

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302**

**BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING
Thursday, December 9, 2010
Immediately Following Instruction Committee Meeting
Board Room
AGENDA**

- I. Approval of Minutes** **Dr. Dietra D. Millard/Sharon Patchak Layman**
- II. Consideration of Policies for Second Reading**
 - A. Policy 3910, Identity Protection Policy
 - B. Policy 5144, Food Allergy Management Program
- III. Consideration of Policies for First Reading**
 - A. Policy 4113, Certified Personnel – Certification
 - B. Policy 4122, Substitute Teachers
- IV. Discussion Items**
 - A. Organizational Needs Assessment
 - B. Superintendent Goals and Indicators
 - C. Superintendent Evaluation Tool: Format and Timeline
 - D. Retreat Evaluation
 - i. Evaluation plus Future Retreats
 - ii. Discussion of Suggestions made related to the PEG Committee
- V. Additional Matters for PEG Committee Information/Deliberation**

- Docket:**
- 1. Classification of Non-Affiliated Employees
 - 2. Board Policy Manual Evaluation

C: Board Members, Dr. Dietra D. Millard and Sharon Patchak-Layman, Co-Chairs

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, IL 60302**

**Policy, Evaluation and Goals (PEG) Committee
Thursday, November 11, 2010
Minutes
Board Room**

A Policy, Evaluation and Goals Committee meeting was held on Thursday, November 11, 2010, in the Board Room. Co-chair Dr. Millard opened the meeting at 10:00 a.m. Committee members present were John C. Allen, Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also present were: Steven T. Isoye, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Lauren M. Smith, Director of Human Resources; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Kay Foran, Communications and Community Relations Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair; Micheline Piekarski, Food Service Director, and Dr. Allan Alson of SchoolExec Connect.

Minutes

It was the consensus of the Policy Committee members to accept the minutes of the October 14, 2010 meeting, as presented.

Consideration for First Reading

Policy 3910, Identity Protection

District 200 presented Policy 3910, Identity Protection in order to comply with a new law by January 2011. This policy must be adopted by the Board of Education by January 2011.

It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 3910, Identity Protection, for first reading, at its regular November Board of Education meeting.

It was noted that it was important to educate the employees of the building about its implementation and consequences of this policy.

Policy 5144, Food Management Program

This policy was also developed as a result of a new law. Mr. Isoye reported that the key people involved in reviewing a policy written by IASB regarding food management were students, the Food Service Director, the Special Education Director, the Assistant Superintendent of Pupil Support, the Principal and himself. The District's attorney then reviewed the policy and made further suggestions which were reflected in packet.

It was reiterated that the parent groups would be given the opportunity to review and make comments on the draft policy. Ms. Patchak-Layman suggested sending this to the Wellness Committee for its input as well and to list it on the front the OPRFHS website.

Policy 2125, Vacations

The Committee discussed whether to change Policy 2125, Vacations, to appropriately reflect what should be included as part of the administrative benefit package. Ms. Patchak-Layman felt it was important for the Board of Education to consider 1) whether this policy should be the baseline, 2) whether the Board of Education should approve the buying back of vacation days, 3) whether winter break should be an add-on or included as part of one's vacation, and 4) whether the term "weeks" should be changed to "days," i.e., instead of four weeks of vacation, it would read 20 days. While Mr. Finnegan did not want to open this up to discussion, he did feel that weeks could be changed to days for administration, e.g., 20 working days or 25 days per year. Dr. Lee agreed that the term "days" would be more useful.

Dr. Millard noted that Mr. Isoye was aware that this policy had caused confusion for recent hires and was discussing this with Ms. Witham and Ms. Smith. Upon review, it is possible that something will be brought to the Board of Education in December or January. Mr. Isoye noted that he would like to propose different models for the Board of Education to consider. DLT has been informed that this discussion is forthcoming. Dr. Lee suggested Mr. Isoye submit a list of proposals with options.

Ms. Patchak-Layman looked at vacation days as a separate unit and wanted to see the number of days worked because it had a ramification on the per diem, i.e., twelve months of work, four weeks in a month would equal 23 to 28 work days. The standard work year is 260 days, leap year is 261, and teachers have a work day contract of 185.

Dr. Lee, Ms. McCormack, and Mr. Allen preferred that administrators take their vacation days as to them it was a quality of life issue. They were undecided about the buying back of unused vacation days. Further discussion on this should occur. Mr. Allen did not feel the number of days was an issue.

The Committee members were encouraged to pass along any other comments that they might have to the administration for further consideration.

Additional Matters for Deliberation

Ms. Patchak-Layman noted that *The School Code of Illinois* states that the Board of Education should see the parent notifications of suspensions. She has not seen anything other than the semi-annual discipline reports. Mr. Isoye responded that he will confab with the attorney to see if the semi-annual discipline report fulfilled this requirement. This will be discussed at a future meeting.

