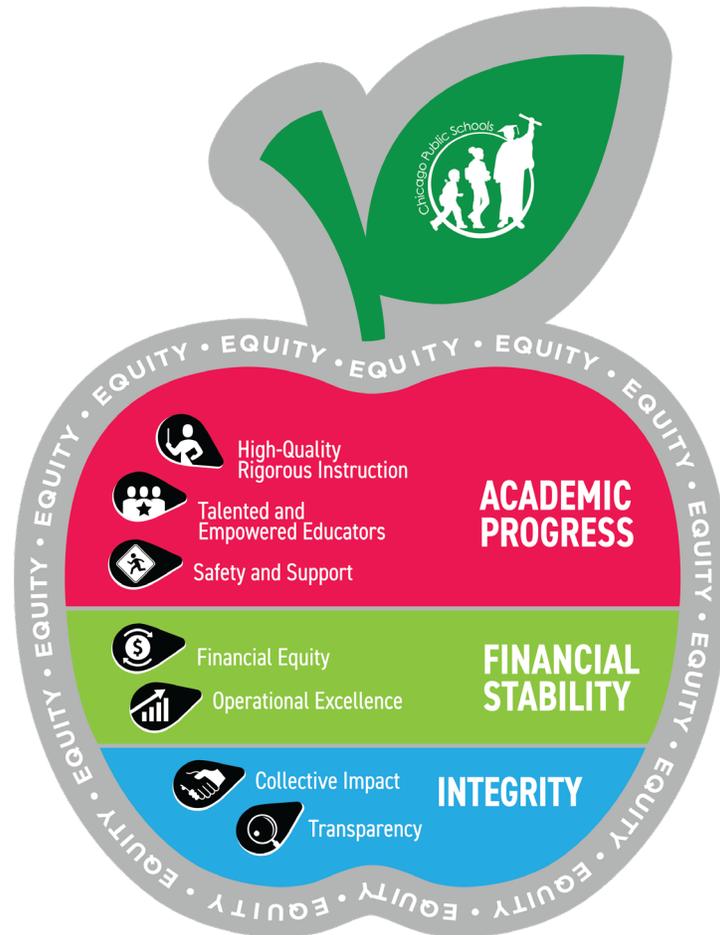


2020 ELECTIONS



LOCAL SCHOOL COUNCIL

RESOURCE GUIDE

2018-2020 Local School Council Resource Guide

Lori Lightfoot

Mayor of the City of Chicago

CHICAGO BOARD OF EDUCATION

Miguel del Valle, **President**

Sendhil Revuluri, **Vice-President**

Luisiana Melendez

Amy Rome

Lucino Sotelo

Elizabeth Todd-Breland

Dwayne Truss

CHICAGO PUBLIC SCHOOLS

Dr. Janice Jackson

Chief Executive Officer

LaTanya D. McDade

Chief Education Officer

Francis Bilecki

Chief of Public Policy

Herald Chip Johnson

Chief of Family and Community Engagement in Education

Dr. Guillermo “Willy” Montes de Oca

Director, Office of Local School Council Relations

© Copyright 2019 by the Board of Education of the City of Chicago
All rights reserved. Printed in the United States of America.

It is the policy of the Chicago Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education Amendments of 1972 and the regulations promulgated thereunder concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 42 W. Madison Street, Chicago IL 773.553.2688 [TTY 773.553.2699].

Contents

Part 1. Roles and Responsibilities	p. 4
Part 2. Meetings	p. 63
Part 3. Advancing School Progress-- The CIWP and the SQRP	p. 96
Part 4. Budgeting to Support School Progress	p. 131
Part 5. Principal Evaluation	p. 185
Part 6. Principal Selection	p. 229

Each item in the Contents is linked to the page listed for that section. Click on the title and you will get directly to that section.

The Contents page in each Part also has links to the listed pages so that you can click on any item in the contents lists and go directly to that topic's page.



Local School Council Resource Guide

Part 1. Roles and Responsibilities

Office of Local School Council Relations

<https://cps.edu/lsc>

High Quality, Rigorous Instruction
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact
Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



Talented and Empowered Educators
Talented teachers and administrators are a catalyst for student learning.

Safety and Support
Safe and supportive schools create an environment for successful learning.

Financial Stability
A "student first" budget builds a stronger financial future.

Introduction

The Local School Council charge from the state legislature. "... Achieving Goals. To achieve these priority goals, the general assembly intends to make the individual local school the essential unit for educational governance and improvement and to establish a process for placing the primary responsibility for school governance and improvement in furtherance of such goals in the hands of parents, community residents, teachers and the school principal at the school level."

105 ILCS 5/34-1.01.B.

Contents

The Local School Council Membership	p. 6
Powers and Duties of Traditional Local School Councils	p. 8
Powers and Duties of Appointed Local School Councils	p. 10
Powers and Duties of Principals	p. 12
LSC Calendar	p. 13
LSC Officers	p. 14
Other Committees	p. 16
Length of Terms and Methods of Selection	p. 17
Eligibility Rules	p. 19
Whistle-Blower Protection	p. 22
Chicago Board of Education Ethics Code	p. 23
Statement of Economic Interests	p. 24
Criminal Conviction Disclosure	p. 25
Removal from Office	p. 26

Resources

Fast Facts	p. 28
Important Considerations Regarding Diverse Learners	p. 31
Model Bylaws for a Traditional LSC	p. 32
Board Rules	p. 41
CPS Policy on Governance of Alternative and Small Schools	p. 54

Each item in the Contents is linked to the page listed for that topic. Click on the title and you will get directly to that page.

THE LOCAL SCHOOL COUNCIL MEMBERSHIP

Local School Councils are composed largely of parents and community representatives elected by parents and community residents. The school staff and high school student members are appointed by the Board after staff and students vote in an advisory poll. In some schools, the Board appoints LSCs that have different membership compositions.

COMPOSITION OF MOST LOCAL SCHOOL COUNCILS OF SCHOOLS NOT DESIGNATED AS AN ALTERNATIVE OR SMALL SCHOOL

ELEMENTARY SCHOOL LSCs INCLUDE 12 VOTING MEMBERS

- Principal
- 6 Parent Representatives
- 2 Community Representatives
- 2 Teacher Representatives
- 1 Non-Teacher Staff Representative

HIGH SCHOOL LSCs INCLUDE 13 VOTING MEMBERS

- Principal
- 6 Parent Representatives
- 2 Community Representatives
- 2 Teacher Representatives
- 1 Non-Teacher Staff Representative
- 1 Student Representative

COMPOSITION OF MOST LOCAL SCHOOL COUNCILS OF SCHOOLS DESIGNATED AS AN ALTERNATIVE OR SMALL SCHOOL

MOST ALTERNATIVE OR SMALL SCHOOL ELEMENTARY SCHOOL LSCs INCLUDE 13 VOTING MEMBERS

- Principal
- 6 Parent Representatives
- 2 Community Representatives
- 2 Teacher Representatives
- 2 Advocates

MOST ALTERNATIVE OR SMALL SCHOOL HIGH SCHOOL LSCs INCLUDE 14 VOTING MEMBERS

- Principal
- 6 Parent Representatives
- 2 Community Representatives
- 2 Teacher Representatives
- 2 Advocates
- 1 Student Representative

ALTERNATIVE LSCs WITH UNIQUE COMPOSITIONS

The ALSCs of the schools listed below have compositions differing from the standard ALSC compositions for elementary or high schools. In addition to the Principal, they consist of:

Nancy B. Jefferson Alternative High School

2 Community; 2 Teachers; 6 Advocates; The Presiding Judge of the Cook County Juvenile Court (or designee); The Superintendent of the Cook County Juvenile Temporary Detention Center (or designee)

Al Raby High School

7 Parents; 1 Community; 2 Advocates; 2 Teachers; 1 Student

Simpson High School for Young Women

2 Parents; 2 Community; 2 Teachers; 4 Advocates; 1 Student

Telpochcalli Elementary School

4 Parents; 4 Teachers; 2 Advocates

Vick Early Childhood and Parent Center*

4 Parents; 2 Community; 2 Teachers; 2 Advocates

York Alternative High School

3 Community; 2 Teachers; 4 Advocates; The Director of the Cook County Department of Corrections (or designee)

Military Academy high schools have a Board of Governors that serves as the LSC. They have a Commandant of the School and a JROTC Instructor as well as the members of an appointed LSC for a total of sixteen(16) members

The ALSCs of the following seven (7) schools are appointed based on recommendations by the Chief Executive Officer (no non-binding advisory polls are conducted).

- Chicago Academy Elementary School
 - Chicago Academy High School
 - Collins High School
 - National Teachers Academy Elementary School
 - Orr High School
 - Solorio High School
 - Tarkington Elementary School
- 2 Parents; 2 Teachers; 2 Community; 2 Educational Experts; the Chief Education Officer (or designee)

** The ALSCs of Vick Early Childhood Parent Center and DeVry Advantage Academy High School are appointed to two-year terms beginning December 1 of every even-numbered year (Board Report 08-0227-EX31).*

POWERS AND DUTIES OF TRADITIONAL LOCAL SCHOOL COUNCILS

The powers and duties of Local School Councils of schools *not designated as alternative or small schools include the following:*

Compliance

- Comply with the Open Meetings Act and all State and Federal laws, all applicable collective bargaining agreements, court orders and Board rules and policies.

