

ILLINOIS ASSOCIATION OF SCHOOL BOARDS

1 East 22nd Street, Suite 20
Lombard, IL 60148

October 26, 2009

Tim Keeley, Purchasing Coordinator
Oak Park-River Forest SD 200
201 N. Scoville Avenue
Oak Park, IL 60302

Mr. Keeley:

Selecting a Superintendent is the most important decision you and your board will make as school board members. It makes sense to choose the best professional and experienced assistance possible when making this key decision. The Illinois Association of School Boards' team of professionals bring a combined total of 50+ years of successful search experience to the table.

If the Oak Park-River Forest SD 200 Board of Education employs IASB to provide assistance in a Professional Executive Search for a Superintendent, the Illinois Association of School Boards will:

- ◆ Designate a search coordinator who will be available for phone consultations throughout the process.
- ◆ Assist the School Board in establishing the timeline for the search process.
- ◆ Develop an announcement of the vacancy.
Optional Module A: Develop and finalize a multi-page brochure which describes the community, district and position in detail \$1,500 (recommended).
- ◆ Assist the School Board in identifying the abilities and skills desired in the new Superintendent.
Optional Module B: Staff and/or community surveys and/or in-district interviews Two consultants will interview \$2,000 (recommended).
- ◆ Provide guidance on an appropriate compensation package.
- ◆ Announce and advertise the vacancy and solicit applicants for the position.
- ◆ Collect applications; verify the qualifications, experience and certification of all candidates and their willingness to accept the position for the compensation package advertised.
Optional Module D: Two consultants will interview pre-semi finalists \$2,000 (recommended).
- ◆ Screen all applicants, select and recommend to the School Board for interview a list of 4 – 6 finalists.
- ◆ Verify references of leading candidates.
- ◆ Assist the School Board in establishing the interview format and prepare for an on-site visit as appropriate.
Optional Module E: In-district Mock Interview Training \$1,000.
- ◆ Provide a post-search board / superintendent workshop with a Field Services Director.

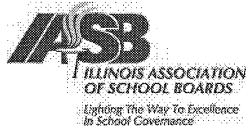
Based on the services listed above, the cost of the Professional Executive Search will be \$10,000 (see menu of services and fees on the next page).

The Illinois Association of School Boards is your advocate. It is important to education in Illinois that you have the Superintendent who can best serve you and your district. We offer experience and integrity in helping you achieve your goal.

Sincerely,



Donna Johnson
Director, Executive Searches
Illinois Association of School Boards
630/629-3776, ext. 1233



2921 Baker Drive
Springfield, IL 62703-5929

IASB PROFESSIONAL SERVICES AGREEMENT

Menu of Services and Fees for Oak Park-River Forest SD 200 October 2009

The District must check the box next to the services it selects. IASB recommends the highlighted services.

Professional Executive Search - \$4,500

1. Phone consultation with the search coordinator throughout the process
2. Meeting with the Board of Education
 - a. Establish the timeline
 - b. Develop an announcement of the vacancy
☐ *Optional Module A: Develop and finalize the multi page brochure (an additional \$1500)*
 - c. Develop candidate criteria with the Board
☐ *Optional Module B: Staff and/or community surveys and/or in-district interviews (an additional \$1000 per day per consultant= 2 consultants \$2000)*
 - d. Assist in compensation package development
3. Post the vacancy on the IASB and IASA websites
☐ *Optional Module C: Additional advertising (at actual cost) i.e. Education Week, AASA, etc.*
4. Collect applications; verify the qualifications, experience and certification of all of the candidates
5. Screen all applications
☐ *Optional Module D: Consultants interview pre-semi finalists (an additional \$1000 per day per consultant = 2 consultants \$2000)*
6. Develop a list of 4-6 semi-finalists
7. Verify references of finalists
8. Schedule finalists interviews
9. Meeting with the Board of Education
 - a. Present finalists
 - b. Interview preparation
☐ *Optional Module E: In-district Mock Interview Training Session with the Board of Education (an additional \$1000 per day per consultant)*
10. Assist in preparing for a site visit as appropriate
11. Provide a post-search board / superintendent workshop with the Field Services Director

Note: At an additional cost to the district, candidates are reimbursed for reasonable expenses when interviewing with the Board of Education. This would include travel, lodging and meals.