Dr. Lee asked to see a calendar for the PEG Committee that includes the issue of Superintendent evaluation and goals. Ms. Patchak-Layman responded that the Superintendent is required by contract to provide his goals in January to the Board of Education and then an evaluation schedule will be set. Mr. Isoye stated that he is working with Dr. Millard on this and she has been in touch with the Board of Education's attorney.

Adjournment

The Policy Evaluation and Goals Committee adjourned at 10:44 a.m.

POLICY 3910, Identity Protection

This policy is enacted in compliance with the Illinois Identity Protection Act, 5 ILCS 179/1 et seq. (the "Act"), which requires all local government agencies to draft and approve an identity-protection policy.

The Board of Education of the Oak Park and River Forest High School District hereby adopts the following policy, in conformance with the provisions of said Act:

1. All employees who have access to social security numbers or birth certificates in the course of performing their duties shall be required to attend training on the protection of confidential or personally identifiable information ~~ity of social security numbers or birth certificates~~. The training will include instructions on the proper handling of information that contains social security numbers or birth certificates from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle birth certificates, information or documents that may contain social security numbers or birth certificates may access such information or documents.
3. Any request for social security numbers or birth certificates from individuals shall be done in a manner that allows this information ~~the social security number or birth certificate~~ to be easily redacted if a document is required to be released as part of a public records request.
4. Any request for social security numbers or birth certificates from individuals shall include a statement of the purpose or purposes for which this information ~~the social security number or birth certificates~~ is being collected and used.
5. A written copy of this policy shall be filed with and maintained on file by the Board of Education of the School District.
6. This policy shall be made available to any member of the public upon request.
7. Any amendment to this policy after its initial adoption shall be filed with the Board of Education and a copy of the amended policy shall be made available to School District employees.

Violation of the provisions of this policy by employees of the School District shall be grounds for discipline up to and including dismissal.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: Illinois Identity Protection Act, 5 ILCS 179/1

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

Identity Protection Agreement

I have read and understand the provisions of Policy 3910, Identity-Protection, as follows:

1. All employees who have access to social security numbers or birth certificates in the course of performing their duties shall be required to attend training on the protection of confidential or personally identifiable information ~~ity of social security numbers or birth certificates~~. The training will include instructions on the proper handling of information that contains social security numbers or birth certificates from the time of collection through the destruction of the information
2. Only employees who are required to use or handle birth certificates, information or documents that may contain social security numbers or birth certificates may access such information or documents.
3. Any request for social security numbers or birth certificates from individuals shall be done in a manner that allows this information ~~the social security number or birth certificate~~ to be easily redacted if a document is required to be released as part of a public records request.
4. Any request for social security numbers or birth certificates from individuals shall include a statement of the purpose or purposes for which this information ~~the social security number or birth certificates~~ is being collected and used.
5. A written copy of this policy shall be filed with and maintained on file by the Board of Education of the School District.
6. This policy shall be made available to any member of the public upon request.
7. Any amendment to this policy after its initial adoption shall be filed with the Board of Education and a copy of the amended policy shall be made available to School District employees.

Violation of the provisions of this policy by employees of the School District shall be grounds for discipline up to and including dismissal.

Employee Name

Signature

Date: _____

Policy 5144, Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Provides for: (a) identification of students with food allergies, (b) prevention of exposure to known allergens, (c) response to allergic reactions with prompt recognition of symptoms and treatment, and (d) education and training of all staff about management of students with food allergies, including administration of medication with an auto-injector, and provision of an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Board policies.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39. *Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines)*, jointly published by the State Board of Education and Ill. Dept. of Public Health.

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.: (Administering Medicines to Students), 8:100, (Relations with Other Organizations and Agencies)

Administrative Procedure - Implementing a Food Allergy Management Program

The following procedure implements policy 7:285, *Food Allergy Management Program*, and is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b), added by P.A. 96-349 and renumbered by P.A. 96-1000).

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
 - Phase One: Identification of Students with Food Allergies
 - Phase Two: Prevention of Exposure to Known Allergens
 - Phase Three: Response to Allergic Reactions

Glossary of Terms

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Food Allergy Management Committee (Committee) – This Committee is a District-level team that the Superintendent creates to develop a Food Allergy Management Program.

Individual Food Allergy Management - The process at the building-level used to manage and prevent anaphylaxis. The process identifies: (a) students with food allergies, (b) procedures to prevent exposure to known food allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this administrative procedure.

Emergency Action Plan - A document that outlines a food allergic student's needs, and at minimum, includes precautions necessary for food allergen avoidance, emergency procedures and treatments if exposure occurs, what (if any) training school personnel will receive, and when/how parents/guardians will be notified if exposure occurs.