Continuous Improvement Work Plan (CIWP)

- Approve the CIWP and any amendments to the CIWP **if the school is not on probation.**
- Hold two well-publicized public meetings annually to present the CIWP, proposed budget, and the annual report accounting for LSC activities both programmatically and financially.
- Hold two more well-publicized public meetings annually to report on progress and problems with implementing the CIWP.
- Monitor the implementation of the CIWP.
- May request that the principal close positions and open new ones consistent with the provisions of the CIWP provided the decisions are consistent with applicable law and collective bargaining agreements.

More information on the CIWP is provided in a separate section of the LSC Resource Guide.

Conduct Meetings

- Post meeting notice and agenda 48 hours prior to LSC meetings or LSC committee meetings.
- Notify the school community of all meetings.
- Prepare minutes/reports on meetings and maintain a record of the reports.
- Include public participation in LSC meetings.

More information on LSC meetings is provided in a separate section of the LSC Resource Guide.

Advise the Principal

- Advise the principal concerning the school's attendance and disciplinary policies and school fees.
- Make recommendations to the principal on new teacher hires.
- Make recommendations to the principal on textbook selection and the curriculum that are consistent with the curriculum objectives of the Board and the State and in conformity with the Chicago Teachers' Union Contract.
- Evaluate the school's allocation of teaching resources and other certificated and uncertificated staff and, based on that evaluation, make recommendations concerning the reallocation of staff if it is determined the existing allocation does not adequately support instructional objectives or school programs.

Powers and Duties of Traditional LSCs (continued)

Budget and Fundraising Responsibilities

- Monitor the Budget and make sure it is reflective of plans in the CIWP.
- Approve the school's budget and approve all budget transfers within funds if the school is not on probation.
- Pre-approve all expenditures from the school's internal accounts that exceed the limits set by the Board for expenditures not requiring LSC approval (currently \$1,000.00 in elementary schools and \$2,500.00 in high schools). Splitting purchases to avoid the limit is prohibited.
- Approve increasing the expenditure limits for internal accounts above the \$1,000.000 (for elementary schools) and \$2,500.00 (for high schools) limits (limits cannot be lowered).
- Approve, in accordance with Board policy, all internal accounts receipts and expenditures
- Pre-approve all fundraising activities to be conducted by non-school organizations in or with the school.

More information on the budget is provided in a separate section of the LSC Resource Guide.

School Facilities

- Grant the use of assembly halls and classrooms, when not otherwise needed, for public lectures, concerts and other educational and social activities, in compliance with Board rules.

School Policies

- Adopt and revise a school uniform or dress code policy.

Responsibilities for Principal Selection and Evaluation

- Select a principal for the school to serve under a four-year contract.
- Evaluate a contract principal's performance on an annual basis.
- Evaluate, no less than 150 days prior to the end of the contract, a contract principal's performance during the entire duration of the current contract (called a "cumulative" evaluation).
- Determine whether the principal's contract shall be renewed (based on the cumulative evaluation).
- Select a new contract principal to fill an existing or impending contract principal vacancy
- May direct the Chief Executive Officer to approve written charges against the principal on behalf of the LSC with a vote of seven (7) members. 105 ILCS 5/34-85(a)(1).

More information on principal evaluation and selection is provided in separate sections of the LSC Resource Guide.

POWERS AND DUTIES OF APPOINTED LSCs

The Powers and duties of **appointed local school councils** designated as alternative or small schools include:

Compliance

- Comply with the Open Meetings Act and all State and Federal laws, all applicable collective bargaining agreements, court orders and Board rules and policies.

Continuous Improvement Work Plan (CIWP)

- Approve the Continuous Improvement Work Plan (CIWP) and any amendments to the CIWP **if the school is not on probation.**
- Hold two well-publicized public meetings annually to present the CIWP, proposed budget, and the annual report accounting for LSC activities both programmatically and financially.
- Hold two more well-publicized public meetings annually to report on progress and problems with implementing the CIWP.
- Monitor the implementation of the CIWP.
- May request that the principal close positions and open new ones consistent with the provisions of the CIWP provided the decisions are consistent with applicable law and collective bargaining agreements.

Conduct Meetings

- Post meeting notice and agenda 48 hours prior to LSC meetings or LSC committee meetings.
- Notify the school community of all meetings.
- Prepare minutes/reports on meetings and maintain a record of the reports.
- Include public participation in LSC meetings.

Budget and Fundraising Responsibilities

- Monitor the Budget and make sure it is reflective of plans in the CIWP.
- Approve the school's budget and approve all budget transfers within funds if the school is not on probation.
- Pre-approve all expenditures from the school's internal accounts that exceed the limits set by the Board for expenditures not requiring LSC approval (currently \$1,000.00 in elementary schools and \$2,500.00 in high schools). Splitting purchases to avoid the limit is prohibited.
- Approve, in accordance with Board policy, all internal accounts receipts and expenditures.
- Pre-approve fundraising activities conducted by non-school organizations in or with the school.

School Facilities

- Advise the principal concerning granting the use of school facilities, such as assembly halls and classrooms, for social and educational activities, in compliance with Board rules.

Appointed LSC Powers and Duties (continued)

School Policies

- Adopt and revise a school uniform or dress code policy.

Advise the Principal

- Advise the principal concerning the school's attendance and disciplinary policies and school fees.
- Make recommendations to the principal on new teacher hires.
- Make recommendations to the principal on textbook selection and the curriculum that are consistent with the curriculum objectives of the Board and the State and in conformity with the Chicago Teachers' Union Contract.
- Evaluate the school's allocation of teaching resources and other certificated and uncertificated staff and, based on that evaluation, make recommendations concerning the reallocation of staff if it is determined the existing allocation does not adequately support instructional objectives or school programs.

Responsibilities for Principal Selection and Evaluation

- Complete the principal selection training provided by the Office of Local School Council Relations prior to undertaking the process of selecting principal candidates to recommend to the CEO.
- Work closely with the Network Chief of Schools and the Office of LSC Relations during the process of selecting principal candidates to recommend to the CEO.
- Place a principal vacancy advertisement in the CPS personnel bulletin, review resumes, conduct interviews of principal candidates and submit to the Network Chief and CEO a list of one to three candidates for principal in order of preference.
- Evaluate a contract principal's performance every year of the contract.
- Evaluate, in the fourth year of the contract, a contract principal's performance during the entire duration of the current contract (called a "cumulative" evaluation).
- Submit to the Network Chief of Schools and the CEO a recommendation, based on the cumulative evaluation, regarding the renewal or non-renewal of the principal's contract.

POWERS AND DUTIES OF PRINCIPALS

All school principals have the power to:

- Supervise the school's educational program, including developing and implementing the CIWP and the School Budget in consultation with the LSC and the Professional Personnel Leadership Committee (PPLC).
- Supervise the daily operations of the school.
- Direct, supervise, evaluate, and discipline employees assigned to the school.
- Direct the work of non-Board employees assigned to the school pursuant to third-party contracts.
- Make recommendations to the Board concerning the employment, discharge or layoff of any employee assigned to the school.
- Enter contracts binding on the Board for no more than \$10,000 if the LSC approves the contract.
- Unless prohibited by law or Board rule, provide LSC members with all information necessary for them to perform their powers and duties.
- Unless prohibited by law or Board rule, provide LSC members with copies of all internal audits and other pertinent information generated by audits or reviews of programs or operations of the school.
- Direct the hours that the school shall be open and available for use, including for LSC regular and special meetings and other LSC-related functions.
- Send copies of LSC meeting minutes to the Network Office within 10 days of approval.

Information the Principal Shares with the LSC

At the beginning of each school year, the principal provides each LSC member with a copy of the following:

- Current CIWP
- Current School Budget and the CPS Budget Codes
- Current Internal Account Reports
- Current School ESEA/NCLB Title I Parental Involvement Policy and School-Parent Compact (if applicable)
- School Report Card
- Current Position Report
- School Organizational Chart (with names and duties of staff and contact information)
- School Calendar
- List of Council members and their contact information (LSC members must consent to disclosure of their telephone numbers and e-mail addresses)
- Copy of the current LSC Bylaws (if any)

During the school year, the principal provides LSC members with a copy of the following:

- Monthly Internal Account Reports
- School Budget Updates
- Attendance and Discipline Policies and Summaries
- Internal audits and audits or reviews of school programs or operations
- Drafts of the new CIWP, including amendments, and the School Budget (well in advance of the meetings at which the LSC will be asked to review and/or approve them)
- Any reports reasonably necessary for the LSC to perform its duties

