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

BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING

Tuesday, January 13, 2009
Immediately following Finance Committee
Board Room
AGENDA

I. Approval of Minutes (attachment)

II. Public Comments

III. Discussion of Superintendent Evaluation and Goals Process and Instrument

IV. Consideration of the following Policies for First Reading and Action

A. Policy 20, Board of Education (Revision)
B. Policy 2120, Superintendent/Principal (Revisions)
C. Policy 3363, Student Activity Accounts and Adminstrative Procedures (New)
D. Policy 3550, Reimbursement of Board of Education Member Expenses (New)
E. Policy 3551, District Property (New)
F. Policy 3555, Attendance at Conferences and Workshops (Revisions)

V. Consideration of the following Policy for Second Reading and Action

A. Policy 3361, Petty Cash (Revisions)

VI. Additional Policy Matters for Committee Information/Deliberation

VII. Policy Docket

- Code of Civil Discourse
- Code of Conduct for Parents at School-sponsored Events
- Expulsion Proposal
- Fundraising
- Gifts for Athletic Teams—Procedures
- Homework
- Incapacitation of Personnel
- Legislative Committee
- Policy 3510, Advertising and Solicitation
- Policy 3600, Ethics
- Policy 4110, Non Discrimination in Employment
- Policy 5114, Student Discipline
- Procedures for Acceptance of Gifts
- Use of Credit Cards by District Personnel
- Workers' Right Consortium's Code of Conduct

C: Board Members, Ralph H. Lee, Chair

Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302

POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING
December 9, 2008

A Policy Committee meeting was held on Tuesday, December 9, 2008, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 9:40 a.m. Committee members present were Jacques A. Conway, Dr. Ralph H. Lee, Valerie J. Fisher, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Nathaniel R. Rouse, Principal; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, Community Relations and Communications Coordinator and James Paul Hunter, Faculty Senate Executive Committee Chair

Minutes of November 12, 2008 Policy, Evaluation and Goals Committee Meeting
The minutes of the November 12, 2008 Policy, Evaluation, and Goals Committee Meeting were accepted, as presented by the Committee members.

Consideration of Policies for First Reading and Action

Policy 3361, Petty Cash (Revisions)
It was the consensus of PEG Committee members to recommend to the Board of Education that it approve Policy 3361, Petty Cash, for first reading at its regular December Board of Education meeting with the following enhancements.

Para 1, Line 1: Delete dollar amount
Para 1, Line 2: Add "Special Education" after Bookstore
Para 1, Line 3: Delete dollar amounts for Health Services, Science Division and Buildings and Grounds.
Para 1, Line 4: Delete sentence "The Chief Financial Officer is designated as the bonded custodian for all petty cash funds."
Para 2, Line 3: Change the dollar amount to $8,000.

Ms. Witham reported that the school uses Brinks to transportation cash to the bank. The purpose of amending this policy is to improve internal controls.

Superintendent, Evaluation and Goals and Instrument
Dr. Weninger presented PEG Committee members with a memorandum explaining that he incorporated the changes the Committee members had suggested at the November 12 meeting and made additional edits to the Superintendent Evaluation Instrument (attached to and made a part of the minutes of this meeting). He stressed the importance of completing this document as soon as possible in order that it be used in the March-April timeframe for the 2008-2009 contract

year evaluation. Mr. Conway reported that this was an excellent start in the evaluation process and that the Board of Education should be able to complete this in February so that it can be used in a timely fashion.

Dr. Millard concurred with Mr. Conway on the evaluation instrument and suggested paring down the number of indicators and Dr. Lee suggested having four of five under each domain. He continued that everyone understands that the description of any job done well can always involve thousands of descriptors. Being superintendent involves enormous complications. Then he asked the Committee members if the evaluation process would be handicapped it there were only four or five descriptors under each category? Dr. Millard responded that Board members could write a statement in the comment section about something not listed, if they so choose.

Ms. Patchak-Layman suggested that these were the indicators of success in the broader term of leadership and relationships. The broader question that is part of this, under Relationship, is that the leader is to have positive relationships with staff, faculty, students, parents, and community. This is what the Board of Education would be expected to determine, whether or not the relationship involving leadership had been achieved; it is a definition of what leadership would be. She felt that the descriptors read more as quality criteria that is a known basic job activity. She questioned how one would know what criteria would be for giving a rating of excellent or superior and if that level had been reached. Dr. Lee stated that each Board of Education member would have his or her own perception of this; this is a collection of the perception of eight people. Ms. Fisher added that it was an opportunity for the evaluator to weigh in on that standard; no form could elicit that. The real work comes from the evaluators' perspective and anything set forth in the document can elicit a variety of responses.

Ms. Patchak-Layman stated that she is comparing the evaluation of a teacher vs. the evaluation of a superintendent by a board member. If she were a teacher, she would have to evaluate each student fairly in that class. She would not be asked to show how many evaluations of a student in this class compared to another student in a different class at a different level. If she had to evaluate a group of 15 to 20 superintendents, then she would have to be able to show that this superintendent is fairly compared to another superintendent. However, she has only one to evaluate. Ms. Fisher responded that in her example the Board of Education would have to calibrate the form, although she did not recommend it. All seven people would have to spend 40 to 50 hours agreeing on the kinds of things Ms. Patchak-Layman was talking about, e.g., what are the rubrics for an essay question, etc. This is a very laborious process. She was very happy about this evaluation form, but if another one were chosen, it would be acceptable to her as well. Ms. Patchak-Layman reminded the Committee members that she had shared other models with them. .

Ms. Patchak-Layman asked what measure of success would be used for Goal 1, Indicator 1, relative to having a multiyear plan to raise student achievement roughly by February 1. Does that mean that the goal will be achieved if the Board of Education is presented with a plan by February 1? There is nothing to indicate the quality of the plan. She suggested putting qualifiers such as the District has moved student achievement by X percent. She felt that the dates in the indicators needed discussion.