Food Allergy Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food allergies (105 ILCS 5/2-3.149, added by P.A. 96-349 and renumbered by P.A. 96-1000). This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school. The Superintendent or his/her designee shall establish a Food Allergy Management Committee. The Committee will consist of the Superintendent, Director of Special Education, Assistant Principal for Student Services, Principal, Food Service Director, and the Nurse. The Committee will convene at least once a year to update and review practices.

The Principal or his/her designee will inform the school community by providing the information to students and their parents/guardians. The Principal will implement the Program in the building by meeting with the appropriate staff.

Individual Food Allergy Management

This section's procedures are implemented each time the school identifies a student with a food allergy. It relies heavily upon Principal and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student's age, the allergen(s) involved, the facilities in the building, etc.

Phase One: Identification of Students with Food Allergies

The Parent/Guardian will inform the Principal or his/her designee of the student's food allergy and complete the Allergy History Form and relevant portions of the Emergency Action Plan (EAP).

The Principal or his/her designee and/or the Nurse/DSP will, at a minimum:

1. Gather appropriate health information, including reviewing the completed Allergy History Form and EAP;
2. Complete the EAP and an Individual Health Care Plan (IHCP) in compliance with state law;
3. Determine which staff members will provide services and/or accommodations and assign those responsibilities to individual staff members. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations;
4. Identify staff members trained in emergency response who will respond to any allergic reaction the student may have;
5. Determine whether members of the community should be notified regarding the student's food allergy.

For accommodations or services beyond EAP and IHCP, complete a 504 Plan or IEP as needed and in compliance with relevant State and federal law and Board policy.

Phase Two: Prevention of exposure to Known Allergens

The Principal or his/her designee and/or the Nurse/DSP will:

1. Assemble a multi-disciplinary team to manage the individual student's health needs, including a variety of school staff;
2. Convene a meeting to educate all the staff members with responsibilities under the EAP of their roles and to provide a copy of the EAP and the IHCP to those staff members, as needed;
3. Oversee performance of responsibilities by staff members under the EAP and the IHCP;
4. Facilitate the dissemination of accurate information regarding a student's food allergy within the building and the community as necessary to implement the EAP and the IHCP, while respecting the student's privacy rights. Communications with the community, including parents and other students should remind them of the importance of keeping the educational setting free of the food allergen.

Phase Three: Response to Allergic Reactions

The multi-disciplinary team will implement and follow all identified responsibilities in the EAP and IHCP in the case of an allergic reaction.

LEGAL REF: 105 ILCS, 5/2-3.149.

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Policy Evaluation and Goals (PEG) Committee

FROM: Lauren Smith, Director of Human Resources

DATE: December 9, 2010

Cc: Stephen Isoye, Superintendent

RE: Policy Recommendations for Policy 4122 Substitute Teachers and 4113 Certified Personnel

BACKGROUND

An audit of the current personnel policies has been completed. There are several policies that will be presented to the PEG Committee for revision or adoption in the coming months. To start the process, there are two policies being presented to PEG for review and revision.

SUMMARY OF FINDINGS

Policy 4122 Substitute Teachers is being presented due to recent changes in Illinois as well as to have clearer language on the legal working ability of substitutes.

Policy 4113 Certified Personnel is being presented because of missing language related to "highly qualified" and the District's responsibilities under Title 1.

Next Steps

Motion: Move to present policy as first reading at the next regularly scheduled Board of Education Meeting.

Policy 4113, CERTIFIED PERSONNEL - CERTIFICATION

Certified staff members must hold a State of Illinois certificate valid for their school assignments and must provide evidence of meeting the qualifications of the State of Illinois, ~~as listed in "The Illinois Program for Evaluation, Supervision, and Recognition of Schools," or the North Central Association, whichever has the greater requirement.~~

The following qualifications apply:

1. Each teacher must:

a. Have a valid Illinois certificate that legally qualifies the teacher for the duties for which the teacher is employed.

b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.

c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.

d. Notify the Superintendent of any change in the teacher's transcript.

e. Certified staff members shall be responsible for notifying the District of and providing documentation for any additional credits or degrees or certificates earned throughout their employment with the District. The District shall have the right to rely on the information contained in a certified staff member's file when making reduction-in-force decisions.

2. All teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) must be *highly qualified* for those assignments as determined by State and federal law.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately certified and *highly qualified* for their assignments;

2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or

inexperienced teachers; and

3. Ensure parents/guardians of students in schools receiving Title I funds are notified: (a) of their right to request their students' classroom teachers' professional qualifications, and (b) whenever their child is assigned to, or has been taught for 4 or more consecutive weeks by, a teacher who is not *highly qualified*.