LSC CALENDAR

- July 1** New LSC term begins in even-numbered years.
- July 1-14** LSC conducts Annual Organizational Meeting to elect Chairperson and Secretary for one- year terms and to set schedule of the regular meetings for the school year.
- October** If the school has a bilingual education program, form a Bilingual Advisory Committee (BAC) by the first week of October and send the names of officers to the Office of Language and Cultural Education and to the Network Office.
- LSC issues the LSC annual report on the LSC activities and conducts the first Biannual Progress Report to the school community on the CIWP and budget.
Establish Professional Personnel Leadership Committee (PPLC) by 5th week of school.
- If a school receives Title I funds, a Parent Advisory Council must be formed.
Complete the summative portion of the prior year's principal evaluation.
- November 1** Deadline for the LSC to add additional evaluation criteria to the principal's performance evaluation with the principal's agreement
- Deadline for the LSC to enter the prior year's principal evaluation into PEOT
- November 30** Deadline to revise the prior year's principal evaluation if there was a feedback session
- February 1*** Deadline for the LSC to: complete cumulative evaluation and provide current principal written notice of its decision regarding the renewal of his/her four-year performance contract (traditional LSCs) or its recommendation to the CEO on the renewal of the contract (appointed LSCs).
- Student non-binding poll conducted during 22nd week of school in non-election year.
- April** Parent/Community Election and School Staff and High School Student Polls (for traditional LSCs) and Parent, School Staff and High School Student Polls (for appointed LSCs) conducted on Report Card Pick-Up Day in even-numbered years. Appointed LSCs also forward candidate recommendations for community and advocate positions to the Board.
- April/May** LSC conducts public meetings to present the proposed CIWP and budget for the next year to the public with an opportunity for public comment.
Submit approved budget and CIWP to the Network Office.
LSC provides second Biannual Progress Report to the school community.
- May 1** LSC submits Professional Practice component of Principal Evaluation to contract principal.
- May 15*** If a traditional LSC does not renew the current principal's contract, the LSC must select a new principal not later than 45 days before expiration of the contract. If unable to select a new contract principal, the LSC shall forward the names of 3 candidates for the position of principal to the Chief Executive Officer by May 30.
- If LSC does not select a new principal by contract expiration date (June 30 for most principal contracts) or submit a list of 3 candidates to the CEO, the CEO appoints and interim principal. The interim principal shall serve until LSC selects a new contract principal with at least seven affirmative votes.
- May 30** Deliver the revised Professional Practice component of the Principal Evaluation if there was a feedback session to the principal
- June** File the Statements of Economic Interests with Principal by the due date.

**These dates apply to contracts that begin on July 1. All other contract deadlines should observe the following timeline: (1) Notify the current principal in writing at least 150 days before the contract expires regarding the renewal or nonrenewal of his/her four-year performance contract; (2) Sign contract at least 45 days before the current contract expires, and; (3) If necessary, send the list of three names to the CEO at least 30 days before the contract expiration date.*

LSC OFFICERS

The LSC is required to elect a Chairperson (who must be a LSC parent member) and a Secretary at the annual organizational meeting to serve one-year terms. In addition, the LSC must designate a Freedom of Information Act / Open Meetings Act Officer (or Officers) and may elect other officers, including, but not limited to, a Vice-Chairperson. It is recommended that all additional officers also be designated or elected at the annual organizational meeting.

Note: Unless the LSC limits their terms, the member(s) designated to serve as the FOIA and OMA Officer(s) may serve from year to year for as long as they remain on the LSC.

CHAIRPERSON

Who can be the LSC Chairperson?

Only a parent representative may serve as Chair.

How long does each LSC Chair serve?

The Chair is selected at the LSC's organizational meeting and serves for a one-year term. During the year, if a vacancy occurs, a new chairperson, who must be a parent member, is selected by the members of the LSC to serve for the rest of the term.

Responsibilities of the LSC Chair:

- Involve LSC members, including the principal, in the preparation of the agenda.
- Make sure that meeting notices and agendas are posted in accordance with the Illinois School Code and the Open Meetings Act.
- Preside at meetings.
- Encourage all LSC members to participate.
- Sign official CPS documents after the LSC has voted to approve the action or decision reflected in the documents (the Chair's signature indicates the LSC's approval, not the Chair's personal approval, of the action or decision reflected in the documents).
- Call Special LSC meetings.
- The Chair has the same powers as other LSC members to make and vote on motions.

VICE CHAIRPERSON

Some LSCs create a Vice Chair position. The responsibilities of the Vice Chair may be set forth in the LSC's Bylaws. If the LSC decides to elect a Vice-Chair, it is recommended that the election occur at the annual organizational meeting (see Chapter 2).

How long does the Vice-Chairperson serve?

The LSC may determine the length of the Vice-Chairperson's term; however it is recommended that the Vice-Chair also serve a one-year term.

Responsibilities of the Vice-Chairperson:

Generally, the Vice-Chair acts in the absence of the Chairperson, including presiding at meetings and signing official CPS documents to indicate the LSC's approval of the matter reflected in the documents. The Vice-chair **cannot call special meetings**. The LSC may set forth the specific responsibilities of the Vice-Chair in the LSC's By-laws. Some suggestions are included in the Model By-laws section.

SECRETARY**Who can be the LSC Secretary?**

Any member of the LSC can be the secretary.

How long does each LSC Secretary serve?

The secretary is selected at the organizational meeting for a one-year term. If there is a vacancy a new secretary is selected by the members of the LSC to serve for the remainder of the term.

Responsibilities of the LSC Secretary:

- Take minutes at all LSC meetings.
- In a timely manner, prepare minutes of all meetings in draft form.
- Distribute the draft minutes to members in sufficient time to review them prior the meeting at which the LSC will vote on their approval.
- Make any changes approved by the LSC in the draft minutes.
- Maintain all approved meeting minutes and other LSC records.
- Prepare any correspondence authorized by the LSC.
- Post notices and agendas for LSC meetings if the LSC has delegated that responsibility to the secretary.

FREEDOM OF INFORMATION ACT/ OPEN MEETINGS ACT OFFICER(S)**Who can be Freedom of Information Act (FOIA) / Open Meetings Act (OMA) Officer(s)?**

Any member may serve as the Open Meetings FOIA/OMA Officer(s).

How long does or do the FOIA/OMA Officer(s) serve?

The member(s) designated to serve as the FOIA/OMA Officer(s) serve(s) indefinitely. The LSC may limit their term(s), for example, to one year to be coterminous with the terms of the other LSC officers, but is not required to do so. If not previously designated, or the member designated is no longer on the LSC or no longer wishes to serve in that capacity, or if the LSC has limited the term, the annual organizational meeting affords the LSC a good opportunity to designate a new member or members to act as the FOIA/OMA Officer(s).

Responsibilities of the FOIA/OMA Officer(s)

- Complete online training provided by the Illinois Attorney General within 30 days after being designated by the LSC.
- **Annually** complete the online training provided by the Illinois Attorney General.
- Advise the LSC on Freedom of Information Act (FOIA) requests and the requirements of the Open Meetings Act (OMA).

To take the online training, the designated member must first register at <https://foia.ilattorneygeneral.net/CreateAccount.aspx>.

After compliance with the initial training requirement, the designated member(s) must complete the online training annually. Whenever the LSC designates a new FOIA/OMA Officer, they must complete the online training within 30 days of designation.

OTHER COMMITTEES

In addition to local school councils, other committees must be established by either the LSC or by parents with assistance of the principal in accordance with the funding the school receives for particular programs.

Bilingual Advisory Committee (BAC)

The LSC of schools providing a bilingual education program must recognize or establish a Bilingual Advisory Committee (BAC). Schools receiving bilingual funds must have a BAC that advises the principal and the LSC on plans for the bilingual program and the use of bilingual funds. The Chair and the majority of the BAC members must be parents of students in the bilingual program.

Elementary and Secondary Education/No Child Left Behind (ESEA/NCLB) Parent Advisory Council (PAC)*

Schools receiving federal Title I funds must have an ESEA/NCLB Parent Advisory Council (PAC) that advises the principal and the LSC on plans for the Title I program, the use of Title I funds and parental involvement activities.

The ESEA/NCLB Title I Parent Advisory Council (PAC) is not a formal committee of the LSC, but a separate body open to all Title I parents at the school that must work closely with the principal. The ESEA/NCLB Title I PAC is advisory only; the PAC's role is to ensure that Title I parents have input in the NCLB programming of the school and that the school provides parental involvement activities if it receives Title I funding. All programming and budgets proposed by the ESEA/NCLB Title I PAC must be consistent with and included in the school's CIWP and be approved by the LSC. For instance, any budgets prepared by the PAC must be approved by the LSC, which has the final authority over school funds.

Professional Personnel Leadership Committee (PPLC)*

All schools must have a Professional Personnel Leadership Committee (PPLC) made up of certified teachers and other certified personnel who work at the school, to advise the principal and the LSC on the educational program and curriculum, and on development and implementation of the Continuous Improvement Work Plan.

Additional Committees

The LSC may decide to establish committees for school priorities such as attendance or LSC responsibilities such as principal evaluation. The LSC can organize committees at the first meeting or at later meetings.

*The PAC and PPLC are not committees established by the Local School Council. It is the principal's responsibility to ensure their establishment. It is recommended that the LSC recognize these and receive reports from them on a regular basis.

LENGTH OF TERMS AND METHODS OF SELECTION

All LSC terms of office are two years except for the terms of office of high school student members, which are one year. Persons selected or appointed to fill mid-term vacancies serve the remainder of the term of the member whose position they fill.

Parent Members

Parent and community voters elect the parent members of the traditional Local School Councils in an election held every even-numbered year. Thereafter, the LSC fills mid-term vacancies in the parent member positions by majority vote of the serving members.

The Board appoints the parent members of the Appointed Local School Council (ALSC) after a non-binding advisory poll held every even-numbered year in which the parents indicate their preferences for the candidates for appointment to the ALSC as parent members. The Board appoints parents to fill mid-term vacancies in the parent member positions on the basis of recommendations of candidates to fill the vacancies by the ALSC, the Network Chief of Schools and the Chief Executive Officer. The Board exercises absolute discretion in the appointment of the parent members of the ALSC. This means that the Board may appoint any candidate recommended or any other candidate it selects to fill the parent offices on the ALSC.

