideration of each teacher's attendance, planning, instructional methods, classroom management, where relevant, and competency in the subject matter taught.
- f. No later than a district's PERA implementation date, the evaluation plan must provide for the use of student growth as a significant factor in each teacher's evaluation. "Significant factor" means that data and indicators on student growth must be at least 25 percent of the evaluation rating in the district's first and second years of implementation. After the first two years, student growth must be at least 30 percent of the evaluation rating.

8. What is the first step for incorporating data and indicators of student growth into the evaluation plan?

The district must use a Joint Committee to develop a plan for incorporating data and indicators of student growth into the evaluation plan. The Joint Committee is "composed of equal representation selected by the district and its teachers, or where applicable, the executive bargaining representative of its teachers." If, within 180 calendar days of the committee's first meeting, the committee does not reach agreement on the plan, the district must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth.

The amendment of an evaluation plan continues to be a mandatory subject of bargaining. As the school board must approve the bargaining agreement between the district and the teachers' exclusive representative, school board members will be interested in the Joint Committee's progress and will want to request updates from the superintendent or designee.

9. Did education reform alter contractual continued service (tenure)?

Yes. After the PERA implementation date in your district, your teachers will acquire tenure on the basis of performance evaluations.

Before and after education reform there are three broad categories of teachers for purposes of statutory employment rights:

- a. Tenured teachers have a continuing employment relationship.
- b. Probationary teachers do not have tenure.
- c. Probationary teachers in their final year of probationary service have slightly greater rights than other probationary teachers.

Until a district's PERA implementation date, a teacher's probationary period for earning tenure is four consecutive years. After the PERA implementation date:

- a. Tenure is given to teachers who have completed four consecutive school terms of employment earning a *proficient* or better overall rating in their fourth school term and also in either of their second or third school terms.
- b. Portable tenure is given to teachers who previously attained tenure in a different district if other statutory requirements are met.
- c. Accelerated tenure is given to teachers who receive an overall performance rating of *excellent* in their first 3 terms.

10. What are the consequences if a teacher receives a performance rating of needs improvement or unsatisfactory?

Whether before or after a district's PERA implementation date, any tenured teacher rated *needs improvement* must receive a professional development plan. If a tenured teacher is rated *unsatisfactory*, the district must develop and commence a plan for 90 school days of remediation within the classroom. The remediation plan must involve a consulting teacher and include multiple evaluations. The teacher must be dismissed if he or she fails to complete the remediation plan with a rating of *proficient* or better.

After a district's PERA implementation date, a nontenured teacher must be dismissed if he or she is not eligible for tenure at the end of his or her probationary period.

11. How did education reform alter the process to nonrenew a probationary teacher?

To nonrenew a probationary teacher, whether before and after a district's PERA implementation date, a district must (a) fully comply with its evaluation plan and collectively bargained evaluation procedure, and (b) give a written notice of nonrenewal to the teacher at least 45 days before the end of the school term.

The written notice must contain specific reasons for the nonrenewal when:

- a. Whether before and after a district's PERA implementation date, the probationary teacher is in the fourth year of his or her probationary period, or

- b. After a district's PERA implementation date, the teacher is in the third year of his or her probationary period if the teacher received an *excellent* rating in each of his or her first three years of his or her probationary period.

12. What is the traditional process for dismissing a tenured teacher? May it be used now?

The traditional dismissal process is available now for dismissing tenured teachers. It was streamlined by education reform and is found in Section 24-12(d). It may be used in a dismissal for any reason other than a reduction in force/layoff. The traditional process is independent of the Optional Alternative Evaluation Dismissal Process described in question #13. Even after a district's PERA implementation date, your board may choose to use the traditional dismissal process.

The traditional dismissal process was informally labeled "streamlined" because education reform made it more efficient. ISBE no longer appoints a hearing officer. Instead, the parties may mutually agree on a hearing officer or the board appoints one from a list maintained by ISBE. The hearing officer now has mandatory timelines for holding the hearing and presenting findings of fact to the board. The failure of a board to strictly follow the timelines does "not render it without jurisdiction to dismiss the teacher." The process is different depending on whether the board seeks to dismiss a tenured teacher due to:

- a. Performance when a teacher received an *unsatisfactory* evaluation rating and failed to successfully complete a performance remediation plan. If the teacher requests a hearing, a hearing officer holds the hearing and renders the final decision.
- b. Conduct (incompetency, cruelty, negligence, immorality, other sufficient cause, or whenever, in the board's opinion, the interests of the schools require it). If the conduct is remediable, the board must first allow the teacher time to remediate or cure the conduct. The board makes the decision to dismiss or retain a teacher after receipt of the hearing officer's recommendation. The board's decision is final unless the teacher files a lawsuit.

13. What is the Optional Alternative Evaluation Dismissal Process for dismissing a tenured teacher? When may it be used?

An expedited dismissal process will be available after a district's PERA implementation date. It is known as the "Optional Alternative Evaluation Dismissal Process" for tenured teachers and is found in Section 24-16.5. This dismissal process may be used only after a teacher has failed to complete a remediation plan with a rating equal to or better than a *proficient* rating.