Amended Date(s):

Adopted Date: September 22, 1994

Review Date:

Legal Refer: 20 USC §§6319; 34 C.F.R. § 200.55, -56, -57 and 61; 105 ILCS 5/10-20.15, 5/21-1, 5/21-10, 5/21-11.4, and 5/24-23; 23 Ill.Admin.Code §1.610 et seq., §1.705 et seq., and Part 25;

CROSS REF.: 6:170 (Title I Programs)

Policy 4122, SUBSTITUTE TEACHERS

~~A list of qualified substitute teachers will be maintained in the Personnel Office. Such teachers will be paid on a daily rate schedule adopted by the Board of Education.~~

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold a valid teaching or substitute certificate and present a certificate of authorization from the Regional Superintendent showing that he or she is approved to substitute teach. Substitute teachers with a substitute certificate may teach only when an appropriate, fully-certificated teacher is unavailable.

A substitute teacher may teach only for a period not to exceed 90 paid school days or 450 paid school hours in any one school district in any one school term. However, a teacher holding an early childhood, elementary, high school, or special certificate may substitute teach for a period not to exceed 120 paid school days or 600 paid school hours in any one school district in any one school term, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The School Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

If members of the professional staff are assigned as substitutes during one of their unscheduled periods, they will be paid according to a schedule adopted by the Board of Education.

Amended Date(s): May 15, 1975; July 18, 1974

Adopted Date: September 23, 1968

Review Date:

Law Reference: 105 ILCS 5/21-9; 23 Ill.Admin.Code §1.790

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

OPRFHS Organizational Assessment Scope of Work UPDATE

Phase	Activity/Deliverable	Baldrige-Based Needs Assessment PLAN	Non-Baldrige Needs Assessment ACTUAL
I. Establish Readiness & Scope	Project Plan	Completed (3 times)	Completed per Client
II. Assess Org Performance	Leadership Input	Steering Committee Meetings: 5, 90-minute meetings	1 team meeting per visit (completed 2 as of 11/17/10); Individual Meetings with District and School leader per visit (4 completed as of 11/17/10)
	Staff Input	Criterion Team Meetings: 9, 90-minute meetings ~ 14 hours	Individual staff meetings: Completed 43, 20-30 minute meetings as of 11/17/10 ~ 18 hours; Planned 12-15 meetings on 12/8/10 ~ 6+ hours; Planned Board Meeting on 12/9/10
	Other Data Collection	Documentation of past performance and plans (i.e. strategic plan)	Data Retreat; documents
	Final Organizational Profile; PowerPoint presentation		
III. Identify and propose organizational improvement opportunities	Improvement Recommendations document; presentation document	Present Final Profile and Improvement Recommendations to District Leadership Team and Board	Present Final Profile and Improvement Recommendations to District Leadership Team and Board
IV. Develop a draft implementation plan for three (3) key organizational improvement opportunities	Improvement Plan for 3 organizational improvement opportunities	Present 3 Plans to District Leadership Team and Board	Present 3 Plans to District Leadership Team and Board

Key Differences between Baldrige and Non-Baldrige Organizational Assessment

Organizational Assessment Component	Baldrige	Current
Framework	Baldrige	Blueprint (derived from several sources, applied in Anoka Hennepin School District)
Data Collection Procedure: Staff	Criterion Teams assigned by District Leader; 9, 90-minute meetings	Individual meetings; 55+, 20 minute meetings
Data Collection Procedure: Leadership	Steering Committee Meetings assigned by District Leader; 5, 90-minute meetings	District Leadership Team meetings as needed (e.g. input, update, site visit); estimated 6 meetings
Presentations and Reports	Organized by Baldrige Framework Criteria	Organized by Blueprint Framework

OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, IL 60302-2296

Date: December 1, 2010
To: Board of Education
From: Dee Millard
Re: December PEG agenda items IV. B: Supt Goals and Indicators and IV. C: Superintendent Evaluation

Goals and Indicators. This month Dr Isoye is presenting to the Board his draft of indicators for each of the goals in his contract. As we all know, the contract must include indicators, which are required for multi-year administrator contracts, per *The School Code of Illinois*. These indicators will serve as the basis for our evaluation of his performance. Since the current contract states that we will finalize and adopt goals and indicators no later than January, he would like our feedback now about any changes or revisions before next month when we will vote on these. We need to be cognizant that these will remain in the contract for all three years.

As well, Dr Isoye has described separately more specific actions that he and the administration are currently pursuing toward addressing each of these goals/indicators this school year and also the expected outcomes of these activities. He expects that the actions and measurables will change annually, and he wants our feedback about these too. While he wants us to be fully informed about these, the detailed descriptions he has provided are not typically a part of the superintendent contract.

Superintendent Evaluation. The Superintendent contract states that we will conduct an evaluation each year in June (in December in the final contract year). I have attached a copy of the evaluation tool we selected two years ago. Please review this for discussion, specifically for any changes we may wish to make. As we discuss goals and indicators, I would like us to be aware of how we plan to evaluate our Superintendent's performance.