Death of a Student

If the child of a parent member of the LSC dies during the member's term in office, the member may continue to serve on the LSC for the balance of his or her term.

105 ILCS 5/34-2.1 (r) (1)

Community Members

Parent and community voters elect the community members of the traditional Local School Councils in the election held every even-numbered year. Thereafter, the LSC fills mid-term vacancies in the community member positions by majority vote of the serving members.

The Board appoints the community members of the Appointed Local School Councils on the basis of recommendations of candidates to fill those positions by the ALSC, the Network Chief of Schools and the Chief Executive Officer. The Board fills mid-term vacancies in the community member positions also on the basis of recommendations of candidates to fill those positions by the ALSC and the Network Chief of Schools, and the Chief Executive Officer. The Board also exercises absolute discretion in the appointment of the community members of the ALSC.

School Staff Members

The Board appoints the teacher members of all Local School Councils after a non-binding advisory poll held every even-numbered year in which the school staff members indicate their preferences for the candidates for appointment to the LSC and ALSC as teacher members. The Board also appoints teachers to fill mid-term vacancies in the teacher member positions after a non-binding advisory staff preference poll.

The Board appoints the non-teacher staff members of the traditional Local School Councils after a non-binding advisory poll held every even-numbered year in which the school staff members indicate their preferences for the candidates for appointment to the LSC as the non- teacher staff member. The Board also appoints non-teacher staff members to fill mid-term vacancies in the non-teacher staff member position after a non-binding advisory staff preference poll.

The Board appoints the JROTC Instructor member of the appointed Boards of Governors of alternative high schools designated as military academies after a non-binding advisory poll held every even-numbered year in which the school staff members indicate their preferences for the candidates for appointment to the BOG as the JROTC Instructor member. The Board also appoints JROTC Instructors to fill mid-term vacancies in the JROTC Instructor member position on a BOG after a non-binding advisory staff preference poll.

The Board exercises absolute discretion in the appointment of all school staff members of all LSCs, ALSCs and Board of Governors (BOG). This means that the Board may appoint any candidate in a staff poll regardless of the staff's preferences for the candidate(s) to be appointed as indicated by the number of votes that the candidates received.

Advocate Members

The Board appoints the advocate members of the Appointed Local School Councils on the basis of recommendations of candidates to fill those positions by the ALSC, the Network Chief of Schools and the Chief Executive Officer. The Board appoints persons to fill mid-term vacancies in the advocate member positions also on the basis of recommendations of candidates to fill those positions by the ALSC, the Network Chief of Schools and the Chief Executive Officer. The Board also exercises absolute discretion in the appointment of the advocate members of the ALSC.

High School Student Members

The Board appoints the student members of all high school Local School Councils except the Board of Governors of the military academies after a non-binding advisory poll held every year in which the students indicate their preferences for the candidates for appointment to the LSC as the student member. The Board also appoints students to fill mid-term vacancies in the student member position after a non-binding advisory student preference poll. The Board appoints the high school student member of the Boards of Governors of the military academies based on military rank. The Board exercises absolute discretion in the appointment of the student members of the LSC, ALSC or BOG.

ELIGIBILITY RULES

Parent Members

A parent is eligible to serve on the Local School Council, if he/she is:

- The biological or adoptive parent, step-parent* or legal guardian** of a child enrolled in the school; and
- Not an employee of the Board or a vendor providing services at the school (employees must resign from the Board before taking office to be eligible to serve on the LSC).

*To qualify as a step-parent, a person must either:

- Be married to the biological or adoptive parent; or
- Be the domestic partner of the biological or adoptive parent; or
- Be a party to a civil union with the biological or adoptive parent; (domestic partners are of the same sex; parties to a civil union may be of the same or opposite sex).

**Legal guardianship is conferred by a court of competent jurisdiction. Therefore, temporary guardianship or custody conferred by a parent does not suffice.

Voluntary Student Transfers

The LSC membership of a parent member terminates automatically when the member's only or last child enrolled in the school is voluntarily transferred from the school. The termination is effective the date of the transfer.

Involuntary Student Transfers

These transfers must follow all Board policies and guidelines. The eligibility of an LSC parent member whose child is involuntarily transferred from the school may be challenged. In such cases, a hearing will be conducted under Board Rule 6-28 to determine the parent member's eligibility to remain on the LSC based on whether or not the involuntary transfer complied with Board Rules and Policies.

Student Graduation

The LSC membership of a parent member terminates automatically when the member's only or last child enrolled in the school graduates. The termination is effective as of the last day of the school year (as determined by the Chicago Board of Education), not the date of the graduation ceremony.

If, in an election year, a parent will no longer have a child enrolled in the school due to graduation, that parent may choose to run as a community representative for the council. If the child fails to graduate prior to June 30, the parent elected as an LSC community member will not be seated and that community position will be declared vacant.

Community Members

A community resident is eligible to serve on the Local School Council if he/she:

- Resides in the school attendance area or voting district (for "multi-area" schools);
- Is not the parent, step-parent or legal guardian of a child enrolled in the school;
- Is not an employee of the Board or a vendor providing services at the school (employees must resign from the Board before taking office to be eligible to serve on the LSC);
- Is at least 17 years old.

Community Members Moving out of the School's Attendance Area or Voting District

If a community member moves out of the school's attendance area or voting district, their eligibility to continue serving may be challenged pursuant to Board Rule 6-28. In such cases, the Law Department will conduct a hearing to determine the community member's eligibility to remain on the LSC depending on whether they continue to reside in the school's attendance area or voting district.

Advocate Members

A person may serve as an advocate if he or she is not a parent, step-parent, or legal guardian of a student enrolled in the school; is at least 18 years old; is not a Board employee; is not related to the principal; possesses skills, expertise, or experience that can contribute to the school's progress. The Board appoints the advocate members of the appointed Local School Councils on the basis of recommendations of candidates to fill those positions by the ALSC, the Network Chief of Schools and the Chief Executive Officer. The Board exercises absolute discretion in the appointment of the advocate members of the ALSC.

Teacher Member

A teacher is eligible to serve on the Local School Council, Appointed Local School Council or Boards of Governors, if he or she is:

- Employed and assigned to perform a majority of his/her employment duties at that attendance center.

Assistant principals are not eligible to be LSC teacher members.

Non-Teacher Staff Member

A non-teacher staff member is eligible to serve on the Local School Council if he or she is:

- Employed and assigned to perform a majority of his/her employment duties in a position not requiring certification at that attendance center.

Voluntary Transfers

The LSC membership of a school staff member who voluntarily transfers to another school or voluntarily leaves their school or Board employment, ends automatically as of the last day that they are assigned to the school. Immediately thereafter, the school may conduct a non-binding staff poll to ascertain the staff's preferences for a staff member to be appointed to fill the vacancy by the Board.

Involuntary Transfers

A school staff member who is involuntarily transferred to another school or who otherwise involuntarily loses his or her position at the school remains on the LSC. In order to create a vacancy in their position to be filled by another staff member employed at the school, their eligibility to continue serving on the LSC must be challenged and a hearing must be conducted pursuant to Board Rule 6-28. Their position on the LSC may be filled if the hearing results in a finding that they are ineligible to continue serving on the LSC and their LSC office is declared vacant. Alternatively, the staff member may resign from the LSC.

After either occurs, a non-binding staff poll must be conducted at the school to ascertain the staff's preferences for the staff member assigned to the school to be appointed by the Board to fill the vacancy. A staff poll is required even if there is only one school staff member candidate to fill the position.

Student Members

A student representative is eligible to serve on the Local School Council if he/she is a full-time student at the school. If a student representative voluntarily transfers from the school, the student's LSC membership terminates **automatically** as of the date of the transfer. Thereafter, a non-binding poll of the students must be conducted at the school to ascertain the students' preferences for the student to be appointed by the Board to fill the vacancy.

If a member of the LSC leaves that position, then that position should be filled as soon as possible.

WHISTLE-BLOWER PROTECTION

Is there any protection for whistle blowing?

- **Yes.** The identity of any Board employee or LSC member who has disclosed information he/she reasonably believes is evidence of (1) a violation of any law, rule, regulation, or policy; (2) waste, fraud or mismanagement; (3) an abuse of authority; or (4) a danger to the health or safety of students or the public, may not be disclosed during any investigation of the information or related matters without the written consent of the employee or LSC member.
- Furthermore, no disciplinary action may be taken against such an employee or LSC member for the disclosure of such information. For the purposes of this section, disciplinary action means any retaliatory action taken against an employee or LSC member by the Board, Board employees, LSCs, or exclusive bargaining representatives of employees. Such action includes, but is not limited to, reprimand, suspension, discharge, demotion, involuntary transfer, harassment, or denial or voluntary transfer.

CHICAGO BOARD OF EDUCATION ETHICS CODE

The Board's Ethics Policy is found at <https://policy.cps.edu/download.aspx?ID=32>, and should be reviewed by all LSC members.

You can review the policies, guidelines, questions and answers on the CPS ethics page <https://cps.edu/ethics>.

Here is a summary of important parts of this policy.

Section of the Code	Overview of Key Ethics Code Provisions for LSC Members
Nepotism <i>Section VI</i>	<ul style="list-style-type: none"> ● The definition of Relative can be found in Section II of the Code, Part DD. ● LSC members cannot hire or appoint their Relatives. ● LSC members cannot influence others to hire or appoint their Relatives. ● LSC members cannot advocate any employment actions involving their Relatives. ● LSC members cannot advocate for a contract agreement with a Relative or a Relative's place of business. ● LSC members with Relatives employed at the school must abstain from voting on the entire budget, entire school improvement plan, and any transfer of funds that may affect the Relative.
Economic Interest and Conflicts of Interest <i>Section IX</i>	<ul style="list-style-type: none"> ● The definition of Economic Interest can be found in Section II of the Code, Part P. ● LSC members cannot have an Economic Interest in a contract or business of the school. ● LSC members cannot have an Economic Interest in the buying, selling, or leasing of an item for which their LSC or school paid. ● LSC members cannot be paid by another employer for their position/work as an LSC member. ● LSC members cannot receive money from the school except for particular reimbursements. ● LSC members cannot vote on the current Principal's contract if they intend to apply to be Principal. <ul style="list-style-type: none"> ○ If he or she votes, and the LSC votes not to renew the contract they are ineligible to apply. ○ If the LSC member does not resign before the Principal selection begins, he or she is ineligible to apply. ● LSC members cannot vote or discuss proposals of Not-For-Profits which donate funds or services to the school when the LSC's life partner sits on the board of the organization.
Gifts, Loans, and Favors <i>Section XII</i>	<ul style="list-style-type: none"> ● LSC members cannot accept <u>anything</u> of value if there is an understanding that the member's actions are to be influenced because of that gift.
Use or Disclosure of Confidential Information <i>Section XIV</i>	<ul style="list-style-type: none"> ● LSC members cannot share Confidential Information that was learned as part of the LSC member's membership.

Overview of Key Ethics Code Provisions for LSC Members (continued)

Post-membership Restrictions <i>Section XV</i>	<ul style="list-style-type: none"> Former LSC members are not eligible for employment at the school where they served until one year after their LSC membership ends. Former LSC members cannot have an Economic Interest in a contract involving the school until one year after their LSC membership ends.
Political Activities <i>Section XVIII</i>	<ul style="list-style-type: none"> LSC members cannot use their position to engage in Political Activity or endorse a Candidate for Elective office. LSC members cannot use Board resources to perform any Political Activity.
Rights and Responsibilities <i>Section XIX</i>	<ul style="list-style-type: none"> LSC members must follow the Code of Ethics. LSC members must report any violations or potential violations of the Code to the Ethics Advisor. LSC members must cooperate with the Ethics Advisor regarding ethics violations. This includes supplying witness testimony, documents, and other requested information.
Penalties <i>Section XXI</i>	<ul style="list-style-type: none"> LSC members who violate the Code may be disqualified or removed from office.

STATEMENT OF ECONOMIC INTERESTS

The Board of Education requires each LSC member (including teachers, non-teacher staff, the principal and students) to file a Statement of Economic Interests. Council members will have 45 days from the date that the statement is sent to the principal to complete and submit the statement. If selected or appointed to fill a vacancy, the statement must be submitted within 7 days of appointment. **(Board Rule 6-29)**

Responding “yes” to any question does not necessarily make a person ineligible. Responses will inform the Board of the following:

- Any business entity in which such person has an ownership interest
- Any contract with the Board, any Local School Council
- Any contract with any public school in the school district

All questions require answers as of the date of filing and are applicable to the previous twelve (12) months.

Consequences If Statement Is Not Filed

Failure of an LSC member to complete the form shall automatically disqualify him or her from serving on the LSC for the remainder of the LSC term of office.

Due Process

LSC members who do not file a Statement by the applicable deadline will receive a letter informing them of the intent to disqualify them for failure to file. LSC members who wish to continue serving must file a Statement of Economic Interests within thirty (30) days of the date of the letter. If the LSC member fails to meet the filing requirements within 30 days from the date of the letter, the LSC member will be automatically disqualified from serving on the Local School Council and removed. The LSC or the Board, as appropriate, will appoint an eligible person to serve the remainder of the term. LSC members who fail to comply with the filing requirements do not have the right to appeal. However, if an error has been made, LSC members are instructed to notify the Board immediately.

CRIMINAL CONVICTION DISCLOSURE

Persons who have been elected to serve on an LSC may serve provided they:

- File a complete Criminal Conviction Disclosure Form pursuant to Section 34-2.1 (f-5) of the Illinois School Code (*105/LCS 5/34-2.1[f-5]*), and
- Have cleared a criminal background investigation which indicates they have not been convicted of crimes enumerated in Section 34-2.1(f-5) of the Illinois School Code which would render them ineligible to serve.

Board Rule (6-30) requires that each LSC member (whether newly-elected or appointed) file a **complete** Criminal Conviction Disclosure form with the principal, who is responsible for:

- Collecting the form;
- Maintaining a copy on file in the school;
- Notifying the Office of Local School Council Relations of refusals by Council members to file a Criminal Conviction Disclosure Form;
- Submitting the completed original form to the Office of Local School Council Relations.

The Code further provides that any candidate for an LSC who does not complete and file a Criminal Conviction Disclosure Form shall be ineligible for election, selection or appointment to an LSC. Therefore, traditional LSCs may not select a candidate who has not completed a Criminal Conviction Disclosure Form to fill a parent or community member vacancy on the LSC. Similarly, appointed LSCs may not recommend a candidate who has not completed a Criminal Conviction Disclosure Form to fill a parent, community or advocate member vacancy on the ALSC.

REMOVAL FROM OFFICE

An LSC member may be removed from the LSC by a majority vote of the LSC if the LSC member:

- Has missed three (3) consecutive regular meetings, or
- Has missed five (5) regular meetings within a 12-month period (emergency, special or committee meetings do not count).

Due Process

An LSC's vote to remove a member is valid only if the LSC member:

- Is notified of the LSC's intent to remove him/her at least seven (7) days prior to the vote;
- Is notified personally or by certified mail to his/her last known address; and
- Is given an opportunity to explain his/her actions and to vote on the question of his/her removal from the LSC.

Removal by the Chicago Board of Education Due To Noncompliance with Board Rules and Policies

An LSC member may be removed if the LSC member:

- Becomes ineligible to serve and a challenge to his/her eligibility is filed and found to be valid:
 - If an LSC member becomes ineligible to serve and does not voluntarily resign or is not automatically removed, the member may be challenged.
 - Any person may challenge a member's eligibility to serve at any time. The challenge must be based on the eligibility criteria.
 - All challenges shall be filed according to the procedures prescribed in the applicable Board Rule or Policy.
- Fails to complete the required 3-day LSC training program within six (6) months of taking office.
- Fails to file the required Statement of Economic Interests form.
- Is found to have violated the Board's Code of Ethics Policy, such as by voting on the CIWP or School Budget although relatives work at the school where the member serves.
- Fails to disclose a criminal conviction on the Criminal Conviction Disclosure Form; or
- Refuses to submit fingerprints for the purpose of completing the criminal background investigation.

The Board may also suspend or remove members of appointed LSCs for unbecoming conduct, which is any type of action that disrupts the educational process at the school at which he/she serves.

Unbecoming conduct includes, but is not limited to, the following:

- Refusing to attend council meetings or to remain in attendance for the duration of meetings with the intent of terminating quorum or walking out of meetings before a vote is taken without reasonable justification.
- Refusing to resolve disputes with the principal or other LSC members to structure programs conducive to learning.
- Using or attempting to use his/her office to influence disciplinary actions against school personnel or students or the improper closing of school staff positions or programs.

Resources

Fast Facts	p. 28
Important Considerations Regarding Diverse Learners	p. 31
Model Bylaws for a Traditional LSC	p. 32
Board Rules	
LSC Member Eligibility	p. 41
Audit of Records	p. 42
Local School Council Removal Procedures	p. 43
Loss of LSC Eligibility Due to Ethics Violations	p. 47
Statement of Economic Interests Filing Requirements	p. 49
Appointment to Vacancy	p. 50
Removal of LSC Member for Criminal Convictions	p. 51
CPS Policy on Governance of Alternative and Small Schools	p. 54

FAST FACTS

The different sections of the LSC Resource Guide provide information about the LSC's role and responsibilities. The following table provides an alphabetical reference to many of the terms used in the guide. Page numbers are noted for items that are included in this section of the LSC guide.

Board of Education **Policies** English and Spanish <https://policy.cps.edu>

Board of Education **Rules** English and Spanish <http://www.cpsboe.org/rules>

Advocate (Member of the Appointed LSC)	An individual who is at least 18 years of age and possesses skills or expertise in a field that is the educational focus of or will contribute to the fulfillment of the educational mission of an alternative school or small school. May not be related to the principal or academy superintendent; may not be parent/legal guardian of a current student; may not be an employee of the Board.
Alternative School	A school created by the Board that has a specialized student population, educational focus, curriculum, or school design, with an appointed body to involve parents, community members, and school staff in the activities of the school. The requirements and powers for traditional LSCs do not apply to these schools. The CEO develops the specifications for the school's advisory body.
Bilingual Advisory Committee (BAC)	If the school has a Bilingual Education program, the LSC must have a BAC whose members are parents of students in that program. The BAC advises the principal and LSC on the bilingual program plans and use of Bilingual Education funds.
Budget Transfer	Moving money from one category within a fund to another category within that fund, which must be approved by the LSC.
Bylaws	Rules for how the LSC works. An example is included in the Resources for this section of the LSC Guide.
Charter School	An attendance center authorized pursuant to the Illinois Charter Schools Law.
Closed or Executive Session	A non-public part of an LSC meeting.
Code of Ethics	Standards of conduct that apply of all CPS Board Members, LSC Members, and Employees. http://policy.cps.k12.il.us/download.aspx?ID=32
Community Resident	Community Resident members of the LSC must be at least 17 years old and live within the school's attendance area or voting district boundary or District 299 if the school does not have attendance or voting boundaries.

FAST FACTS (Continued)

<p>Continuous Improvement Work Plan -- CIWP</p> <p>See LSC Guide section on CIWP and SQRP.</p>	<p>A two-year plan for school progress developed by the principal with input from members of the school community. It is used when making budget decisions.</p> <p>It is revised after one year.</p> <p>The LSC must present the proposed CIWP to the school community before it is approved.</p> <p>The LSC uses the plan to keep track of progress.</p> <p>After one year, the school updates the plan.</p>
Contract School	An attendance center managed and operated by an organization retained by the Board to provide instruction and other services.
Discretionary Funds	Funds that can be used for multiple purposes as determined by the principal and LSC
Elementary Local School Council	Includes 12 members: Principal, six parents, two teachers, two community residents, one non-teacher staff member
Freedom of Information Act (FOIA) <i>See Meetings chapter.</i>	LSCs must meet the requirements of this Act. The LSC designates a member or members to complete training on the FOIA and act as Freedom of Information Act Officer for the LSC.
High School Local School Council	Includes 13 members: Principal, six parents, two teachers, two community residents, one non-teacher staff member, one full-time student
Local School Council	An elected or appointed Council or a Board of Governors.
Majority Vote	The number of votes needed to pass a general motion is the majority of the members currently serving on the LSC. Does not apply to votes on selecting a new principal for a contract, transfers of funds or for the CEO to approve written charges against the principal.
Military Academy	One type of alternative school created by the Board that has a military science curriculum and an appointed Board of Governors to involve parents, community members, and school staff in the activities of the school.
Officers of the LSC	The LSC officers include the chairperson, who must be a parent member, and secretary, who may be any LSC member. The LSC may also select other officers, including a Vice-chairperson and an Open Meeting Act and Freedom of Information Act Officer or Officers.
Open Meetings Act (OMA)	LSCs must meet the requirements of this Act in conducting their business. The LSC members must take the OMA training. The LSC identifies a member or members to complete online training on the OMA annually.
Organizational Meeting	The first meeting of the LSC each school year, to be held between July 1-14.
Parent Eligibility for LSC	Each parent candidate must be the parent or legal guardian of a student currently enrolled at the school, not related to the principal, not an employee of CPS.
Principal Contract	A principal receives a four-year contract. A Traditional LSC may vote to offer the principal another four-year contract. An appointed LSC may vote to recommend to the CEO that the current principal receive another four year contract.

FAST FACTS (Continued)

Principal Evaluation	The Local School Council evaluates the principal based on the evaluation requirements in the School Code using the Board-approved evaluation form. The CEO or designee evaluates the principal based on the evaluation requirements in the School Code using the Board-approved evaluation form.
Probation	A school that is identified as needing improvement to correct deficiencies. The CEO or Network Chief develops and the Board approves the CIWP and budget for schools on probation. The LSC and school staffs must follow that plan.
Professional Personnel Leadership Committee (PPLC)	The PPLC advises the principal and LSC on the educational program. The committee is not part of the LSC but provides advice on the curriculum and instruction of the school.
Public Participation	Each LSC open meeting must include public participation. The LSC may set rules for that participation.
Quorum	The number of LSC members needed to have an official meeting: 7 members for both elementary and for high schools. For appointed LSCs, one-half of the full membership plus one. If a quorum is not present, the LSC cannot vote on motions.
Rollover Funds	SGSA funds that are left after the previous year's expenses have been paid.
School Quality Rating Policy See the Resource Guide section on SQRP.	The requirements for school quality that decide a school's status. Each year every school's progress is evaluated based on criteria in the SQRP. http://www.cps.edu/Performance/Documents/SQRPHandbook.pdf
Small School	A school created by the Board that has a specialized educational focus, curriculum or school design and an enrollment of approximately 600 students if a high school or 350 students if an elementary school, with an appointed body to involve parents, community members, and school staff in the activities of the school.
Special Meeting	The Chair or four LSC members may call a special meeting, which is additional to the regular LSC meeting.
Student Eligibility for LSC or Board	Must be full-time high school students attending the school and in appointed councils or boards they must be in good academic standing. In a Military Academy, the student representative is the Cadet Battalion Commander or other senior cadet.
Teacher Eligibility for LSC Membership	Must be employed and in a position at the school where a majority of the teacher's duties are performed, a position that requires teacher qualifications; cannot be an assistant principal.
Title I Parent Advisory Council (PAC)	Schools receiving Federal Title I funds must have a PAC, which works with the LSC to make sure that NCLB Title I parents provide recommendations for NCLB programs and that the school provides parent involvement programs. All programs and budget proposals by the PAC must be consistent with and part of the CIWP.

IMPORTANT CONSIDERATIONS REGARDING DIVERSE LEARNERS

It is essential that **all stakeholders** support accelerating achievement for students with diverse learning needs. Key foci that serve to drive this important work include:

- Ensuring grade level access to the **Common Core State Standards (CCSS)** for diverse learners by leveraging existing technologies and reexamining the ways in which teachers differentiate instruction to meet the needs of students with varying learner profiles.
- Leveraging Multi -Tiered Systems of Support (MTSS) to ensure that data-based instructional planning is at the forefront when considering unit and lesson planning that meets the needs of all students.
- Embedding progress monitoring as a common practice among teachers and staff to inform instructional planning and delivery.
- Adopting data collection and data analysis on the mastery of key constructs for all students at regular intervals to determine which key shifts in instruction, if any, need to be made to accelerate skill attainment.
- Utilizing evidence based practices and instructional supports that serve to accelerate outcomes and address student academic, functional, social-emotional, behavioral, communication and/or physical needs.
- Planning intentionally for student progress to post-secondary opportunities by ensuring that **transition planning** is both relevant and meaningful.

Though these foci are not inclusive of all the work that can and should be done to accelerate outcomes for students with diverse learning needs, they are an important starting point when thinking through how to improve outcomes for students with diverse learning needs. Schools must ensure that all students are provided multiple ways to access learning, multiple ways to demonstrate their knowledge as well as a myriad of ways to engage with content. In doing so, a school can create learning environments that serve to benefit all students, especially diverse learners.

What should the LSC know to help diverse learners?

Every principal must provide the LSC with a brief report that includes the following information:

- The academic growth of students with disabilities as measured by district, state and local assessments.
- Progress monitoring data aligned to the implementation of tiered interventions for students with diverse learning needs, including students with disabilities.
- Suggestions for changing or modifying current instructional models so that students with disabilities may be educated with their general education peers to a greater extent (to the maximum extent appropriate to their individual needs).

LSC members should be included in the school's disability awareness training.

MODEL BYLAWS FOR A TRADITIONAL LSC

Bylaws of the _____ School Local School Council

Article I – Name and Authority

Section 1. Name. The name of this Local School Council shall be the _____ School Local School Council (hereinafter “LSC”).

Section 2. Offices. The LSC shall maintain its offices and records at Address of School, with the agreement and cooperation of the principal.

Section 3. Authority. The LSC is a Local School Council organized under the authority of the Illinois School Code.

Article II – Governance

These Bylaws, the applicable rules and regulations of the Chicago Board of Education and the Illinois School Code shall govern the operation of this LSC.

Article III – Purpose

The purpose of the LSC shall be to carry out its responsibilities pursuant to the Illinois School Code and Board Rules and to improve the quality of education at the attendance center.

Article IV – Basic Policies

The following are basic policies of the LSC:

- a. The LSC shall be noncommercial, nonsectarian, nonpartisan, and nonpolitical.
- b. The name of the LSC shall not be used in any manner to suggest LSC approval or endorsement except in those instances where the LSC has considered a matter over which they have been granted authority to act and affirmatively approved by a majority vote of its membership. Nothing in this Article shall prohibit an LSC member from giving his or her independent endorsement. Any LSC member using his or her name for an independent endorsement shall so indicate in the endorsement. Nothing in this Article shall be construed to restrict the constitutional rights of an individual who is a member of the LSC.
- c. The LSC will not devote or allow the use of its resources for the publication and distribution of statements or campaign material, in any political campaign on behalf of or in opposition to any candidate for public office.
- d. Neither the LSC nor any of its members acting in their official capacity as members of the LSC shall directly or indirectly use or allow the use of any of its resources in any campaign for Local School Councils on behalf of or in opposition to any candidate for a Local School Council.