An Optional Alternative Evaluation Dismissal is a shorter process than the streamlined process described in question #12. This is the reason it is nicknamed "expedited." The basic timelines, procedures, and requirements follow:

- a. The dismissal must be preceded by a statutory remediation process that, among other things, requires the use of a second evaluator.
- b. To institute a dismissal proceeding, the board must first provide written notice to the

teacher within 30 days after the completion of the final remediation evaluation.

- c. No hearing is required unless the teacher requests one within 17 days after receiving notice.
- d. The hearing officer may only consider and give weight to performance evaluations relevant to the scope of the hearing.
- e. With a few exceptions, each party has only 2 days to present evidence and testimony.
- f. The hearing officer, within 30 days from the close of the hearing, issues findings of fact and a recommendation to the board to either retain or dismiss the teacher.
- g. The board, within 45 days after receipt of the hearing officer's findings of fact and recommendation, must decide, through adoption of a written order, whether the teacher is dismissed from its employ or retained, provided that only PERA-trained board members may participate in the vote with respect to the decision.

A board may use this expedited dismissal process after its PERA implementation date. This will be the 2015-2016 school year for some districts and the 2016-2017 school year for most districts.

14. What is the process for selecting teachers for a reduction in force/layoff (RIF)?

The education reform legislation significantly changed the method for selecting teachers for RIF. Before the reform legislation, the selection was strictly based on seniority. After the reform legislation, the process generally involves categorizing teachers in one or more position list(s) by certification and qualifications. The next step is to place teachers on each position list in one of four groups based on their performance evaluations as follows:

Group 1 – nontenured teachers who (i) have not received a performance evaluation rating, (ii) are employed for one school term or less to replace a teacher on leave, or (iii) are employed on a part-time basis as defined in the statute

Group 2 – teachers evaluated as *needs improvement* or *unsatisfactory*

Group 3 – teachers evaluated as *satisfactory* or *proficient*

Group 4 – teachers evaluated as *excellent*

The district must choose teachers according to group number beginning with Group 1. The district must annually establish, in consultation with any exclusive employee representatives:

1. A list of the sequence of honorable dismissal showing each teacher by name and categorized by positions and groupings, and
2. A list showing the length of continuing service of each teacher who is qualified to hold any position, unless an alternative method of determining a sequence of dismissal is established, in which case a list must be made in accordance with the alternative method

The statute provides deadlines for providing these lists to the exclusive representative.

Each district must use a joint RIF committee selected by the school board and its teachers (or the exclusive bargaining representative of its teachers). The joint RIF committee considers various issues identified in the reform legislation concerning the selection of teachers for layoff. On or before December 1 each year, the joint RIF committee must be established and must hold its first meeting. Section 24-12(b), or any applicable collective bargaining agreement, controls the notice of honorable dismissal that a district must give a teacher and the order of recall.

15. What are the mandatory training requirements for board members?

Of the three training requirements described below, only the first two are the result of education reform.

- a. **Professional Development Leadership Training.** Board members elected or appointed after June 13, 2011 must complete this training within the first year of their term. The training must be a minimum of four hours and cover education and labor law, financial oversight and accountability, and fiduciary responsibilities.
- b. **PERA Training.** A board member must complete PERA training before participating in the vote on an Optional Alternative Evaluation Dismissal.
- c. **Open Meetings Act Training.** Board members taking office after Jan. 1, 2012 must complete this training no later than 90 days after taking the oath of office. The Ill. Attorney General's office and IASB are authorized to provide this training.

IASB offers courses on these topics in a variety of formats and locations, including through the Online Learning Center at www.iasb.com.

16. What is the school board's role in PERA and education reform?

The school board's role in PERA and education reform is one of governance of the school district with an elevated and focused obligation for ensuring student growth. This means that the board must identify the district's ends in accordance with the reform measures and revise its monitoring function accordingly. The board must enter into performance-based contracts with administrators that contain meaningful goals and indicators of student performance and academic growth. The board must evaluate the superintendent. It must review information that will inform the board whether principals and staff members are being effectively evaluated and it must dismiss staff based on inadequate performance. It must monitor student growth. It must select members to the RIF Joint Committee. Individual board members must complete professional development leadership training and, eventually, PERA training for Optional Alternative Evaluation Dismissals.

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General School Administration

Administrative Procedure - Succession Plan

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall be as stated below. If the first person on the succession list is unavailable, the second person shall be the responsible person, and so on, in order through the list. The designated individual shall communicate with the Board of Education President in cases of importance and/or emergency.

Superintendent

Contact made to Superintendent’s Executive Assistant, who will then direct the concern to the appropriate Senior Level Administrator as defined below:

Senior Director of Human Resources – HR issues

Assistant Superintendent for Finance and Operations – Finance, facilities and operations issues

Senior Director for Academic and Administrative Services – Parent/guardian issues

Senior Director of Policy, Planning and Communication – Communication, safety and policy issues

Senior Director of Special Education – Special education issues

Directors of Curriculum and Instruction – Curriculum issues
Director of Technology – Technology issues

Building Principal

Assistant Principal or Student Support Specialist

Executive Coordinator for Building Management

DATED: