

**IASB POLICY REFERENCE MANUAL
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SECTION 3 - GENERAL SCHOOL ADMINISTRATION**

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General School Administration

Goals and Objectives ¹

The Superintendent directs the administration in order to manage the School District and to facilitate the implementation of a quality educational program in alignment with School Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to:

1. Effectively and efficiently manage the District's programs and buildings,
2. Provide educational expertise,
3. Develop and maintain channels for communication between the school and community,
4. Develop an administrative procedures manual implementing School Board policy,
5. Skillfully manage the District's fiscal and business activities,
6. Plan, organize, implement, and evaluate educational programs, and
7. Meet or exceed student performance and academic improvement goals established by the Board. ²

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-21.4, and 5/10-21.4a.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)

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

¹ State or federal law controls some aspects of this policy's content. The superintendent and principal's general duties are listed in 105 ILCS 5/10-21.4 and 5/10-21.4a, respectively. See also 105 ILCS 5/10-16.7, as added by P.A. 94-881.

This policy provides an opportunity for a board to give the superintendent a big picture of its vision for the district by identifying some high-level goals. While sample policy 1:30, *School District Philosophy*, contains the district's mission statement (i.e., why the district exists), this policy contains progress expectations and desired results (i.e., goals). This policy is designed to contain goals for which the administration will be responsible, including goals concerning finances, instruction, property, connecting with the community, etc. The list of goals should be replaced with the board's goals and objectives for school administration, if any.

² School administrators may be employed under a multi-year contract only if it is performance-based and contains goals and indicators of student performance and academic improvement (105 ILCS 5/10-23.8 and 5/20-23.8a). A policy statement that administrative staff shall "meet or exceed student performance and academic improvement goals" is consistent with this legislation.

General School Administration

Chain of Command

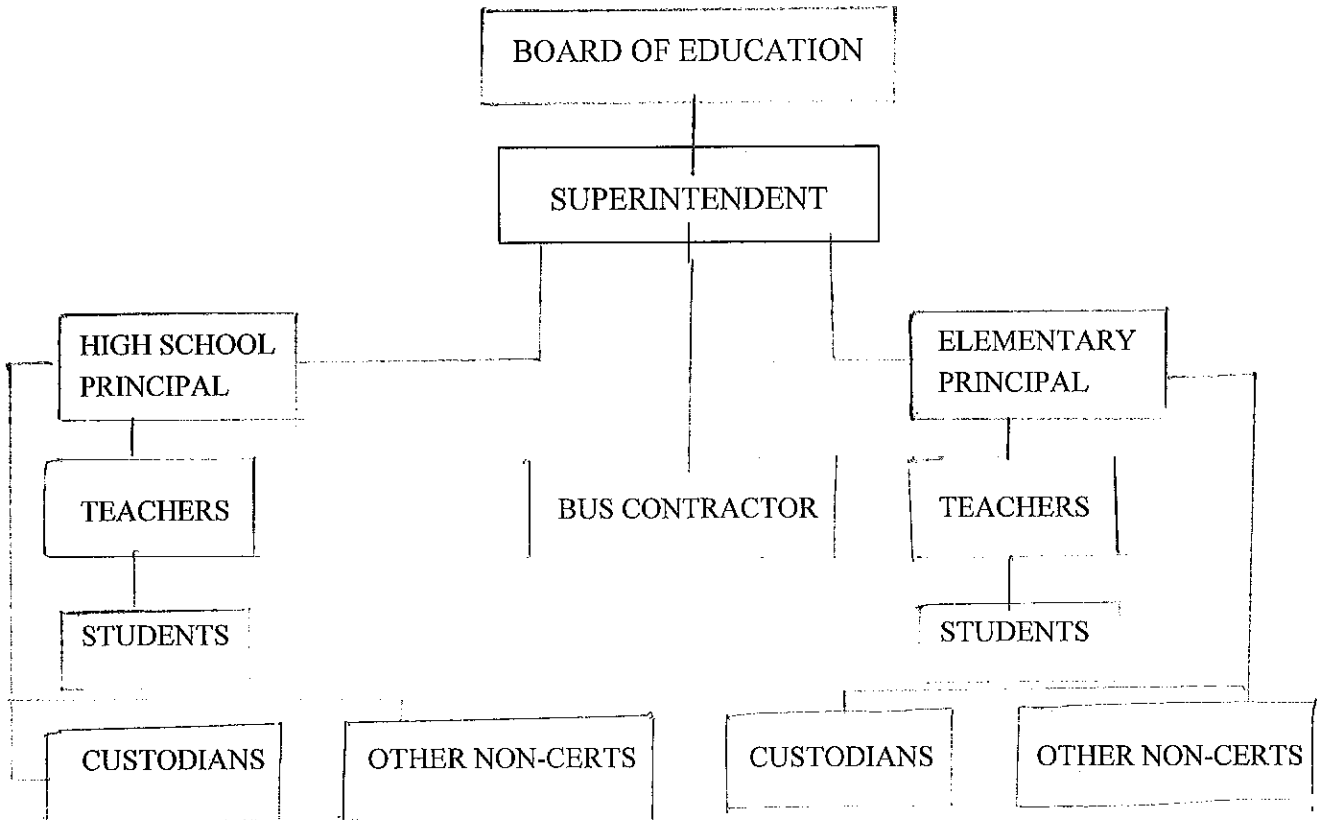
The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed except in unusual situations.

All personnel should refer matters requiring administrative action to the responsible administrator, and may appeal a decision to a higher administrative officer. Whenever possible, each employee should be responsible to only one immediate supervisor. When this is not possible, the division of responsibility must be clear.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:140 (Communications To and From the Board), 3:70 (Succession of Authority), 8:110 (Public Suggestions and Complaints)

General School Administration
Administrative Procedure - Organizational Chart for Administration

WARREN COMMUNITY UNIT SCHOOL DISTRICT #205



General School Administration

Superintendent 1

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. ² The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities. The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.³

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent shall have a valid

¹ State law controls this policy's content. Unless the district has only one school with less than 4 teachers, the board must employ a superintendent (105 ILCS 5/10-21.4). This statute assigns some specific duties to the superintendent including to: (1) make recommendations to the board concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of teachers and all other employees, the selection of textbooks, instructional material, and courses of study, (2) report to the board, ISBE, and chief administrative official any employee named in an abused child report, and (3) keep or cause to be kept the records and accounts as directed and required by the board, aid in making reports required by the board, and perform such other duties as the board may delegate to him/her. 105 ILCS 5/10-16.7 requires boards to direct, through policy, the superintendent, in his or her charge of the district's administration.

According to 105 ILCS 5/10-23.8, a superintendent may be employed under: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators; see *Superintendent Performance Contracts*, available at www.iasb/law/perfcont.cfm.

With limited exceptions, any individual serving as a first-time superintendent in Illinois must participate in a mentoring program for 2 school years in accordance with the ISBE requirements (105 ILCS 5/2-3.53b, added by P.A. 96-62). Under the superintendent mentoring program, a provider selected by ISBE will assign a mentor to a new superintendent based on similarity of grade level or type of district, learning needs, and geographical proximity. The mentor must not be required to evaluate the new superintendent on the basis of the mentoring relationship.

² Among the required reports/notices added in 2009 are:

1. An itemized compensation report for every employee holding an administrative certificate and working in that capacity that must annually be presented to the board and published on the district's website, if any, on or before October 1 (105 ILCS 5/10-20.50, added by P.A. 96-542, recodified by P.A. 96-1000).
2. A description of the district and its records that must be prominently displayed at the administrative office and posted on the district website (5 ILCS 140/4).
3. A salary information report for the superintendent and all administrators and teachers that is annually given to ISBE on or before July 1 (105 ILCS 5/10-20.47, added by P.A. 96-266, recodified by P.A. 96-1000).
4. A written notification to the State Superintendent and applicable regional superintendent that a certificate holder was dismissed or resigned as a result of an intentional act of abuse or neglect (105 ILCS 5/10-21.9(e-5)).

While not comprehensive, see the IASB's *Annual School Calendar* for more required reports, www.iasb.com/law/cal10.cfm.

³ This paragraph strengthens the policy's connection to the IASB's *Foundational Principles of Effective Governance*. It allows the superintendent broad delegation authority even when a policy fails to specifically provide for delegation.

administrative certificate with the superintendent endorsement issued by the State Certification Board. ⁴

Evaluation

The Board will evaluate, at least annually, the Superintendent's performance and effectiveness, using standards and objectives developed by the Superintendent and Board that are consistent with the Board's policies and the Superintendent's contract. ⁵ A specific time should be designated for a formal evaluation session with all Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits. ⁶

Compensation and Benefits

The Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.47, 5/10-20.50, 5/10-21.4, 5/10-23.8, 5/21-7.1, 5/24-11, and 5/24A-3.
23 Ill.Admin.Code §§1.310, 1.705, and 29.130.

CROSS REF: 2:20 (Powers and Duties of the School Board), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives)

⁴ Residency requirements, if desired, should be included in a superintendent's employment contract. 105 ILCS 5/21-7.1(e)(4) governs administrative certificates and superintendent endorsements. See also 23 Ill.Admin.Code §§25.360, 29.100 and 29.130.

⁵ 105 ILCS 5/10-16.7 requires a board to evaluate the superintendent. While greater detail may be added to this paragraph (e.g., a timeline, self-evaluation provision, and discussion requirements), a board must be sure that this policy provision and the superintendent's contract are consistent.

⁶ The reporting requirements in this paragraph are optional, but school boards must "require evaluators to participate in an in-service training on the evaluation of certified personnel provided or approved by [ISBE] prior to undertaking any evaluation and at least once during each certificate renewal cycle," (105 ILCS 5/24A-3, amended by P.A. 96-861). This Public Act also requires, "[a]ny evaluator undertaking an evaluation after September 1, 2012 [to] first successfully complete a pre-qualification program provided or approved by [ISBE]." Administrators must satisfy the continuing professional development requirements of 105 ILCS 5/21-7.1, amended by P.A. 96-56, to renew their administrative certificates.

General School Administration

Administrative Personnel Other Than the Superintendent ¹

Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. ² In the event of a conflict, State law and/or the administrator's employment agreement shall control.

Qualifications

All administrative personnel shall be appropriately certificated and shall meet all applicable requirements contained in State law and Illinois State Board of Education rule. ³

Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board. ⁴

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent. ⁵

¹ State or federal law controls this policy's content.

² Job descriptions are advisable, but optional. See policy 5:30, *Hiring Process and Criteria*, for a discussion of job descriptions. An ISBE rule (23 Ill.Admin.Code §1.310) allows *divided service*, meaning that a superintendent or principal may be employed by two school districts or serve in 2 professional capacities provided that full-time equivalency results in a maximum of one full-time position. In districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach up to ½ day.

³ 105 ILCS 5/21-7.1 and its implementing rule 23 Ill.Admin.Code §1.705 contain administrative certificate requirements. The following option may be added at the end of this paragraph:

Administrative personnel must reside in the District within a specified period as provided in their applicable employment agreement.

State law (105 ILCS 5/24-4.1) prohibiting residency requirements for teachers does not apply to non-instructional personnel, e.g., assistant principals. *Owen v. Kankakee School Dist.*, 632 N.E.2d 1073 (Ill.App.3, 1994). A board may impose residency requirements on a principal only if the principal's initial contract with the district made residency an express condition of his or her employment or continued employment as a principal (105 ILCS 5/10-21.4a). This limitation applies regardless of the date of the principal's initial employment as principal. Residency within a district may not be considered in determining a principal's compensation, assignment, or transfer (*Id.*).

⁴ Administrative personnel must be evaluated (105 ILCS 5/24A-1 and 5/24A-4, amended by P.A.s 96-861 and 96-1423).

⁵ The professional growth reporting requirements in this paragraph are optional. However, continuing professional education is required for administrative certificate renewal (105 ILCS 5/21-7.1(c), amended by P.A. 96-56).

A school board must require the administrators who evaluate employees to participate in an in-service training on the evaluation of certificated personnel that is provided or approved by ISBE (105 ILCS 5/24A-3 and 105 ILCS 5/24A-20(a)(4), amended by P.A. 96-861). This in-service training is also referred to as *evaluation training*. Administrative personnel must participate in this training (1) before they evaluate, and (2) at least once during each certificate renewal cycle (*Id.*).

After September 1, 2012, administrators who evaluate employees may not do so until successful completion of a *pre-qualification* evaluator training program provided or approved by ISBE (105 ILCS 5/24A-3(b), amended by P.A. 96-861). ISBE and the Performance Evaluation Advisory Council must develop this pre-qualification evaluator training program as required by 105 ILCS 5/24A-20(a)(3), amended by P.A. 96-861. The program's purpose is to ensure that an evaluator's rating properly aligns to the performance indicators required by the Performance Evaluation Reform Act of 2010 (*Id.*).

Administrative Work Year

The work year for administrators shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise stated in the employment agreement. In addition to legal holidays, administrators shall have vacation periods as approved by the Superintendent. All administrators shall be available for work when their services are necessary. ⁶

Compensation and Benefits

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues. ⁷

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel. ⁸

LEGAL REF: 105 ILCS 5/10-21.4a, 5/21-7.1, 5/24A-1, 5/24A-3, 5/24A-4, and 5/24A-20.
23 Ill.Admin.Code §§1.310 and 1.705.

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

⁶ Legal holidays are provided by 105 ILCS 5/24-2. State law does not provide for vacation periods. See policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a sample vacation policy.

⁷ State law does not address when salary issues should be presented to, or considered by, the board. The March deadline was chosen because the contract year is typically July 1 - June 30 and districts need adequate time to consider non-renewals and demotions before giving statutory notice. Alternatively, the policy could require that recommendations be presented "in a timely manner."

⁸ State law does not require that administrative and teaching personnel receive identical benefits and leaves of absence, but it does set the minimum in days and type for all certificated personnel. See policy 5:250, *Leaves of Absence*, for the leaves of absence provided by State law.

General School Administration

Administrative Responsibility of the Building Principal 1

The School Board, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools. ² The primary responsibility of a Building Principal is the improvement of instruction. ³ Each Building Principal shall perform all duties as described in the School Code as well as such other duties as specified in his or her employment agreement or as the Superintendent may assign, that are consistent with the Building Principal's education and training. ⁴

The Superintendent or designee shall develop and maintain a principal evaluation plan that complies with Section 24A-15 of the School Code. ⁵ Using that plan, the Superintendent or designee shall

¹ State or federal law controls this policy's content.

² 105 ILCS 5/10-21.4a.

³ Required by 105 ILCS 5/10-21.4a.

⁴ An alternative follows: "...or as agreed upon by the Building Principal and Superintendent."

The principal's duties are generally described in 105 ILCS 5/10-21.4a. In addition, 105 ILCS 127/ requires the principal or designee to report to the police violations of the Controlled Substance Act occurring in a school or on school property, on a public way within 1000 feet of a school, or any conveyance used to transport students. See also 105 ILCS 5/10-20.14 and administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students*. State law requires a principal or teacher to notify the parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public as provided in the Sex Offender Community Notification Law, 730 ILCS 152/ and Child Murderer and Violent Offender Against Youth Registration Act, 730 ILCS 154/. The county clerk may appoint high school principals or their designees as deputy registrars who may accept voter registrations of eligible students in the high school (10 ILCS 5/4-6.2).

⁵ 105 ILCS 5/24A-15, amended by P.A. 96-861. A board may want to add the components of the evaluation plan; the following optional provision contains the mandatory requirements:

The plan shall provide that the evaluation of a Building Principal:

1. Be performed by the Superintendent or designee, or an individual appointed by the Board who holds a registered Type 75 State administrative certificate;
2. Be in writing;
3. Take place by March 1 of each year for a Building Principal on a single-year contract and by March 1 of the final year of a contract for a Building Principal on a multi-year contract;
4. Include a description of the Building Principal's duties and responsibilities and the standards to which the Building Principal is expected to conform;
5. Consider the Building Principal's specific duties, responsibilities, management, and competence as a Building Principal;
6. Specify the Building Principal's strengths and weaknesses, with supporting reasons;
7. Align with research-based standards established by administrative rule;
8. On and after September 1, 2012 provide for the use of data and indicators on student growth as a *significant factor* in rating performance; and
9. Provide that one copy of the evaluation must be included in the Building Principal's personnel file and one copy of the evaluation must be given to the Building Principal.

Significant factor, as used in #8 in the optional provision, will need to be defined by ISBE rules after collaboration with the Performance Evaluation Advisory Council (PEAC) (105 ILCS 5/24A-7, amended by P.A. 96-861). See www.isbe.net/peac/ for the most recent information about ISBE and PEAC's implementation of the Performance Evaluation Act.

evaluate each Building Principal. ⁶ The Superintendent or designee may conduct additional evaluations. ⁷

The Board and each Building Principal shall enter into an employment agreement that conforms to Board policy and State law. ⁸ The terms of an individual employment contract, when in conflict with this policy, will control.

LEGAL REF.: 10 ILCS 5/4-6.2.
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, and 5/24A-15.
105 ILCS 127/.
23 Ill.Admin.Code Part 35.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leave of Absence)

⁶ Required by 105 ILCS 5/10-21.4a and 105 ILCS 5/24A-15, amended by P.A. 96-861.

⁷ Implementation of a principal mentoring program in any given year is dependent upon an appropriation sufficient to provide services to all first-year principals (105 ILCS 5/2-3.53a, amended by P.A. 96-373 and 23 Ill.Admin.Code Part 35). Sufficient funding is based on the anticipated number of participants and the total amount of the appropriation for the mentoring. Each principal in his or her first year of employment must participate in mentoring activities during years when the program is implemented. If sufficient appropriations exist, principals in their second year of employment may elect to participate in a second year of mentoring if the principal has completed the mentoring program in the previous school year.

⁸ 105 ILCS 5/10-23.8a and 5/10-23.8b govern principal contracts.

General School Administration

Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily absent, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and approved by the School Board. ¹

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

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

¹ This policy is at the local board's discretion. A board may find it unreasonable and unnecessary to approve the succession plan in the event of an administrator's temporary absence and, if so, should delete this requirement. If a principal is absent due to extended illness or leave, an assistant principal may be assigned as acting principal for a period not to exceed 60 school days (105 ILCS 5/10-21.4a).

General School Administration

Administrative Procedure - Succession Plan

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

Superintendent

Junior/Senior High School Principal

Elementary Principal (if applicable)

School Board President

School Board Vice President

School Board Secretary

Building Principal

Superintendent

Junior/Senior High School Principal

Elementary Principal (if applicable)

School Board President

School Board Vice President