Model Bylaws (Continued)

- e. No member of the LSC or of an LSC committee shall take or receive either directly or indirectly, any money, or thing of value that is to serve as a means of influencing his or her action in his or her capacity as a member of the LSC or an LSC committee. No member shall solicit, accept, or agree to accept for personal gain any direct or indirect favor, gift, loan, free service, gratuity, entertainment, or other items of economic value if the donor has or is seeking to obtain contractual or other business or financial relations with the Board or with the LSC; has interests that may be substantially affected by the performance or nonperformance or the member's duties on the LSC; or is attempting to reward or influence the member's impartiality or give that appearance.

These prohibitions do not preclude: (a) acceptance of unsolicited advertising or promotional material of nominal value; or (b) acceptance of food, entertainment, and refreshments of nominal value of infrequent occasions in the ordinary course of a meeting, inspection tour, or training session in which the member is properly in attendance.

- f. The LSC shall, to the maximum extent allowed by the law, participate in the decision-making process to improve the quality of education for the students of the school.

Article V – Membership

Section 1. General Powers. The affairs of the LSC shall be managed by its members.

Section 2. Number, Tenure and Qualifications. The LSC shall be composed of eight (8) elected members, three (3) members in elementary schools or four (4) members in high schools appointed by the Board of Education, plus the principal of the attendance center. The elected members of the LSC shall consist of six (6) parents of students currently enrolled at the attendance center who are not employees of the Board of Education and two (2) community residents residing within the attendance area or voting district of the attendance center who are not employees of the Board of Education and who have no children attending the school. The appointed members of the LSC shall consist of two (2) teachers and one (1) non-teacher staff member and, in a high school, one (1) student. The appointed members shall be appointed by the Board of Education following non-binding advisory preference polls of the school staff and, in high school, the students. Each member shall hold office until the end of his or her term of office, until his or her death or resignation, or until his or her removal in accordance with the Illinois School Code.

Section 3. Nomination and Election. The LSC shall assist and cooperate with the Board of Education in conducting elections for LSC membership at the attendance center in accordance with the provisions of the Illinois School Code and the guidelines and procedures adopted by the Board of Education to ensure fair and equitable elections. The LSC shall not adopt or use any other election guidelines or procedures.

Section 4. Term. All members shall serve a term of two (2) years except the student member in a high school, who shall serve a term of one (1) year. Any LSC member who decides to resign from the LSC during his or her term may submit a written resignation to the LSC Chairperson, LSC Secretary or Principal, who shall forward the written resignation to the entire LSC. Any LSC member who fails to meet the eligibility requirements for their office will be subject to removal from office in accordance with Board of Education Rules 6-28, 6-29 or 6-30. Any such member may resign from office in lieu of removal.

Section 5. Dues. There shall be no obligation for any member of the LSC to pay dues or any type of membership fee.

Section 6. Compensation. Members of the LSC shall serve without compensation and without reimbursement of any expenses incurred in the performance of their duties, except as may otherwise be provided by the Board of Education.

Section 7. Vacancies. In the event a vacancy occurs during a parent or community member's term for whatever reason, the LSC shall appoint a person otherwise eligible for election to the vacant position to serve on the LSC for the remainder of that member's term. In the event that less than the minimum number of parent or community persons eligible are elected to the LSC at a regular LSC election, the LSC shall appoint eligible persons to serve as members of the LSC for terms consistent with the terms held by the elected members of the LSC.

Section 8. Removal of Members. The LSC may remove members by a majority vote for missing three (3) consecutive regular meetings or five (5) regular meetings in a twelve (12) month period. The regular meetings that may be considered in removing a member are the regular meetings scheduled at the Annual Organizational Meeting. The LSC must notify the member by personal delivery or certified mail directed to the member's last known address of its intent to vote on his or her removal at least seven (7) days prior to the vote. At the meeting at which the LSC will vote on removal, the member shall have the right to explain the reasons for his or her absence and to vote on the question of his or her removal.

Pursuant to Board Rules, the Board of Education may also remove members for any of the following reasons:

- Failure to meet the eligibility requirements for their office
- Failure to complete a Criminal Disclosure Form to disclose criminal convictions subject to disclosure on the Form
- Failure to pass a criminal background investigation
- Failure to provide fingerprints for completion of the criminal background investigation
- Failure to comply with the Ethics Code
- Failure to comply with the training requirements for LSC members
- Failure to file an Annual Statement of Economic Interests

Article VI – Meetings

Section 1. Annual Organizational Meeting. The LSC will hold an Annual Organizational Meeting no sooner than July 1 and no later than July 14 of each year at the school where it serves. At the organizational meeting, the LSC shall elect, at minimum, a Chairperson (must be a parent member) and a Secretary (may be any member) to each serve a term of one (1) year and shall set a schedule of regular meetings for the school year.

Section 2. Regular Meetings. The schedule of regular meetings shall be made available to the public. Regular meetings may be held on legal holidays. The time and place of regular meetings shall be convenient to the public.

Section 3. Special Meetings. The Chairperson or any four (4) members may call special meetings by giving the other LSC members notice in writing specifying the time, place, and purpose of the meeting. Notice of special meetings shall also be given to the public in accordance with the provisions of Article VI, section 5 of these Bylaws and the Open Meetings Act. The time and place of such special meetings shall be convenient to the public. Special meetings may not be held on a legal holiday. The LSC may only take action at special meetings on items specifically listed on the agenda.

Section 4. Public Participation. All LSC meetings shall be open to the public except meetings or sessions that are closed to the public as allowed by the Open Meetings Act (OMA). The public shall be afforded an opportunity to address the LSC at all open meetings.

Section 5. Notice and Agenda. A notice and agenda for all meetings, regular or special, must be posted at the school and meeting location, if other than the school, at least forty-eight (48) hours before the scheduled starting time of the meeting. The notice must inform the public of the date, time and location of the meeting and the agenda must specifically identify all items the LSC proposes to act on at the meeting. Items not specifically identified in the agenda of a regular meeting may only be discussed at the meeting. Items not specifically identified in the agenda of a special meeting may not be discussed at the meeting.

If the LSC changes the date, time or location of more than one (1) regular meeting at a time, the LSC must give at least 10 days notice of the changes by publication in a newspaper of general circulation in the school community that the LSC serves. Notice of such change must also be posted at the school. If there is a change to only a single meeting, the 10-day notice and publication requirement does not apply.

The LSC must also give public notice of any rescheduled or reconvened meeting at least 48 hours before that meeting is held. The agenda of the rescheduled or reconvened meeting must be included in the public notice. The notice requirements do not apply to reconvened meetings if the original meeting was open to the public and either the reconvened meeting is held within 24 hours after the original meeting or an announcement of the reconvened meeting is made at the original meeting and there is no change in the agenda.

In addition to the public meeting notice requirements, written notice of the time, place and purpose of special meetings must also be given to all LSC members before the meeting.

Section 6. Quorum and Manner of Acting.

- a. A quorum of seven (7) members must be physically present at a meeting for the LSC to formally conduct any business.
- b. The principal and the student member in a high school shall not be counted for purposes of determining whether there is a quorum present and shall have no vote when the LSC is considering any of the following matters:
 - Evaluation of the principal's performance
 - Renewal of the principal's contract or the addition of any additional terms (addenda) to a new or renewed principal's contract
 - The direct selection of a new principal
 - The determination of names of candidates to submit to the Chief Executive Officer for the position of principal

In addition, the student member in a high school may not vote on other personnel matters, including the allocation of teaching and staff resources.

- c. Generally, except as noted in subsections d and e below, whenever a vote is taken on any measure before the LSC, a quorum being present, the affirmative vote of a majority of the members then serving shall determine the outcome of that measure.
- d. At least seven (7) affirmative votes are required, regardless of the number of vacancies on the LSC, for the LSC to take the following actions:
 - Selecting a new contract principal
 - Directing the Chief Executive Officer to approve written dismissal charges against the principal on behalf of the LSC
- e. Regardless of the number of vacancies on the LSC, at least seven (7) affirmative votes in elementary schools and eight (8) affirmative votes in high schools are required to approve school budget transfers within funds.

Article VII – Officers

Section 1. Enumeration and Qualifications. The officers of the LSC, as required by law, shall be a Chairperson, a Secretary and a Freedom of Information/Open Meetings Act Officer or Officers. The LSC may elect such other officers from among its members as it deems necessary for the efficient operation of the LSC. The Chairperson shall be a parent member of the LSC. Any member may serve in the remaining offices.

Section 2. Election of Office. The LSC shall, at a minimum, select the Chairperson and Secretary at the Annual Organizational Meeting and may select other officers at the Annual Organizational Meeting.

Section 3. Term of Office of Chairperson and Secretary. The term of office of the Chairperson and Secretary shall be one year except that a new Chairperson or Secretary selected to fill an unexpired term of office shall serve only the remainder of the unexpired term.

Section 4. Vacancies. In the event a vacancy occurs during an officer's term for any reason, such vacancy shall be filled in the same manner as the original selection of the officer.

Officers (Continued)

Section 5. Chairperson. The Chairperson shall preside at all meetings of the LSC. He or she shall have the authority to call special meetings of the LSC by giving notice to the other members of the LSC in writing, specifying the time, place, and purpose of the meetings and by giving public notice in the manner provided in Article VI, section 5. Subject to the direction and control of the entire LSC, the Chairperson shall have general supervision, direction, and control of the business and affairs of the LSC and shall perform all duties incident to the office of Chairperson including signing any official records or documents to reflect the LSC's approval of the matter(s) reflected in such records or documents and such other duties as may be assigned to him or her by the LSC.