Dr. Weninger addressed the question of whether the superintendent's evaluation was different from that of students and teachers. There is only one superintendent and the nature and function of that job is different from any other, including those in the area of Human Resources, Curriculum and Instruction, Finance, etc. In his view, and in his reading of the literature, it is difficult to evaluate the educational setting of the superintendent but the best attempts are to place objectivity or narrative by the employers. This document then attempts to do that.

He understood Ms. Patchak-Layman's point about percentage in terms of raising student achievement. Those are goals and targets that the school should be careful about setting for the superintendent. No matter how influential or powerful the superintendent, he or she cannot control all of the elements of student achievement. There are differences from a superintendent's performance with regard to student achievement versus minority hiring and certified staff. There is control over that more than student achievement. The District achieved the percentages it set because there were factors they could and could not control.

It was the consensus of the Committee that Dr. Lee and Dr. Weninger would work on collapsing the indicators and present the product at the next Policy Committee meeting.

Adjournment

At 10:40 a.m., on Tuesday, December 9, 2008, the Policy, Evaluation, and Goals Committee adjourned.

BOARD OF EDUCATION 20

I. AUTHORITY

The powers and duties of the Board of Education are defined by the statutes of the State of Illinois and directed by the precedents of common law. Local schools and local school districts are the products of legislative action and are subordinate to the State of Illinois. The state legislature has, however, followed the pattern of delegating the operation of the local school district to a local Board of Education and has granted it specific powers. The Board also has powers implied, necessarily incidental, and essential to achieve its purposes.

The powers and duties of the Board of Education include but are not limited to:

A. Formulating, adopting, and modifying Board of Education policies, at its sole discretion, subject only to mandatory collective bargaining agreements; and State and federal law.
B. Employing a Superintendent and approving personnel employment and dismissal recommendations.
C. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
D. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation.
E. Entering contracts using the public bidding procedure when required.
F. Providing, constructing, controlling, supervising, and maintaining adequate physical facilities.
G. Adopting the curriculum, textbooks, and educational services.
H. Evaluating the educational program and approving School Improvement and District Improvement Plans when they are required to be developed or revised.

Establishing and supporting student discipline policies; designed to maintain an environment conducive to learning, including hearing individual student expulsion cases brought before it.

II. ELECTION

The Oak Park and River Forest Board of Education shall consist of seven (7) members elected pursuant to provisions of *The School Code of Illinois*. School District elections are non-partisan, governed by the general election laws of the State, and include the election of Board of Education members, various public

policy propositions, and advisory questions. Board of Education members are elected at the consolidated election. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The election authority conducts the canvass of votes within twenty-one (21) days after the election. The Board of Education's election duties are:

A. The Board, by proper resolution, may place public policy propositions on the ballot;
B. The Board President, Secretary, and the member with the longest continuous service, whose nominating petition is not being challenged or who is not running for re-election will compose the Education Officers Electoral Board to hear and rule on objections to candidate nominating petitions and voter petitions; and
C. The Board Secretary or Clerk of the Board serves as the local election official, assisted by designated representatives appointed by the Board.

The term of office for a Board of Education member begins immediately after:

A. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover;
B. The successful candidate takes the oath of office as provided in Section III, Board of Education Oath and Conduct.

The term ends four (4) years later when the successor assumes office.

III. BOARD OF EDUCATION OATH AND CONDUCT

Each Board of Education member, before taking a seat on the Board, shall take the following oath of office:

> I, (name) do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Oak Park and River Forest High School, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.
>
> I further swear (or affirm) that:
>
> I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board of Education members and others who seek a hearing before the Board of Education, while respecting the privacy of students and employees;

I shall recognize that a Board of Education member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board of Education meeting; and

I shall abide by majority decisions of the Board of Education, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The Board of Education President will administer the oath in an open Board of Education meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board of Education member with the longest service on the Board of Education will administer the oath.

The Board of Education adopts the Illinois Association of School Boards' Code of Conduct for Members of School Boards."

IV. ORGANIZATIONAL BOARD OF EDUCATION MEETING

In odd-numbered years, the Board of Education will establish a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within twenty-eight (28) days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover.

At the organizational meeting the following shall occur:

A. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided under the section on Board of Education Oath and Conduct.
B. The new Board of Education members shall be seated.
C. The Board of Education shall elect its officers who assume office immediately upon their election.
D. The Board of Education shall fix a time and date for its regular meetings.

V. OFFICERS - ELECTIONS AND DUTIES

The Board of Education officers are: President, Vice President, and Secretary. These officers are elected at the Board of Education's organizational meeting.

A. President

The president of the Board of Education shall be elected by the members of the Board from among their number and serve for one year.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

If the president is absent from any meeting, or refuses, or is unable to perform the required duties, the vice-president shall serve as president pro tempore.

B. Vice President

A vice president of the Board of Education shall be elected by the members of the Board from among their number and serve for one year. The vice president shall perform the duties of the president if there is a vacancy in the office of president or in case of the president's absence or refusal or inability to act.

A vacancy in the Vice Presidency is filled by a majority vote of the sitting Board of Education members.

C. Secretary

The secretary of the Board of Education shall be elected by the members of the Board from among their number and serve for one year.

If the secretary is absent from any meeting, or refuses, or is unable to perform the required duties, a secretary pro tempore shall be appointed from among the members of the Board.

VI. SPECIAL AND STANDING COMMITTEES

The Board of Education may establish committees to assist with the Board of Education's governance function and, in some situations, to comply with State law requirements. These committees are known as Board of Education committees and report directly to the Board of Education. Committee members

may include both Board of Education members and non-Board of Education members depending on the Committee's purpose. The Board of Education President makes all Board committee appointments. Board committee meetings shall comply with the Open Meetings Act. A Board Committee may not take final action on behalf of the Board of Education, it may only make recommendations to the Board.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to the Superintendent or to other staff members.

VII. BOARD OF EDUCATION MEETINGS

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein, as well as in the Open Meetings Act. Unless otherwise specified, all meetings are held in Room 213 of the Oak Park and River Forest high School located at 201 N. Scoville Avenue, Oak Park, Illinois.

VIII. DISTRICT WEBSITE

The Clerk of the Board or designee shall post the Board of Education's annual schedule of regular meetings, which shall remain posted until the Board of Education approves a new schedule of regular meetings; the public noticed of all Board of Education meetings; and the agenda for each regular meeting, which shall remain posted until the regular meeting is concluded.

IX. AGENDA

The president of the Board of Education is responsible for focusing the Board of Education meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before Board of Education Action. Any Board of Education member may request the withdrawal of any item under the consent agenda for independent consideration. Any Board of Education member with topics they would like discussed may contact the President of the Board of Education, the Superintendent, the respective committee chair, or the Clerk of the Board about including those items on an agenda.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board of Education member at least 48 hours before each meeting, except a meeting held in the event of an emergency.

The Board of Education President shall determine the order of business at regular Board of Education meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

X. QUORUM AND VOTING

The District is governed by a Board of Education consisting of seven members. The Board of Education's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools.

Official action by the Board of Education may only occur at a duly called and legally conducted meeting at which a quorum is physically present. Four members, a majority of the full membership, shall constitute a quorum. Board of Education members, as individuals, have no authority over school affairs, excepted as provided by law or as authorized by the Board of Education.

Unless otherwise provided by law, when a vote is taken upon any measure before the Board of Education, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of" abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes.

A quorum of the Board of Education must be physically present at all Board of Education meetings. A majority of the full membership of the Board of Education constitutes a quorum.

Provided a quorum is physically present, a Board of Education member may attend a meeting by audio conference if he or she is prevented from physically attending because of 1) personal illness or disability, 2) employment or District business, or 3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the Clerk of the Board or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board of Education meeting including voting on any item, provided the Board of Education member participating electronically is in possession of

documents related to the vote being taken. The meeting must be open to the public or have been properly closed in accordance with law.

Actions of the Board of Education shall be taken in accordance with the laws of the State of Illinois, the customs of the Board, and the judgment of the president. The president may refer to the procedures outlined in the current edition of *Robert's Rules of Order* as a guideline. When a vote is taken upon a measure before the Board, a quorum being present, a majority of the votes of the members voting on the measure shall determine the outcome thereof except where exceptions are set forth in *The School Code of Illinois*.

XI. AUTHORITY OF MEMBERS

The Board and its individual members may act only in a properly convened meeting, and no member shall have the authority to act for the Board or under the title of a Board position unless specifically authorized by statute or by the Board at such meeting.

XIII. MINUTES

The Board Secretary or Clerk of the Board shall keep written minutes of all Board of Education meetings (whether open or closed), which shall be signed by the President and the Secretary. They shall include the following:

A. The meeting's date, time and place;
B. Board of Education members recorded as either present or absent;
C. A summary of the discussion on all matters proposed, deliberated or decided and a record of any votes taken;
D. A record of who voted yea and nay on all matters requiring a roll call vote;
E. If the meeting is adjourned to another date, the time and place of an adjourned meeting;
F. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act authorizing the closed meeting;
G. A record of all motions, the members making the motion and the second; and
H. The type of meeting, including any notice and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board of Education at its next regularly scheduled open Board meeting for approval or modification.

At least semi-annually in an open meeting, the Board: 1) reviews minutes from closed meetings that are currently unavailable for public release, and 2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board of Education may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The official minutes are in the custody of the Board Secretary or Clerk of the Board. Open meeting minutes are available for inspection during regular office hours within seven days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board of Education member. Minutes from closed meetings are likewise available, but only if the Board of Education has released them for public inspection. Only minutes that have been approved by the Board are available. The minutes shall not be removed from the Superintendent's office except by vote of the Board of Education or by court order.

The Board of Education's open meeting minutes shall be posted on the District website within seven days after the Board of Education approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Board Secretary or Clerk of the Board shall audio record all closed meetings. If the Secretary or Clerk is not present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the Secretary or Clerk shall assume this responsibility. After the closed meeting, the Secretary or Clerk shall store the audio recording in a secure location. The Superintendent shall ensure that: 1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and 2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

During the Board's semi-annual meetings to review the closed session minutes, the Board will also review the audio recordings of closed meetings in order to determine whether: 1) there continues to be a need for confidentiality, or 2) the recordings no longer require confidential treatment and are available for public inspection. At no time will an audio recording be released that would violate State or federal privacy or confidentiality requirements, including, but not limited to, any matter concerning 1) a named student, 2) an employee's or applicant's personnel file and personal information, 3) school security plans, 4) communications between the Board and an attorney representing the District, and 5) all information exempted from disclosure under the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

After eighteen (18) months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved 1) its destruction, and 2) minutes of the particular closed meeting.

An individual Board member may listen to verbatim recordings or review closed session minutes if germane to the Board member's responsibilities. An individual Board member shall only have access to verbatim recordings or closed session minutes that were created when the individual Board member was a member of the Board. An individual Board member, however, may make a request of the Board for, and the Board by majority vote may grant, access to a particular verbatim recording or closed session minutes created when the requesting Board member was not a member of the Board.

~~Individual Board members have access to recordings of closed meetings.~~

XIII. BOARD OF EDUCATION POLICY DEVELOPMENT

The Board of Education governance includes the development and adoption of written policies. Written policies ensure legal compliance, establish Board processes, articulate District goals, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Amended:	September 27, 2007, December 21, 2006; April 27, 2006; December 18, 2003; June 27, 1996; April 23, 1992; June 28, 1984; June 28, 1984; January 19, 1982; March 19, 1981; March 15, 1979
Adopted:	March 18, 1976
Review Date:	
Law Reference:	105 ILCS 5/2-3.25d, 5/10-1 et seg., 5/17-1, 5/27-1, 115 ILCS 5/1 et seq., 325 ILCS 5/4, 10 ILCS 5/2A-1.1, 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, 10-16.7, 5/17-1, 5/10-21.4, 5/22-17, and 5/22-18; 5/27-1, 5/10-20.5, 5/10-20.14 and 10/1 et. Seq. ILCS 120/1 et seq., 120/2, 120/2a, 120/2.02, 120.05, 120/2.06, 120/2.06(c), 120/2.06(d) 120/2.206(e); 120.7, 420/4A-106; 10 ILCS 5/2A-1 et. seq.; 105 ILCS 5/9-18, 5/10-5; 5/10-6, 5/10-7, 5/10-16; 105 ILCS 5/10-16.5, and 5/28-1 et seq.; 105 ILCS 5/9-1 et seq.; Prosser v. Village of Fox Lake, 438N.E.2d 134 (1982), 23 Ill. Admin. Code Part 226., 325 ILCS 5/4.
Related Policies:	
Related Instructions And Guidelines	
Cross Ref.:	

POLICY 2120, SUPERINTENDENT~~/PRINCIPAL~~

The Superintendent~~/Principal~~ is the chief administrative officer to the District, reports to the Board of Education, and is responsible for the total administration of the District~~.~~. The Board of Education shall evaluate the Superintendent~~/Principal~~ in the administration of ~~school board~~Board of Education policies and stewardship of the assets of the District. The Board of Education charges the Superintendent~~/Principal~~ to provide leadership, which maintains and forwards Oak Park and River Forest High School's commitment to excellence, as well as a vision for the future. The Superintendent~~/Principal~~ regularly attends meetings ~~of the regularly attends meetings~~ of the Board of Education (except when the Superintendent's~~/Principal's~~ own employment is under consideration), ~~Building Administrative Team (B.A.T.), Division Heads, Citizens; Council, Oak Park and River Forest Councils of Governments, and Triton partnership.~~ as well as other meetings, internal and external to the District that are important to the advancement of the District's mission. ~~within the school, District, and community as outlined below~~. The duties of the Superintendent are as follows:

A. a~~A~~dministers all policies adopted by the Board of Education. In the absence of an explicit policy of the Board of Education, the Superintendent~~/Principal~~ is expected to use the best judgment in making a decision. If the Superintendent~~/Principal~~ feels the situation is sufficiently serious, the Superintendent~~/Principal~~ should communicate the problem as soon as practical to the President of the Board of Education, or in the absence of the President of the Board of Education~~'s absence~~, to the Vice President or another Board of Education member~~.~~;

B. mutually d~~D~~evelops annual District goals and indicators of success with the Board of Education~~objectives for the Board of Education's review and approval~~;~~.~~

C~~.~~ ~~P~~provides information to the Board of Education regarding the total program of the school and makes recommendations for its consideration;~~.~~

D. ~~A~~attends meetings of all Board of Education committees;~~.~~

E. ~~P~~plans agendas in conjunction with the Board of Education President and prepares packet information for official meetings of the Board of Education;~~.~~

F. r~~R~~eviews legislative proposals and recommends appropriate action to the Board of Education;

G. ~~O~~oversight and coordination of the responsibilities of the District~~Building Administrative~~ Leadership Team (D~~B~~LT)~~.A.T.)~~ and the responsibilities of all administrative personnel. In particular, the Superintendent~~/Principal~~:

1. works with the ~~Assistant Superintendent for Pupil Support Services~~ designated administrator(s) in all matters related to the welfare of students;~~.~~
2. works with the Chief Financial Officer to propose an annual budget, determines the need for fiscal resources, and initiates such recommendations as the Superintendent~~/Principal~~ may deem necessary to assure adequate revenue.~~;~~
3. works with the Assistant Superintendent for Human Resources to recommend action to the Board of Education on all personnel matters, including the selection, retention, and dismissal of all employees;~~.~~
4. works with the Assistant Superintendent for Human Resources to recommend new and revised policies for consideration by the Board of Education;~~.~~
5. works with the Assistant Superintendent for Curriculum and Instruction and the Director of ~~Instruction~~Assessment and Research on curriculum development, curriculum coordination and evaluation, the selection of textbooks, instructional materials, ~~and~~ courses of study, collection and analysis of student data, and the implementation of all special curriculum projects;~~.~~
6. works with the Principal in developing and implementing a program for the safe, orderly, and effective daily operation of the school; ~~Assistant Superintendent for Curriculum and Instruction in the evaluation of Division Heads.~~
7. works with the ~~Director of~~ Community Relations and Communications Coordinator to coordinate the District's community relations program;~~.~~ and
8. works with ~~the Assistant~~the Assistant Superintendent for ~~Operations on~~Operations on District building and renovation projects, building plans, and the location of sites.~~;~~

H. approves, ~~and~~ monitors, and completes professional growth plans for members of ~~B~~DLT~~.A.T.~~;

I. ~~e~~Evaluates members of ~~B~~DLT~~.A.T.~~ except the Director of Assessment and Research;

J. ~~P~~prepares agendas for and conducts meetings of ~~B.A.T.~~DLT ~~and conducts meetings.~~;

K. ensures the District's Collective Bargaining Agreements (CBAs) are implemented in a collaborative manner, and maintains an effective and collaborative relationship with the District's bargaining units and their representatives;

~~K. rResponsible for insuring the District's Collective Bargaining Agreements (CBAs) are implemented in a collaborative manner.~~

L. ~~W~~works with District 90 and District 97 superintendents to ensure smooth articulation and cooperates with other high school superintendents in the ~~Triton Partnership~~Des Plaines Valley Region~~.~~;

M. ~~W~~works with the Principal and ~~the principal with~~ officials of the Villages of Oak Park and River Forest and officials of community organizations to develop programs and opportunities for the school community~~.~~;

N. s~~S~~erves as administrative liaison to Citizens' Council~~, PTO~~, ~~APPLE,~~ and one additional Parent/Alumni group, and the Illinois State Board of Education~~, and the North Central Association.~~;

O. works with the Principal to represent the District at meetings of community agencies whose objectives coincide with those of the District, ~~ie~~.eg., Park Districts, ~~T~~the Village of Oak Park, and ~~T~~the Village of River Forest, Police Departments, Fire Departments, Townships, ~~Park Districts,~~ Oak Park River Forest Community Foundation, River Forest Community Center, Early Childhood Collaboration, ~~and~~ Libraries, etc.~~.~~;

P. ~~S~~serves on the Governing Board of the Minority Student Achievement Network (MSAN)~~.~~;

Q. ~~Makes recommendations to the Board of Education pertaining to District business including matters related to:~~

~~1. the District budget;~~
~~2. building plans;~~
~~3. the location of sites;~~
~~4. the selection, retention, and dismissal of employees;~~
~~5. the selection of textbooks, instructional material, and courses of study; and~~
~~6. other items for which the Board would seek educational/operational counsel.~~

D~~d~~evelopes, recommends for approval, and executes a long-range, comprehensive educational plan that positively impacts all students; and

R. makes recommendations to the Board of Education pertaining to District business including matters related to items for which the Board of Education would seek educational/operational counsel.

The President of the Board of Education shall annually initiate the Superintendent's evaluation ~~and~~ process no later than February 1, and he/she shall be responsible for guiding the evaluation process so that it is completed no later than April 1.

Amended Date(s):	October 26, 2006; October 24, 2002; June 24, 1993; January 23, 1975
Adopted Date:	July 18, 1974
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 3361, PETTY CASH FUND

A ~~$3,000~~ $4,500 ~~$4,500~~ revolving petty cash fund has been created by Board of Education resolution for use as a change fund for the Business Office, Bookstore, Food Services, Library, and the Special Education Division ~~and Cafeteria~~ and for small cash payments between Board of Education meetings. In addition, Health Services ~~($100)~~, the Science Division ~~($550~~500~~)~~, and Buildings and Grounds ~~($45)~~ have small petty cash funds. ~~The Chief Financial Officer is designated as the bonded custodian of all petty cash funds.~~

The Chief Financial Officer is designated as the bonded custodian of all petty cash funds and may, at his/her ~~their~~ discretion, adjust the value of the petty cash fund to serve the needs of the District, provided the total fund does not exceed $8,000.

Amended Date(s):	May 25, 2006; October 24, 2002; January 19, 1982
Adopted Date:	September 23, 1968
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 3363, STUDENT ACTIVITY ACCOUNTS

The Superintendent or designee shall be responsible for managing student activity accounts in accordance with State law and shall be responsible for complying with the rules adopted by the Illinois State Board of Education for the maintenance of student activity accounts. Annually, the Board of Education shall designate the Chief Financial Officer to serve as the Treasurer for student activity accounts. The Chief Financial Officer shall be bonded in accordance with *The School Code of Illinois*.

Student Activity Accounts shall be audited at the close of each fiscal year. The audit shall be performed by an independent certified public accountant designated by the Board of Education and be conducted in conformance with prescribed standards and legal accounting requirements.

For the purpose of safeguarding student funds, the Superintendent or designee shall develop procedures governing conditions under which school classes, clubs, teams or any student groups may collect or acquire funds in the name of the High School.

Amended Date(s):	
Adopted Date:	
Review Date:	
Law Reference:	105 ILCS 5/8-2 and 5/10-20.19.; 23 Ill. Admin. Code § 125.10.
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

ADMINISTRATIVE PROCEDURES - POLICY 3363 STUDENT ACTIVITY ACCOUNTS

The following procedures apply to administrators, faculty, support staff and any other employee who are supervising administrators, sponsors, or have involvement with student activity accounts.

1. **All administrators, faculty members, support staff personnel, and other employees must act prudently in the administration, handling and disbursement of monies or goods collected or received on behalf of any student group or organization.**

2. **Administrators, faculty members, support staff personnel, and other employees are fully responsible for all monies and goods collected or received on behalf of any student group or organization until such time as those monies and goods have been properly received in the Business Office.**

3. **Money is defined as, but not limited to coins, currency, checks, drafts, money orders, and travelers' checks.**

4. **All monies should be turned into the Fiscal Clerk or designee of the Business Office on a daily basis utilizing tamper-resistant plastic bags or lock bags. Students who retain possession of a product and money throughout a fundraising event (e.g., candy sales) need only turn in collected funds upon completion of the fundraising event.**

5. **All monies collected must be deposited fully in the Business Office. Individuals, companies, or organizations must not be paid from any collected funds before they have been properly deposited into the designated student activity account. Student activity accounts must be an accurate reflection of revenue and expenditures.**

6. **Individuals, companies, or organizations can only be paid for services via District check written from the appropriate student activity account.**

7. **Under no circumstances shall student activity account funds be commingled with personal funds. Nor shall administrators, faculty members, support staff or other employees write personal checks against cash collected on behalf of a student activity account.**

8. **Under no circumstances shall monies leave District premises or remain in the possession of an administrator, faculty member, support staff personnel or other employees after such individuals have departed for the day. Nor should monies designated for student activity accounts be left in desk drawers, cabinets, offices or automobiles at the close of any business day.**

9. **Student activity accounts funds can only be used for the purposes for which the funds were collected and are for the benefit of students only.**

10. **District purchasing procedures apply in the disbursement of all student activity account funds; including the proper use of purchase orders and the use of vendors who are on the District's list of approved vendors.**

POLICY 3550, REIMBURSEMENT OF BOARD OF EDUCATION MEMBER EXPENSES

The Board shall reimburse its members for the necessary and actual expenses incurred by Board members attending the following meetings:

1. **Meetings sponsored by the State Board of Education or by the Regional Superintendent of Schools;**

2. **Local, county or regional meetings and the annual meeting sponsored by any school board association complying with the provisions of Article 23 of the Illinois School Code; and**

3. **Approved meetings sponsored by a national organization state or local organization in the field of public school education.**

The Board shall also reimburse Board members making authorized official business trips on behalf of the District for any costs for which the Board member is reimbursable under Illinois State law. Board members seeking reimbursement for authorized travel shall submit an itemized expense voucher with receipts showing the amount of actual expenses.

At the Board's option, funds may be advanced to Board members for anticipated actual and necessary expenses estimated in attending authorized business trips or meetings. After such business trips or meetings, Board members receiving advances must account for used funds through the submission of an itemized expense voucher with receipts reflecting the amount of actual expenses and return funds for which there is no accounting.

Automobile mileage expenses will be reimbursed in accordance with Internal Revenue procedures.

Amended Date(s):	
Adopted Date:	
Review Date:	
Law Reference:	**Reference: 105 ILCS 5/10 - 22.32**
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 3551, DISTRICT PROPERTY

NEW

District property includes items with a useful life greater than one year such as furniture, equipment, land, buildings and permanent fixtures, technology, and vehicles.

District and school property will not be available for disposal, removal, loan, or hire without specific approval of the Superintendent (or his/her designee).

I. Removal - Loan of Property

In general, property is not to be removed from the school without the written approval of the Superintendent (or his/her designee). The Superintendent (or his/her designee) may make exceptions for general categories of equipment for use by staff during the summer, winter, and spring breaks, or on an after school basis.

Property may be loaned to Oak Park or River Forest taxing bodies or community non-profit organizations at the discretion of the Principal. Property may also be loaned as part of a Board of Education approved inter-governmental agreement.

II. Disposal of Public Property

The Superintendent (or his/her designee) shall notify the Board as necessary, of any District owned property no longer needed for school purposes, and school sites, buildings, or other real estate that is unnecessary, unsuitable, or inconvenient. The notification shall include recommendations for disposal of the property or equipment to obtain the best possible return to the District.

The Superintendent (or his/her designee) will establish procedures for disposal, removal or loan of surplus assets which will be in the best interest of the District.

Amended Date(s):	
Adopted Date:	
Review Date:	
Law Reference:	ILCS 5/10-22.8
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

OAK PARK AND RIVER FOREST HIGH SCHOOL

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

Disposal of Surplus Assets

PROCEDURES

A. DLT, BLT, IC and department heads are authorized to request approval to dispose of surplus assets. Each request must be in writing using the District's Request for Approval to Dispose of Surplus Assets form. Requests are made to the supervisor and then to the Chief Financial Officer who is responsible, along with the Purchasing Coordinator, for assuring compliance with the District's policy and procedures.

1. Used for Parts
   If there is no in-District need/interest in using the asset and an equivalent asset is in use in the District, a determination should be made as to whether it is "in the best interest of the District" to use the asset for parts to repair a similar District asset.

2. Sealed Bid Sale
   a. If the asset is not needed within the District, a sealed bid sale will be conducted by the Purchasing Coordinator.
   b. Requester should submit a Request for Approval to Dispose of Surplus Assets form to his/her supervisor and then to the Chief Financial Officer for approval.
   c. Upon approval, the Purchasing Coordinator will contact the requester to
      1. set the date, time and place of bid opening;
      2. determine lowest acceptable bid (usually this is a dealer trade-in price);
      3. identify location and time for prospective bidders to view the asset; and
      4. obtain a description of the item.
   d. The Purchasing Coordinator will post a notice of a sealed bid sale in all normal posting locations in the District and will advertise the sale in the school staff announcements, local newspaper, and IASBO used goods listings.
   e. All bids must be submitted on the District's Bid Form (attached) in a sealed envelope, stating items being bid, by the date and time stated in the bid notice.
   f. Acceptable payment method is cash, check, or credit card.

g. The item must be paid for and removed by successful bidder within seven days of bid opening.
h. Successful bidder must sign the Statement of Understanding on the Bid Form.
i. The Chief Financial Officer, Purchasing Coordinator, their secretaries, and any staff member involved in determining lowest acceptable bid are not eligible to submit bids on surplus assets.
j. If a large quantity of surplus items are available at one time, a public sale or auction will be considered.
k. Tie bids will be determined by a coin flip or by drawing straws, as appropriate.

4. Trade-in or sale to dealer
   a. If no one bids for an item in the sealed bid sale, the item will be traded-in or sold to a dealer.
   b. Whenever possible, a trade-in price will be requested in a Request for Proposals for the replacement asset, if any. Otherwise, three price quotations will be solicited from dealers whenever possible.

5. Donation
   a. If the asset is not sold or traded-in, it will be offered as a donation to a not-for-profit organization approved by the Chief Financial Officer.
   b. Other sources for donation will be considered depending on the type and value of the asset.

6. Junk
   a. If all other methods of disposal are unsuccessful, the surplus asset may be disposed of in the dumpster.
   b. If Chief Financial Officer and Purchasing Coordinator deem that the fair market value of the product is not significant enough to warrant sale, the asset may be disposed of in the dumpster.

Loan of District Property

PROCEDURES

A. At the discretion of the Principal, District property may be loaned to Oak Park or River Forest taxing bodies or non-profit organizations when it does not interfere with the operations or curriculum of the District in the community.

1. A Request for Approval to Loan District Asset form must be completed and submitted to the Principal for approval.

    a. Upon approval, the Purchasing Coordinator will contact party that wishes to loan property to arrange for transport of property (cost, if any, to be paid by borrowing party).
    b. The Purchasing Coordinator will submit District Asset Loan Agreement form to borrowing party so that the "check out" portion may be completed.

RETURN OF PROPERTY

1. The Purchasing Coordinator will be contacted by the borrowing party or original District loan requestor that property is to be returned to District and arrange for transport back to District (cost, if any, to be paid by borrowing party).

    a. Once the Purchasing Coordinator verifies that property has been returned to District in a condition comparable to that of when it was loaned from the District, District Asset Loan Agreement form "check in" portion will be completed.

2. Any loss or damage to property will be remunerated to District by borrowing party per the District Asset Loan Agreement.

DISTRICT ASSET LOAN AGREEMENT

I _____ representing _____ understand that property loaned from
(Full Name) (Name of Firm)

Oak Park-River Forest District 200 shall be maintained properly for the duration of agreed loan period. Any and all loss or damages to loaned property will be at my own expense. District 200 is not liable for any injuries or damage incurred during the loan period.

Signed,

Name: _____

Firm Name:_____

Address:_____

Phone:_____

Property Released from District on this Date:_____

Released to: _____ Signature:_____

Purchasing Coordinator Signature:_____ Date: _____

Property Returned to District on this Date:_____

Returned by: _____ Signature:_____

Purchasing Coordinator Signature:_____ Date: _____

White: Remains with Purchasing Coordinator
Pink: Given to loaning party at time of check out
White: Given to loaning party at time of return

102408pj

REQUEST FOR APPROVAL
TO
DISPOSE OF SURPLUS ASSETS

Disposal of surplus assets must be approved by the Chief Financial Officer. Please complete this form in its entirety, acquire supervisor's approval/signature, and forward to the Business Office. Do not dispose of the equipment until the request is approved and the white copy is returned.

A. Description of Assets

Description of Assets	
Estimated Current Value	
Method of Establishing Value	
Reason for Disposal	

B. Proposed Method of Disposal

☐ Sell or Trade-In	
☐ Use for parts described as	
☐ Donate to	
☐ Junk	

C. Approval

As requested by _____
(Print or Type Name)

Requestor's Signature _____ Date _____

Supervisor's Approval _____ Date _____

CFO Approval _____ Date _____

Purchasing Department Only	
Trade-In or Sale Information	
If sold, amount and account no.	$ Account No.
Purchasing Department Authorization	Asset Sale Unsuccessful ☐

White & Yellow: Submit to Chief Financial Officer
Pink: Requester Retain
White: To be returned to Requester after approval

102408PJ

REQUEST FOR APPROVAL
TO
LOAN DISTRICT ASSET

Loan of surplus assets must be approved by the Principal. Please complete this form in its entirety and forward to the Business Office. Do not loan equipment until the request is approved and the white copy is returned.

A. Description of Asset

Description of Asset:		
Estimated Current Value:		
Method of Establishing Value:		
Reason for Loan:		
Loan Dates:	Beginning	Ending

B. Person/Entity Receiving Loaned Asset

Name of Organization: _____

Contact Name: _____

Contact Address: _____

Contact Phone: _____

C. Approval

As requested by: _____
(Print or Type Names)

Requestor's Signature: _____ Date: _____

Approved by: _____ Date: _____
(Principal)

White & Yellow: Submit to Principal
Pink: To be returned to Purchasing Coordinator after approval
White: To be returned to Originator after approve

102408pj

POLICY 4150, STAFF ATTENDANCE AT CONFERENCES AND WORKSHOPS ~~3555~~

The Superintendent or designee will consider for approval requests ~~Requests~~ of certified and non-certified staff members ~~for~~ to be absence from work for attendance at conferences, workshops or any other meeting related to District or High School business and subsequent requests for reimbursement for ~~estimated~~ actual expenses related to the approved absence. Such requests must be approved prior to attending a conference, workshop or any other meeting ~~pertaining~~ related to District or High School ~~high school~~ business. ~~The Board of Education will consider for approval the travel requests and reimbursement of members of the Board of Education and the Superintendent/Principal. The Superintendent/Principal or designee will consider for approval the travel requests of district certified and non-certified staff members.~~

~~Travel reimbursement will be based upon criteria found in "Travel and Conference Expense Reimbursement Regulations."~~ The District shall reimburse staff members engaged in approved travel on behalf of the District for any costs which are reimbursable under Illinois State law. Staff members seeking reimbursement for approved travel shall submit an itemized expense voucher with receipts showing the amount of actual expenses.

At the District's option, funds may be advanced to staff members for anticipated actual and necessary expenses necessary to engage in approved travel. After such travel has been completed, staff members receiving advances must account for used funds through the submission of an itemized expense voucher with receipts reflecting the amount of actual expenses and return funds for which there is no accounting.

Automobile mileage expenses will be reimbursed in accordance with Internal Revenue procedures.

~~Reference: 105 ILCS 5/10 - 22.32~~

Amended Date(s):	November 20, 2003
Adopted Date:	November 16, 1988
Review Date:	
Law Reference:	105 ILCS 5/10-22.32
Related Policies:	
Related Instructions And Guidelines	

Oak Park and River Forest High School
District 200

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

TO: Board of Education

FROM: Ralph Lee, Policy, Evaluation, and Goals Committee Chair
Attila J. Weninger, Superintendent

DATE: January 5, 2009

RE: Superintendent Evaluation Process and Instruments

BACKGROUND

As the Board is aware, it has been involved in developing a Superintendent Evaluation Process and Instruments model for several months. Initially, Attila developed a draft, and then over several meetings, the Board made revisions; additionally, Ralph volunteered to work with Attila in completing the most recent draft by narrowing the number of objectives within several performance domains, identifying a rating scale, and revising target dates for goals and indicators of success.