STEPS IN THE SUPERINTENDENT SEARCH PROCESS

STEP 1. **Establish a Timeline and Process for the Search. (open meeting)**

After an official board action to approve the Illinois Association of School Boards (IASB) to facilitate the superintendent search, an IASB consultant will meet with the Board of Education to establish the timeline and process to be followed in the search. It is important to have agreement about a clear process which gives the search “transparency” and legitimacy in the eyes of all. Each member of the board will complete a survey and be interviewed by the IASB consultant. This offers each member of the board an opportunity to express priorities regarding the person needed section of the announcement of vacancy flyer. IASB consultant will assist the board in identifying the salary to be advertised. Phone consultation with search consultant is available throughout the search process.

Optional: IASB will conduct Staff and/or Community Surveys and Focus Group Interviews

On-line surveys will be made available to the staff and the community to solicit their input on priorities regarding the person to be sought as superintendent. The surveys will be tabulated by IASB. A summary report of staff and/or community surveys will be shared with the board at a scheduled meeting between the board and the screening committee.

The IASB consultant acts as an interviewer and facilitator to gather perceptions key members of the district administration, representatives of the staff, and/or other members of the school community regarding the characteristics and skills to be sought in a new superintendent. This "up-front" input will be used in the development of a specific and comprehensive profile of the "person needed" as the chief executive officer of the district.

STEP 2. **Announce and Advertise the Vacancy.**

The IASB solicits applicants for the position in accordance with the timeline established by the board. In an aggressive nationwide search, the vacancy will be placed before potential candidates throughout Illinois and the United States. Contacts might include:

- The IASB uses its Internet Home Page (www.iasb.com), the Illinois Association of School Administrators (IASA) web listing, as well as other electronic listings, to make sure the position is known in the widest possible way.
- A listing of individuals who have indicated an interest in receiving the IASB vacancy notices.
- A listing of Educational Service Region officials and university career placement officials.
- All colleges and universities throughout the United States that provide NCATE (National Council for Accreditation of Teacher Education) preparation programs for superintendents.
- All state associations of school boards.
- Personal contacts.

STEP 3. **Develop Announcement of Vacancy Flyer to Advertise the Position**

The IASB consultant assists the board in developing and completing the material for the announcement of vacancy flyer which will publicize the position. The announcement of

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vacancy flyer will reference: general information on the application process, salary, the district and the surrounding area, the financial structure of the district and the members of the Board of Education.

Example of announcement of vacancy flyer is included.

Optional: Multiple Page Brochure

Additional material may be collected for the development of a multi-page brochure:

- A detailed description of the school district, which may include its geographic location, the district's basic educational philosophy which covers such points as: the educational aspirations and ideals of the board and citizenry; a description of curriculum presently in use; pilot programs; etc. A description of the current administrative staff, number of teachers, future building needs, assessed valuation and tax rates.
- A detailed description of the community--its socio-economic, industrial and cultural nature.
- Special emphasis is given to the development of a description of the person wanted through extensive dialogue among the board of education members. This information will alert candidates to the requirements of the position and will be used by the IASB screening committee as a "blueprint" or specific guide in screening applications.
- Some reference to salary.

Example of multi-page brochure is included.

Optional: Additional Advertising (costs vary)

Advertisement in *Education Week*, a national newspaper devoted entirely to education with an estimated circulation of 240,000 readers.

STEP 4. **Collect the Applications; Verify the Qualifications, Experience and Certification of all Candidates.**

IASB will receive all applications, verify candidate's qualifications and field any questions from those interested in the position.

STEP 5. **Screen Applications**

The IASB assembles a screening team to review materials submitted by all applicants.

STEP 6: **Develop a List of Semi-Finalists and Identify Finalists**

Optional: IASB screening team will interview semi-finalists before presentation of recommended candidates to the board.

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STEP 7: Verify References of Finalists

The district will conduct background check on the desired candidate. However, the IASB screening team will contact finalists references and former employers who are listed under employment history. We feel strongly that the ultimate employer of the candidate should make personal contact with the candidate's references; since you as the employer will be held accountable for your hiring decisions. Therefore the references you rely on to make this decision should not be second-hand.

STEP 8: Schedule Finalists Interviews with Board of Education

STEP 9: Present Recommended Finalists (closed meetings)

The IASB consultant meets with the board of education to provide:

- Presentation of the candidates recommended by the screening committee, including the professional preparation of each finalist. The board will receive the complete application packet of each of the finalists recommended by the screening committee.
- Assistance to the board of education in establishing the interview format and procedures.
- Information to the board on any concern it may have about completion of the process. Areas typically discussed are contracts, fringe benefits, job description, site visits, and evaluation procedures.

Optional: Mock Interview Session

In order to prepare for initial interviews of recommended finalists, a mock interview session for the board can be arranged by an IASB consultant.

STEP 10. Selection of the Superintendent.

Initial Interviews of the Recommended Candidates. (closed meetings)

The board meets and studies the credentials of the recommended finalists submitted by the screening committee. Candidates responding to the invitation for an interview should be reimbursed by the board for expenses incurred (This cost is not included in the IASB quote).

Optional Second Interviews. (closed meetings)

From those initially interviewed, the board may select one, two, or three candidates in whom the board has a high degree of interest for second interviews.

The Site Visit.

After narrowing the field to a top candidate, a committee of the board visits the district and the communities of the favored candidate. The site visit serves as a further means of assessing the candidate's appropriateness for the position. The site visit allows the board to confirm that others see the same characteristics and qualities they have identified. The board finalizes its process as a result of the interviews and visitations and offers a contract to the person of its choice.

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Post Search Workshop for the New Team (facilitated by Field Services Director). (could be a closed meeting)

We are pleased to offer your board and new superintendent team a complimentary in-district workshop to assist you as you move forward working together during this first critical year. It is our hope that this workshop will provide an opportunity for the board and new superintendent to begin to build the new governance team and to become acquainted with resources your school board association has available to support you in this important work. The workshop generally will be a “team building” workshop that may be customized based upon district needs.