GOALS – Draft for Contract Purposes

Goal 1 – Provide leadership in review of current programs and recommend appropriate measures and courses of action to eliminate predictability and disproportionality in student achievement and eliminate systemic inhibitors to success for students and staff of color.

Indicators for Goal 1: Through the leadership of the Superintendent, the District will: (1) identify systemic inhibitors of success for students and staff of color, (2) develop effective measures of student and staff achievement and (3) implement one or more courses of action designed to eliminate predictability and disproportionality in these areas.

Goal 2 – Provide leadership in review of current programs and recommend appropriate measures and courses of action to improve student achievement.

Indicators for Goal 2: The results of this review will be communicated through on-going reports to the Board. Student achievement will be measured through standardized testing and other measures to be identified and approved by the Board.

Goal 3 – Provide leadership for ongoing programs related to the management of the organization and recommend appropriate courses of action to effectively and efficiently provide for a safe learning environment.

Indicators for Goal 3: The Superintendent will provide to the Board an annual report regarding the safety of students and staff. As part of this process, the Superintendent will develop appropriate measures of safety and operational conditions that may be linked to fluctuations in safety. Where appropriate, the Superintendent will also recommend operational modifications designed to address safety issues.

Goal 4 – Oversee the financial condition of the school district and recommend steps to preserve prudent fund balances while maintaining and upgrading facilities and academic programs.

Indicators for Goal 4: The Superintendent will summarize on an annual basis to the Board his analysis of the financial condition of the District and any recommendations made to preserve prudent fund balances while upgrading facilities and academic programs. This report will also reflect on the implementation of previously recommended steps and their impact.

Superintendent Evaluation Process
Performance Goals and Performance Evaluation

I. Philosophy and Guidelines

The mission of Oak Park and River Forest High School District 200 is to provide opportunities for all students a superior education so that they may achieve their full human potential. Performance Goals and the Performance Evaluation of the Superintendent seek to fulfill this mission by ensuring that the Superintendent as chief executive officer of the District maintains a vision of continuous improvement for him/herself and the District and at a high level of performance. Its purpose is to recognize performance and identify areas in need of improvement. Finally, the evaluation process is one of accountability, reflection, and feedback by both the Board of Education and the Superintendent.

The Performance Evaluation of the Superintendent is conducted annually by the Board of Education. It includes an evaluation of the Performance Goals established for the year, as well as a Performance Evaluation of Domains as identified below. The process is initiated and guided by the President of the Board of Education.

The Performance Evaluation process utilizes the following Performance Domains:

- Academic Program (curriculum, instruction, assessment);
- Co-curricular Program;
- Facilities;
- Finance and Budget;
- Leadership and Administration;
- Policy;
- Personal and Professional Qualities; and
- Relationships (Board, Staff, Student, Parent, and Community).

These Domains incorporate elements of the Superintendent's position description, as well as areas in which a Superintendent is expected to perform at a high level. Each Board member and the Superintendent rates specific objectives within each Domain. An overall rating for each Domain is calculated, and finally, an overall rating of all Domains is calculated. Once each Board member and the Superintendent submit the evaluation instrument, the Board President compiles same, and the resulting document is utilized as the basis for appraisal and evaluation.

II. Process

A. Performance Goals

1. The Board and Superintendent annually and mutually develop Performance Goals for the District and the Superintendent. The Superintendent then develops Performance Goals and indicators/measures of success and submits them to the Board for its review, revision, and approval.
2. Performance Goals are developed after the previous year's Performance Goals and indicators of success have been evaluated.
3. Performance Goals are developed in a timeframe so that the Board approves them no later than the regular August Board meeting; however, it would be preferable to have them developed and approved in June. The reason for this is so that the Superintendent can begin to work on them during the summer, and so that Administrators (DLT, BLT, and IC) can identify those performance goals for which they may have responsibility, begin work, and incorporate them into their own goals. (Each administrator is required to select at least one Board/Superintendent goal to work on during the year.)
4. The Performance Goals are documented using the attached Goals form.
5. By May 1 of each school year, the Board President initiates and begins to guide the Superintendent's evaluation process.
6. Each Board member completes an evaluation of the Performance Goals in a narrative summary, addressing each one. The President of the Board collects the Performance Goal evaluations and summarizes them into one document. He/she provides a copy to the Superintendent for his/her review.
7. The Superintendent completes a self-evaluation of the Performance Goals in a narrative summary, addressing each one. He/she submits the narrative summary to the President of the Board. The President of the Board then distributes it to the entire Board of Education.
8. The Board and the Superintendent mutually review the Performance Goals and indicators of success at a joint meeting.
9. The Board then meets separately to discuss and reach consensus on the evaluation of the Performance Goals.
10. The President of the Board then prepares a final evaluation of the Performance Goals, presents it to the Superintendent, and meets with the Superintendent to review it.
11. The Goals form is signed and dated by the President of the Board and the Superintendent.
12. A copy of the final Goals form and evaluation are placed in the Superintendent's personnel file.

IV. Performance Evaluation

- A. Each Board member completes the Performance Evaluation instrument. The President of the Board collects the Performance Evaluation instruments, compiles them, and summarizes them into one document. He/she provides a copy to the Superintendent for his/her review.
- B. The Superintendent completes the Performance Evaluation instrument. He/she submits it to the President of the Board. The President of the Board then distributes it to the entire Board of Education.
- C. The Board and the Superintendent mutually review the Performance Evaluation instruments at a joint meeting.
- D. The Board meets separately to discuss and reach consensus on the Performance Evaluation.
- E. The President of the Board then prepares a final Performance Evaluation document, presents it to the Superintendent, and meets with the Superintendent to review it.
- F. The Performance Evaluation is signed and dated by the President of the Board and the Superintendent.
- G. A copy of the final Performance Evaluation is placed in the Superintendent's personnel file.

III. Annual Performance Goals Form

A. Year:

B. Name: **Dr. Steven T. Isoye, Superintendent**

C. Goals

District, Board, and Superintendent Performance Goals are developed and evaluated collegially and mutually by the Board of Education and the Superintendent. Goals establish targets for the year, and they direct and focus the work of the Board and the Superintendent. Upon completion of the previous year's Superintendent's evaluation and the Board's self-evaluation, Performance Goals for the following year are developed.

Goal 1 – Provide leadership in review of current programs and recommend appropriate measures and courses of action to eliminate predictability and disproportionality in student achievement and eliminate systemic inhibitors to success for students and staff of color.

Comments

Goal 2 – Provide leadership in review of current programs and recommend appropriate measures and courses of action to improve student achievement.

Comments

Goal 3 – Provide leadership for ongoing programs related to the management of the organization and recommend appropriate courses of action to effectively and efficiently provide for a safe learning environment.

Comments

Goal 4 – Oversee the financial condition of the school district and recommend steps to preserve prudent fund balances while maintaining and upgrading facilities and academic programs.

Comments

Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

D. Summative Performance Goal Statements

To be completed by the Board President on behalf of the Board, summarizing individual Board member's evaluations, and by the Superintendent as his/her summarizing self-evaluation.

1. Board of Education

2. Superintendent

E. Signatures

The Superintendent's signature indicates that the Board of Education, through its President, has reviewed and conducted the evaluation in a personal, confidential meeting with the Superintendent. It does not necessarily indicate agreement with the contents of the evaluation.

Board President Signature _____

Date _____

Superintendent Signature _____

Date _____

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V. Annual Performance Evaluation Form

Performance Domains

Each Board member and the Superintendent individually reflect upon and identify areas of accomplishment and improvement within the following Performance Domains. Each objective within each Performance Domain is rated, and a summary average rating for each Domain is then calculated. Board members and the Superintendent have the option of providing written comments for each Performance Domain; however, in instances where improvement is needed or desired, a written justification must be provided. A summary rating is then calculated for all the Performance Domains using the formula provided, and an overall rating is assigned (1 – low; 5 – high) using the criteria noted. UTO = Unable To Observe and should be used when there is no basis for determining a rating for an objective. It is not calculated in the total or in averages.

A. Academic Program (curriculum, instruction, assessment) (1 – low; 5 – high)

Objectives	1	2	3	4	5	UTO	Avg.
1. Develops and implements short and long range curricular and instructional plans, goals, objectives, and measurements.							
2. Guides, supports, and evaluates academic achievement and recommends necessary corrective action.							
3. Is informed of current educational thought, trends, and practices by advanced study, visiting school systems, attending educational conferences, and other appropriate means; keeps Board informed of same.							
4. Keeps current on new legislation, legislative issues, legal rulings, advising the Board and staff of important topics or the need for adjustments to remain in compliance.							
5. Monitors the academic achievement of students using local, state, and national assessment data.							
6. Emphasizes accountability in the academic program.							
Total							
Comments							

B. Co-Curricular Program (1 – low; 5 – high)

Objectives	1	2	3	4	5	UTO	Avg.
1. Supports the co-curricular program as an essential component of a comprehensive high school and regularly attends a variety of athletic and activity events.							
2. Ensures a fair and open process in the recruitment and employment of co-curricular coaches and sponsors.							

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3.	Delegates the responsibility and authority for a comprehensive co-curricular program to the Principal, Athletic Director, and Assistant Principal for Student Activities, and maintains accountability for same.							
4.	Ensures that the District abides by the spirit and letter of the law, The School Code of Illinois , and Illinois High School Association (IHSA) rules/regulations regarding co-curricular programs and students.							
Total								
Comments								

C. Facilities

(1 – low; 5 – high)

Objectives	1	2	3	4	5	UTO	Avg.
1. Demonstrates knowledge of school facilities, and manages and reduces risk exposure to the District.							
2. Prepares short and long range plans for buildings and grounds with the Assistant Superintendent for Operations, and makes recommendations for improvements, remodeling, reduction, and/or expansion as necessary to support programs and services. This includes the timely preparation and execution of five and ten year plans, Life Safety plan, and a periodic comprehensive building condition assessment.							
3. Ensures buildings and grounds are maintained in a safe and clean manner.							
4. Monitors short and long range student enrollment in District that may impact utilization of facilities.							
5. Ensures that there are timely, accurate, and informative reports to the Board regarding facilities projects.							
Total							
Comments							

D. Finance and Budget

(1 – low; 5 – high)

Objectives	1	2	3	4	5	UTO	Avg.
1. Keeps informed of the financial condition and needs of the District and makes recommendations for adequate financing and budgeting.							
2. Supervises the development of an accurate, realistic, detailed, and educationally focused budget, and ensures that adequate controls and accounting procedures are in operation.							

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3.	Develops short and long-range financial projections with the Chief Financial Officer keeping educational priorities in the forefront.							
4.	Oversees a sound fiscal management program, including the development of an annual budget, five and ten year plans, and other reports as requested by the Board, acting at all times in accordance with legal requirements and Board policy.							
Total								
Comments								

E. Leadership and Administrative Qualities

(1 – low; 5 – high)

Objectives		1	2	3	4	5	UTO	Avg.
1.	Personal attributes: is fair, honest, decisive, judicious, creative, courageous, responsible, and professional, and displays initiative and a strong work ethic.							
2.	Technical requirements: knows the technical requirements of the position (recommends policy, personnel, financial, curricular/instructional, school wide, and legally required actions to the Board), establishes procedures, and organizes and supervises staff), and executes those duties efficiently and competently.							
3.	Leadership skills: motivates staff, inspires confidence and competence among all stakeholders, encourages innovation, promotes teamwork, solves problems, exhibits good judgment, and involves appropriate staff in planning, problem solving, and program development. He/she is confidently relied upon in times of difficulty and has a vision toward continuous improvement.							
4.	Organizational skills: has established an efficient and effective organizational structure and planning system (short and long-range) that is clear and well defined, with appropriate and well defined delegation of responsibility, and utilizes staff skills effectively. He/she sets high expectations of performance for himself and others, having developed a system of professional accountability.							
5.	Communication skills: communicates effectively with the Board, staff, students, parents, and the community at large, both verbally and in writing.							

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6.	Organizational knowledge: has knowledge of the areas for smooth, efficient, and effective organizational functioning: curriculum/instruction/assessment, community relations, finance, human resources, operations, schools, and technology.							
7.	Support of the Board: supports and effectively executes Board policies and decisions.							
8.	Organizational capacity: builds organizational capacity by developing annual District goals and objectives with the Board of Education, and by providing information to the Board with such recommendations and recommendations for improvement.							
Total								
Comments								

F. Policy

(1 – low; 5 – high)

Objectives		1	2	3	4	5	UTO	Avg.
1.	Assists the Board in the development of policies, and ensures that the District maintains a current and legally accurate Board Policy Book.							
2.	Ensures that Board policies and laws are implemented with fidelity to their intent and monitors compliance of decisions, procedures, and actions of same.							
3.	Advises the Board on the need for new or revised policies and procedures.							
4.	Implements the District's mission and philosophy of education.							
5.	In the absence of an explicit policy, uses good judgment in making decisions.							
Total								
Comments								

G. Personal and Professional Qualities

(1 – low; 5 – high)

Objectives		1	2	3	4	5	UTO	Avg.
1.	Accepts responsibility for his/her actions; admits mistakes and perceives them as opportunities for growth; accepts and acts upon constructive criticism and suggestions for improvement; and reacts constructively to disappointment and/or failure.							
2.	Maintains a positive, enthusiastic, can do attitude, and role models same for staff, students, and community.							

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3.	Maintains high standards of ethics, honesty, and integrity in all personal and professional matters, and defends principles and convictions in the face of pressure and partisanship.							
4.	Possesses and maintains good health (physical, emotional, and mental) to meet the responsibilities of the position, and maintains a neat appearance and is well groomed.							
5.	Has and acts on the deep-seated belief that school is operated for the benefit of students and parents.							
6.	Demonstrates a service orientation, is committed to the success of the District, and maintains a strong work ethic.							
7.	Initiates and maintains communication with stakeholders, and seeks majority and divergent points of view when making decisions.							
8.	Demonstrates an ability to work well and fairly with individuals and groups. Exercises good judgment and democratic processes, where appropriate, in arriving at decisions.							
9.	Exercises proper degree of expectations, supervision, and accountability for his/her staff, commanding its confidence and respect.							
10.	Maintains a current knowledge base of trends and developments in education, has membership in professional organizations, and actively pursues self professional development.							
Total								
Comments								