SUMMARY

Attached, please find draft 7 of the document, which Ralph and Attila completed over the holiday break. It is not redlined because of the difficulty in reading a redlined document given the long list of changes made over the previous 6 drafts, as well as the redlining work that occurred in narrowing the number of objectives. Instead, we provide the Board with a non-redlined document, which includes the following changes from draft 6:

1. target date changes in the goals and indicators of success;
2. reduction of objectives within each domain such that the highest number of objectives within a domain is 10 and the lowest number is 3;
3. inclusion of items from the Superintendent's position description within the objectives;
4. assignment of a rating scale (1 – low to 5 – high) for each objective;
5. overlay of the rating scale and format for each objective;
6. inclusion of a comment section for each domain in addition to the numerical rating of objectives;
7. reducing the domains from 10 to 8 by combining domains; and
8. revising the current Superintendent's position description (which is part of Board policy) to reflect current practice, titles, work, etc. (This will be on the Board Policy, Evaluation, and Goals Committee agenda for first reading in January.)

It is our hope that the Board will find a way to review and approve the attached, so that the Superintendent and his staff can address the goals in as timely a fashion as possible; so that the Board will have a basis for evaluating the Superintendent prior to the end of April; and so that the Board will have been able to utilize the process and instruments this year and make revisions prior to July 1, 2009 so as to begin that evaluation year with a process in place.

Finally, Attila mentioned several meetings ago that it would be critical for the Board to conduct an annual, self-assessment while evaluating the Superintendent. He will provide a draft of such a self-evaluation utilizing the Illinois Association of School Board's (IASB) Board indicators of success after the Board approves the attached.

RECOMMENDATION

We recommend that the Board review and approve the Superintendent's Evaluation Process and Instruments as proposed and attached.

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

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 1of 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.

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

III. Annual Performance Goals Form

A. Year:

B. Name:

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: Student Achievement

The District will develop a multi-year plan to raise student academic achievement for all students, with special emphasis/focus on underachieving African American students, utilizing indices of achievement; identifying and implementing effective instructional strategies by teachers through professional development; incorporating the Board approved six (6) Fall 2008 initiatives; increasing and tracking student co-curricular participation; and conducting separate Board, Administration, and Faculty professional development strands on race and student achievement.

Indicator(s)/Measures of Success

1. By June 1, develop the multi-year plan. Incorporate the six (6) Fall 2008 initiatives.
2. Identify and implement effective instructional strategies by teachers through a professional development program to be developed by June 1 and implemented in fall 2009-2010.
3. Track student co-curricular participation, identify non-participation by students, and develop a plan for each OPRFHS student to participate in at least one co-curricular program per year.
4. Develop and conduct professional development strands on race and student achievement throughout the 2008-2009 school year for the Board of Education, Administration, and Faculty.

Goal 2: Quantitative Mass Measures of Achievement

The District will describe, as precisely as possible, what it means by "student academic achievement" and "racial academic achievement gap;" define quantitative mass indicators of student academic achievement and the racial academic achievement gap; describe the specific limitations of the quantitative mass indicators regarding the validity of their use; and describe the specific formal processes by which we will use and improve these definitions over time.

Indicator(s) Measures of Success

1. By June 1, develop a written description of "student academic achievement" and "racial academic achievement gap." and develop a written description of their limitations regarding their validity of use.
2. By June 1, develop a written description of the specific formal processes by which we will use and improve those definitions over time.

Goal 3: Recruitment and Retention of Minority Administrative and Certified Staff

A. The District will complete the development and implementation of a formal program for the recruitment of Administrators and Faculty with an emphasis on the recruitment of minority candidates. With its implementation, the District will establish an annual goal of employing minority candidates as 35% of all Administrators and Faculty employees.
B. The District will develop and implement a plan for the retention of minority Administrators and Faculty.

Indicator(s)/Measures of Success

1. Complete development and implementation of Recruitment Handbook by December 1.
2. Recruit and employ 35% of new Administrative and Certified employees as minority candidates for 2009-2010 school year.
3. By August 1, develop and implement an Administrative and Certified employee retention program.

Goal 4: Green School Initiative

The District will develop and begin to implement a comprehensive "Green School" plan encompassing the following areas: indoor cleaning chemicals and supplies; Food Service; outdoor grounds chemicals and supplies; Integrated Pest Management (IPM); paper recycling; paper consumption; and energy.

Indicator(s)/Measures of Success

By July 1,

1. form and empower a committee comprised of stakeholder representatives to oversee implementation of the initiative;
2. increase purchase and use of green cleaners, soaps, and degreasers by 25% over current usage;
3. increase recycling by 25% over current usage;
4. post notices of outdoor chemical use on website;
5. compare OPRFHS IPM to benchmarked industry IPM standards. Eliminate food in classrooms and offices;
6. implement a paper recycling pick-up system, and increase paper recycling cubic yardage by 25% over current usage;
7. reduce paper purchase and consumption by 10% over current usage; and
8. compare 2008-2009 use of energy per Heating Degree Day (HDD) over a 3-5 year time period.

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 _____

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.

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

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.							

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.							

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.							

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.							

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							

Comments

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

Students **(1 – low; 5 – high)**

Objectives		**1**	**2**	**3**	**4**	**5**	**UTO**	**Avg.**
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)**

	Objectives	**1**	**2**	**3**	**4**	**5**	**UTO**	**Avg.**
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)**

	Objectives	**1**	**2**	**3**	**4**	**5**	**UTO**	**Avg.**
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.							
3.	Conducts an active life in community affairs, and gains 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)

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