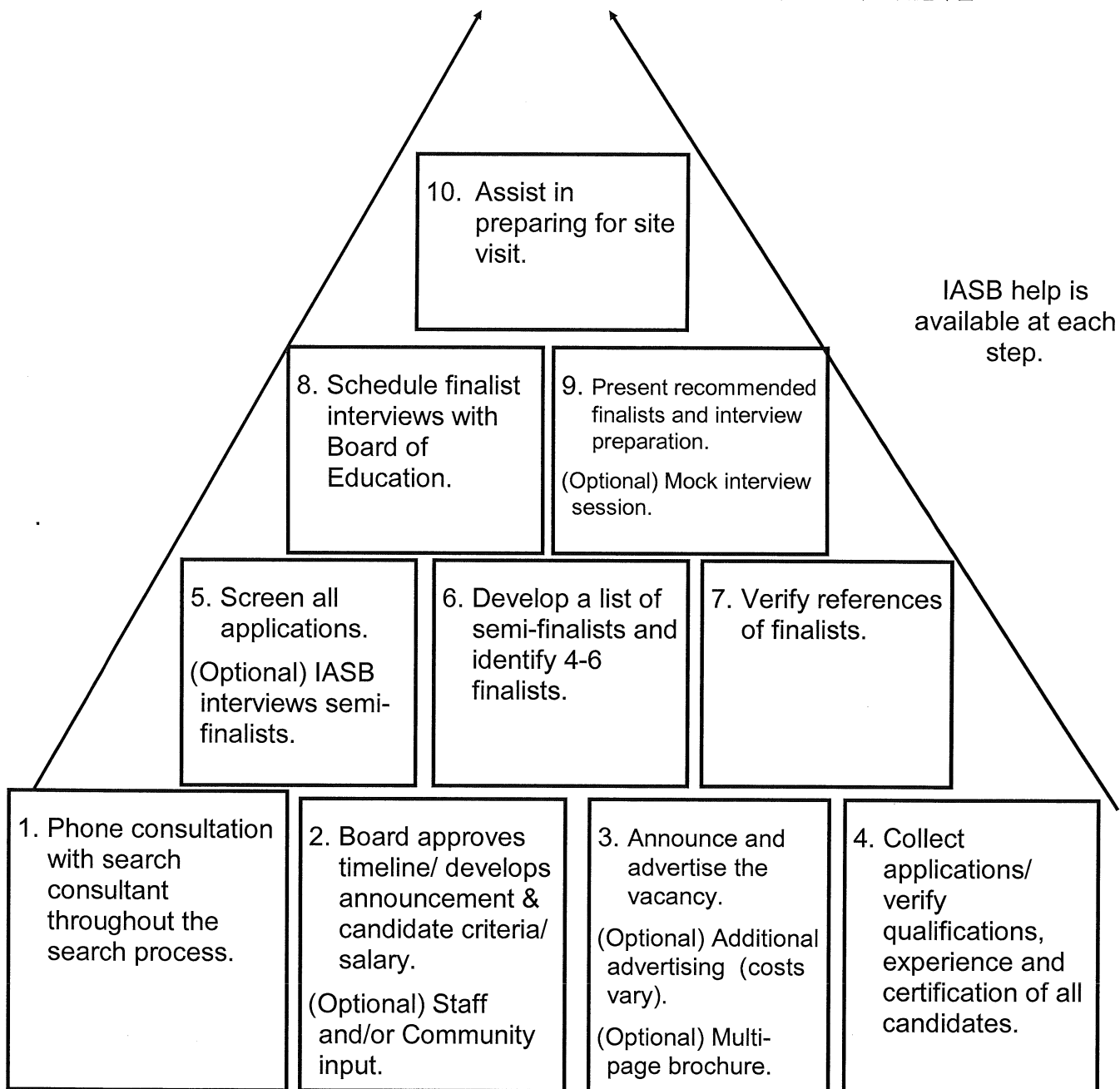
WEB SITE: Be sure to check our web site for more information on IASB search services and information on current and past searches (including examples of brochures and advertised superintendent salary information). <http://www.iasb.com/files/superintendents.htm>.

IASB Superintendent Search

THE PROVEN PYRAMID

**“Being clear about search criteria
builds a firm foundation for the project”**

STEPS IN HIRING A NEW SUPERINTENDENT



A SUGGESTED SEARCH TIMELINE

IASB consultant presents an overview of the search process.	To Be Determined
Board approves timeline/ develops announcement and candidate criteria/ salary.	To Be Determined
<i>Optional:</i> Staff and/or community representatives surveys and interviews (an extra cost option)	<i>To Be Determined</i>
Announce and advertise the vacancy	Upon Contract Agreement
<i>Optional:</i> Multi-page brochure (an extra cost option).	
<i>Optional:</i> Additional advertising (costs vary).	
Search is closed to applicants.	To Be Determined
Search team screens all applications	To Be Determined
<i>Optional:</i> Screening team may interview semi-finalists before recommendation of 4-6 finalists to the board (an extra cost option).	<i>To Be Determined</i>
Develop a list of semi-finalists and identify 4-6 finalists.	
Verify references of finalists.	
Schedule finalists interviews with board of education.	
Search team presents recommended finalists to the board.	To Be Determined
<i>Optional:</i> In-district mock interview session for the board can be arranged by an IASB consultant (an extra cost option).	<i>To Be Determined</i>
Board interviews finalists and conducts site visit with finalist.	
Board negotiates and offers contract.	
New Superintendent officially begins.	July 1, 2010

Post search workshop for the new team facilitated by a Field Service Director- Jeffery Cohn within 6 months of new superintendent start date.

IASB SEARCH EXPERIENCE

The Association is well-equipped to search out qualified candidates. Its staff is familiar with the many ways of reaching potential candidates around the state and the nation. Also, the IASB has many years of experience at helping individual school boards define their particular needs and in screening candidates who can fill those needs with competence. The IASB is an active member of the National Association of Superintendent Searchers (NASS). Donna Johnson is the current chair and Dawn Miller is a former chair of NASS.

In the 2008-2009 school year, according to IASB records, IASB conducted 28 out of the 51 facilitated superintendent searches (54.9%).

2008-2009 Superintendent Searches conducted by the Executive Searches Department of IASB include:

BROOKFIELD-LAGRANGE PARK SD 95
(Cook County)

CANTON UNION SD 66
(Fulton County)

CASEY-WESTFIELD CUSD 4C
(Clark County)

CENTRALIA SD 135
(Marion County)

CHADWICK-MILLEDGEVILLE CUSD 399
(Carroll County)

COOK COUNTY SD 130
(Cook County)

CORNELL CCSD 426
(Livingston County)

DUPO CUSD 196
(St. Clair County)

EAST MAINE SD 63
(Cook County)

EL PASO-GRIDLEY CUSD 11
(Woodford County)

GARDNER CCSD 72C
(Grundy County)

GEORGETOWN-RIDGE FARM CUSD 4
(Vermillion County)

HERSCHER CUSD 2
(Kankakee County)

IROQUOIS WEST CUSD 10
(Iroquois County)

KANKAKEE SD 111
(Kankakee County)

LASALLE ESD 122
(LaSalle County)

LIMESTONE CHSD 310
(Peoria County)

LINCOLN CHSD 404
(Logan County)

METAMORA CCSD 1
(Woodward County)

MILLBURN SD 24
(Lake County)

MONMOUTH-ROSEVILLE CUSD 238
(Warren County)

NOKOMIS CUSD 22
(Montgomery County)

RED HILL CUSD 10
(Lawrence County)

SCOTT-MORGAN CUSD 2
(Scott County)

SOUTH CENTRAL CUSD 401
(Marion County)

SOUTH FORK SD 14
(Christian County)

UNION RIDGE SD 86
(Cook County)

WOOD RIVER-HARTFORD ESD 15
(Madison County)

2008-2009 Key Administrative Searches conducted by the Executive Searches Department of IASB include:

**OREGON CUSD 220
PRINCIPAL
(Ogle County)**

**RED HILL CUSD 10
ASSISTANT SUPERINTENDENT
(Lawrence County)**

SUPERINTENDENT SEARCH SURVEY
(to be completed on-line)
Group Specific
Oak Park-River Forest SD 200

The (School District) Board of Education is soliciting your help in the search for a new Superintendent. Please complete and return this form to _____ by _____. The Survey is provided by the Illinois Association of School Boards, who is assisting us. Thank you!

INSTRUCTIONS: READ the following 15 items. Choose **FOUR** that you feel are the most important traits or skills the next Superintendent must have.

The Superintendent of our district should:

1. Provide written, understandable administrative procedures that implement board policy.	
2. Have a thorough knowledge of and successful experience in district management practices.	
3. Have a thorough knowledge of and successful experience in school finance.	
4. Be a "people person" with proven abilities in human relations and communications.	
5. Appropriately delegate responsibilities to subordinates while remaining accountable to the board.	
6. Follow the educational philosophy established by the board which reflects the values of the community.	
7. Be a community-oriented person who has high interest in a broad range of community groups.	
8. See that desired student behavioral patterns (discipline) are established and maintained.	
9. Have a strong and continuing academic background with successful experience in curriculum.	
10. Have experience and thorough knowledge of negotiations and the collective bargaining process.	
11. Be successful in the selection and assignment of staff.	
12. Provide leadership for an effective staff development and assessment program.	
13. Keep up on changes in legislation and help the district engage the legislative process.	
14. Provide leadership in planning; develop with the board of education, both long and short-range district goals.	
15. Maintain a good working relationship with the media.	