G. Relationships (Board, Staff, Student, Parent, and Community) (1 – low; 5 – high)

All Stakeholders

Objectives	1	2	3	4	5	UTO	Avg.
1. Is available, accessible, and visible to staff, students, parents, and community.							
2. Represents the District as chief executive officer; articulates, upholds, and supports school policy to all stakeholders; communicates District beliefs, goals, vision, and mission to all stakeholders.							
3. Solicits from, gives attention to, views of all stakeholders.							
4. Models, demonstrates, and promotes appropriate professional behavior of mutual respect, cooperation, and communication with all stakeholders.							
Total							

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Board of Education		(1 – low; 5 – high)						
Objectives		1	2	3	4	5	UTO	Avg.
1. Prepares carefully and thoroughly for Board of Education meetings including but not limited to agendas and supporting materials in cooperation with the Board of Education President, and other Board Committee Chairs as necessary.								
2. Responds appropriately to Board direction, and answers questions, requests, and complaints from individual Board members promptly, honestly, and thoroughly per mutually developed protocols.								
3. Maintains a respectful, collegial, collaborative, and effective relationship with individual Board members and as the Board as a whole.								
Total								
Comments								

Staff		(1 – low; 5 – high)						
Objectives		1	2	3	4	5	UTO	Avg.
1. Evaluates performance of District Leadership Team (DLT) giving commendation for good work, as well as constructive suggestions for improvement, and establishes annual goals for each.								
2. Takes a constructive role in the collective bargaining process.								
3. Provides formal and informal feedback with the purpose of improving individual and organizational performance.								
4. Maintains communications with staff by various means so as to minimize rumors and enhance communication and morale; treats staff fairly, without favoritism or discrimination, while insisting on a high standard of performance.								
5. Supports and participates in adult school-related activities.								
Total								
Comments								

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Students		(1 – low; 5 – high)					UTO	Avg.
Objectives		1	2	3	4	5		
1.	Is visible, accessible, and available for students.							
2.	Displays enthusiasm for students and student life.							
3.	Supports and participates in student school-related activities, as appropriate.							
4.	Meets with student groups in order to obtain pulse of student life and climate.							
5.	Communicates and establishes relationships with students which exhibits passion for school, study and learning, co-curricular involvement, and student success.							
Total								
Comments								

Parents/Alumni		(1 – low; 5 – high)					UTO	Avg.
Objectives		1	2	3	4	5		
1.	Develops positive and constructive relationships with Alumni/Parent groups, making him/herself available, accessible, and visible.							
2.	Serves as the District liaison to the Citizens' Council and one additional Board approved Alumni/Parent group, as well as the District's representative to the Minority Student Achievement Network Governing Board.							
3.	Responds to parent concerns in a timely and professional manner, delegating responsibility to Administrative staff when necessary and appropriate.							
4.	Communicates and establishes relationships with students which exhibit passion for the school, parental support and involvement, and student success.							
Total								
Comments								

Community		(1 – low; 5 – high)					UTO	Avg.
Objectives		1	2	3	4	5		
1.	Develops effective relationships with news media.							
2.	Represents the District internally and externally to individual citizens; local groups; local, state, and national public agencies private agencies; and articulates District programs and needs to them; and is aware of needs as articulated by the community through the Board.							
	Conducts an active life in community affairs, and gains							

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3.	community support and respect as an educational leader.								
4.	Involves the community in planning and problem solving.								
5.	Develops and maintains an effective working relationship with Associate School District 90 and 97 superintendents, area superintendents, and other private and parochial schools within the District.								
Total									
Comments									

VI. Performance Domain Summary and Rating (10 – low; 50 – high)

A. Domain Summary

	Domains	Objectives	1	2	3	4	5	UTO	Total	Average
A.	Academic Program									
B.	Co-Curricular Program									
C.	Facilities									
D.	Finance and Budget									
E.	Leadership/Administration									
F.	Policy									
G.	Personal/Professional									
H.	Relationships									
Totals and Averages		8								

B. Rating

Once a numerical rating has been calculated, the Board of Education determines the outcome of both the Performance Goals and Performance Evaluation instruments and determines an evaluation summary. This is a narrative written by the Board President in Section VII. below, as well as a self-evaluation narrative written by the Superintendent.

VII. Summaries

A. Board of Education Summary (prepared by the Board of Education President)

B. Superintendent Summary (prepared by the Superintendent)

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VIII. Signatures

The Superintendent's signature indicates that the Board of Education, through its President, has reviewed and conducted the evaluation in a personal, confidential meeting with the Superintendent. It does not necessarily indicate agreement with it.

Superintendent

Date

President of the Board of Education

Date