It is important that our Superintendent:

have previous successful experience as a <u>Superintendent</u> in a comparable district.	_____ yes _____ no
live in the district.	_____ yes _____ no

Questions for Community and Staff Focus Groups & Interviews (*Optional*)

1. What is unique about this school district? What special features make it different from any other school districts?
2. What are the major strengths of this district? What are you especially proud of about this district?
3. What are the weaknesses or areas of concern of this district?
4. What do you think this district will be like five years from now?
5. Where would you want to place the major focus for improvement of this district during the next five years?
6. What strengths or basic qualities are you looking for in the new superintendent?
7. Are there any additional political, personnel, and/or historical factors about the district or the community that an incoming superintendent should be aware of or prepared to handle?

Foundational Principles of Effective Governance

As the corporate entity charged by law with governing a school district, each School Board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the Board:

1. The Board Clarifies the District Purpose.

As its primary task, the Board continually defines, articulates and re-defines district ends to answer the recurring question -- who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

- Ends express the benefits the school district should deliver, thereby providing the entire system with clarity of purpose and a clear direction. A School Board rarely creates district ends; rather, it most often detects them through listening and observing.
- Ends reflect the district's purpose, direction, priorities and desired outcomes and are recorded in statements of core values/beliefs, mission, vision and goals.
- In effective school districts, every part of the organization is aligned with the ends articulated by the School Board in written Board policy.
- Well-crafted ends enable the School Board to effectively and efficiently monitor district performance and assess organizational success (Principle 5).

2. The Board Connects With the Community.

The School Board engages in an ongoing two-way conversation with the entire community. This conversation enables the Board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for district improvement and to inform the community of the district's performance.

- Effective communication is essential to create trust and support among community, Board, Superintendent and staff.
- The School Board must be aggressive in reaching out to the community – the district's owners - to engage people in conversations about education and the public good. In contrast, people who bring customer concerns to Board members should be appropriately directed to the Superintendent and staff.
- A Board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests.

3. The Board Employs a Superintendent.

The Board employs and evaluates one person - the Superintendent - and holds that person accountable for district performance and compliance with written Board policy.

- An effective School Board develops and maintains a productive relationship with the Superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written policy.

- Although the Board is legally required to approve all employment contracts, the Board delegates authority to the Superintendent to select and evaluate all district staff within the standards established in written Board policy.

4. The Board Delegates Authority.

The Board delegates authority to the Superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written Board policies that designate district ends and define operating parameters.

- Ultimately, the School Board is responsible for everything, yet must recognize that everything depends upon a capable and competent staff.
- “Delegates authority to” means empowering the Superintendent and staff to pursue Board ends single mindedly and without hesitation. A Board that does (or re-does) staff work disempowers the staff. High levels of Superintendent and staff accountability require high levels of delegation.
- Delegation is difficult for anyone accustomed to direct action. However, to appropriately stay focused on the big picture and avoid confusing the staff, members of the School Board must discipline themselves to trust their Superintendent and staff and not involve themselves in day-to-day operations.

5. The Board Monitors Performance.

The Board constantly monitors progress toward district ends and compliance with written Board policies using data as the basis for assessment.

- A School Board that pursues its ends through the delegation of authority has a moral obligation to itself and the community to determine whether that authority is being used as intended.
- Unless the Board is clear about what it wants, there is no valid way to measure progress and compliance.
- A distinction should be made between monitoring data (used by the Board for accountability) and management data (used by the staff for operations).
- The constructive use of data is a skill that must be learned. The Board should have some understanding of data, but will typically require guidance from the staff.

6. The Board Takes Responsibility For Itself.

The Board, collectively and individually, takes full responsibility for Board activity and behavior – the work it chooses to do and how it chooses to do the work. Individual Board members are obligated to express their opinions and respect others’ opinions; however, Board members understand the importance of the Board ultimately speaking with one clear voice.

- The School Board’s role as trustee for the community is unique and essential to both the district and community.
- While the Board must operate within legal parameters, good governance requires the Board be responsible for itself, its processes and contributions. Board deliberations and actions are limited to Board work, not staff work.
- The Board seeks continuity of leadership, even as it experiences turnover in membership. The Board accomplishes this by using written Board policies to guide Board operations, by providing thorough orientation and training for all members, and by nurturing a positive and inviting Board culture.

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Adopted: 1998

Revised: 08/2006 Revised: 10/2008

STAFF STANDARDS for IASB SEARCHES

In order to make our members aware of the conduct they have a right to expect from us, the Member Services staff of the Illinois Association of School Boards has adopted the following standards.

As members of the IASB Member Services staff, **WE WILL:**

1. make effective local school governance and leadership our highest priority, and take every opportunity to contribute to the understanding of school boards and their essential role in governing the public schools;
2. set an example for members of school boards and their administrative staffs by always acting in a manner that reflects favorably upon the integrity and reputation of the Association, its leadership, membership and staff;
3. make commitments only after thoughtful consideration and make no promises that will not be kept;
4. represent information as factual only when its accuracy can be verified, clearly distinguish between facts and opinion in our comments, and avoid speculation with information that could put someone else at risk;
5. ensure that anyone who calls on the Association for information or assistance receives a prompt, helpful response;
6. accept full responsibility for the exercise of any authority that has been delegated;
7. continuously learn and add to our skills by taking advantage of professional development opportunities and by engaging in self-assessment, self-improvement and self-direction through planning and goal setting;
8. give trust and support to all of our staff colleagues, recognizing that the personal and professional well-being of each individual is largely a product our combined performance.

Further, as members of the IASB Member Services staff, **WE WILL NOT:**

1. take any action or make any commitment that is not legal, ethical, consistent with the mission of the Association, or in the best interest of school boards as public institutions;
2. use any words or take any action that would harm individual school board members or administrators or endanger the relationship between a board and its superintendent;
3. knowingly participate in any activity on behalf of the Association that would be illegal or would abuse the Association's exception under the Open Meetings Act;
4. engage in gossip or divulge information that has been provided in confidence.

5. confuse the distinction between bona-fide legal advice and general information about the law and never give advice that should come from an attorney;
6. commit the Association to any action that might endanger its financial health or to any expenditure that has not been budgeted or otherwise properly authorized.

In addition, those of us who serve as superintendent search consultants **WILL**:

1. represent only the interests of client school boards, not individual candidates, and impartially evaluate all candidates based on criteria established by the school board;
2. guarantee anonymity to candidates throughout the application and evaluation process by not revealing their identities to anyone, including the client school board, unless or until a candidate becomes a finalist for the position or otherwise gives permission to do so;
3. remain available to help the client school board build an effective working relationship with its new superintendent.

As IASB Member Services Staff, we agree to live by these Standards.

Member Services Staff
Illinois Association of School Boards
May, 2002

TO: Board of Education

RE: Next Steps to begin a Superintendent Search

Should the Board choose to use the services of the IASB for the Superintendent Search, there are two next steps which will move the process forward:

- (1) An official board action to approve the selection of the IASB as the search consultant. On the basis of this action, the Board President will sign a "Professional Services Agreement" with the IASB.
- (2) Schedule a meeting to consider the various "decision points" in planning for the search. Agenda for the meeting will include (presented here so you can think about it before the meeting):
 - a. Objectives for the evening:
 - Consider objectives for your search process.
 - Make decisions on various parts of the search process.
 - Assure everyone understands the search process.
 - Assure clarity regarding next steps and responsible parties.
 - b. Decision points for the board. (Consultant will have recommendations at each point).
 1. Timeline for the Search (including dates for these two important meetings).
 - a. Board approves announcement of vacancy.
 - b. Interviews/Surveys in the district. Who? When? (an extra cost option)
 - c. Meeting to Present Finalists to the Board. How many candidates does the board want to look? (The Board will need to be available for a number of meetings in the two/three weeks following this meeting for interviews and negotiations).
 2. Internal Candidates – considerations?

The IASB is honored to be part of this very important process in the life of your district.