Section 6. Secretary. The Secretary shall conduct the official correspondence, preserve all documents and communications, record and maintain an accurate record of the proceedings of the LSC in the minute books (maintain one minute book in the school office and duplicate minute book kept by the Secretary), issue and post notices of regular and special meetings as required by these Bylaws and perform all duties incident to the Office of the Secretary and such other duties as may be assigned to him or her from time to time by the LSC. Minutes shall contain, at minimum, the time, date and place of each meeting (open or closed), the names of all LSC members recorded as physically present, or present by means of video or audio conference and absent and a record of all matters discussed and all votes taken. The LSC shall approve all open meeting minutes no later than the second regular meeting or 30 days after the meeting for which the minutes were taken, whichever is later and shall make such minutes available for public inspection within ten (10) days of approval. Upon the expiration of his or her term, the Secretary shall deliver to the LSC the books, records, papers, minute books, and other property of the LSC.

Section 7. FOIA/OMA Officer(s). The FOIA/OMA officer(s) shall advise the LSC concerning the requirements of the Freedom of Information Act and Open Meetings Act.

Section 8. Other Officers. The LSC may elect such other officers as it determines are necessary for the efficient operation of the LSC. In the event that such officers are elected, their terms may expire at the same time that the terms of the Chairperson and the Secretary expire.

Section 9. Vice-Chairperson. If elected, the Vice Chairperson presides at the LSC meetings in the absence of the Chairperson. In the absence of the Chairperson or the position of the Chairperson, the Vice Chairperson shall conduct all duties of the Chairperson, including signing any official records or documents to reflect the LSC's approval of the matter(s) reflected in such records or documents.

Section 10. Sergeant-At-Arms. If elected, the Sergeant-At-Arms shall maintain order at LSC meetings and perform such other duties as delegated by the LSC or the Chairperson, including setting up for meetings, signing in visitors and speakers, making copies of the meeting notices and agendas and advising the LSC and Chairperson on meeting procedures.

Article VIII – Committees

Section 1. Committees. The LSC may create such standing committees and special committees from time to time as it determines are necessary for its efficient operation, provided that if standing committees are created, the LSC shall amend these Bylaws to describe the membership, duties, and responsibilities of such committees.

Section 2. Committee Powers Limited. The committees shall have the power to make recommendations to the LSC and such other powers as provided in these Bylaws. The committees shall not have the power to make final decisions concerning the exercise of the powers of the LSC or binding the LSC. All committees created by the LSC are subject to the requirements of the Illinois Open Meetings Act.

Article IX – Powers and Duties

The powers and duties of the LSC include:

- a. Conducting an annual evaluation of the current contract principal's performance, taking into consideration his or her annual evaluation by the Chief Executive Officer or designee.
- b. Conducting a cumulative evaluation of the current contract principal's performance in the fourth year of the contract, taking into consideration the annual evaluation of the principal's performance during the term of the contract by the LSC and the Chief Executive Officer or designee.
- c. After such cumulative evaluation, determining whether the principal's current contract shall be renewed.
- d. Directly selecting, with at least seven (7) votes, a new principal to serve under a four-year performance contract in the event that the current principal's contract is not renewed or in the event of a vacancy in the principal's position.
- e. Submitting the names of three (3) candidates to the CEO to select the school's new contract principal in the event that the LSC is unable to directly select the new principal with at least seven (7) votes.
- f. Adding additional terms to a principal's contract. Such terms shall not discriminate on the basis of race, sex, creed, color, disability unrelated to ability to perform or sexual orientation. Such terms shall be consistent with the Board of Education's Uniform Principal's Performance Contract and shall be submitted to the Board's Law Department for approval prior to a vote to award the principal's contract.
- g. Approving the School Expenditure Plan developed by the principal with respect to funds allocated and distributed to the attendance center by the Board of Education and exercising such other powers and duties as enumerated in the Illinois School Code concerning the expenditure of Supplemental General State Aid (SGSA), formerly State Chapter I, funds, and student-based budgeting.

- h. Approving the Continuous Improvement Work Plan (CIWP) developed by the principal in consultation with the LSC and the PPLC.
- i. Requesting that the principal close positions and open new ones consistent with the provisions of the CIWP provided the decisions are consistent with applicable law and collective bargaining agreements
- j. Convening two meetings with the school community to present the CIWP and Expenditure Plan developed by the principal, and the annual report, and to receive public comment thereon.
- k. Reporting at least twice a year to the school community on progress and problems with respect to implementation of the CIWP.
- l. Evaluating the allocation of teaching and non-teaching staff resources to determine if such allocation is consistent with instructional objectives and school programs as reflected in the CIWP.
- m. Making recommendations to the principal concerning respective appointments of persons to fill any vacant, additional, or newly created positions for teachers at the attendance center.
- n. Making recommendations to the principal concerning textbook selection.
- o. Advising the principal concerning the attendance and disciplinary policies of the attendance center and school fees.
- p. Directing the Chief Executive Officer to approve written charges against its principal on behalf of the council with a vote of seven (7) members.
- q. Complying with the training requirements established for LSC members by the Illinois School Code.
- r. Filing an Annual Statement of Economic Interests.

Article X – General Provisions

Section 1. Conflicts. Any provision of these Bylaws that conflict with the Illinois School Code, as amended from time to time, shall be null and void.

Section 2. Amendment of Bylaws. These Bylaws may be amended at any regular meeting of the LSC by a two-thirds vote of the LSC, provided that notice and the language of the proposed amendment shall have been given to all members and to the public at least seven (7) days before the regular meeting at which such amendment is to be considered. Prior to the final approval of any amendments to these Bylaws, the proposed amendments must be submitted to and approved by the Office of Local School Council Relations.

Section 3. Parliamentary Authority. The rules contained in the current edition of *Robert's Rules of Order* shall govern the meetings of the LSC in all cases in which the rules are applicable and not in conflict with these Bylaws or the Illinois School Code.

Section 4. Contracts. No Board of Education employee, LSC member, or LSC may bind the Board of Education to a contract without the approval of the Board of Education. However, the principal may approve contracts, not to exceed \$10,000.00, for non-biddable items if the contract is endorsed by the LSC.

Section 5. Participation by Video or Audio Means. (*See note below*). Provided a quorum is physically present, an LSC member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) personal employment purposes, (3) LSC business, or (4) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the Chairperson in advance of the meeting unless advance notice is impractical. The Chairperson will inform the Principal in order to make appropriate arrangements. The member's participation by video or audio conference must be approved by a majority of the serving members.

Video or audio conference must be clearly audible to LSC members and the public in attendance. The meeting minutes shall indicate whether the members of the LSC were physically present for the meeting or present by means of video or audio conference. An LSC member, who attends a meeting by audio or video means, as provided in this bylaw, may participate in all aspects of the meeting including voting.

LSC Chairperson

LSC Secretary

School

These Bylaws were adopted/amended on:

Date
by a vote of _____ in favor and _____ opposed.

Note: The provisions of Article X, Section 5, are the minimum statutory requirements other than the length of notification that is given the Chairperson, the audibility requirement and the process for accommodating the request. Alternatively, an LSC may prohibit members from participating by video or audio means altogether by not adopting this rule as part of the bylaws. Also, an LSC may modify the sample bylaw to (1) include additional requirements such as mandating that a member attending by phone participate for the entirety of the meeting until adjournment; (2) alter the advance notification period to identify a specific notice period, and/or (3) identify a different LSC member, other than the Chairperson, to receive the advance notice (e.g., the Secretary).

BOARD RULES

Board Rule 6-28. LSC Member Eligibility.

A. Definitions

Wherever used in this Section, the following words and phrases shall have the following meaning:

Parent: Means a (a) biological or adoptive parent, (b) stepparent or (c) legal guardian of an enrolled student of an attendance center.

Stepparent: means a person who is (a) married to the child's parent, a party to a civil union with the child's parent or the domestic partner of the child's parent, (b) resides with the child and (c) exercises care and custody of the child. In order to establish that he/she exercises care and custody of a child, the stepparent must provide: (i) a marriage certificate, civil union certificate or domestic partner documentation, and (ii) a sworn affidavit by the biological or adoptive parent attesting that the stepparent, in conjunction with the parent, does exercise care and custody of the child. Other evidence that may demonstrate care and custody includes but is not limited to the following: (iii) the child is declared as a dependent on the stepparent's most recent income tax return; (iv) the child is covered under the stepparent's health insurance; or (v) the child is listed as the stepparent's child for Medicare, Social Security, Medicaid or other public aid programs. This Board Rule shall not be construed to give stepparents any right of access to student records except as provided in the Illinois School Student Records Act (105 ILCS 10/1 et seq.).

Legal guardian: means a person who has been formally appointed guardian of a child by a court of competent jurisdiction.

Local School Council or LSC: means an elected Local School Council or an appointed Local School Council or Board of Governors, except when otherwise noted.

Employed at the School: Means to receive compensation and act under the direction and supervision of a principal or his/her designee who oversees the detail of the person's work. An employee of a third party may not serve on a Local School Council at a school at which he or she is employed, however, he or she may be eligible to serve at another school.

Employed by the Board of Education: Means to be in the employ of the Board of Education whether or not employed at the school.

Enrolled in a School: means that the student is currently attending the school at which the parent or legal guardian serves. Graduation is on the last day of the academic school year or semester and not on the date of a graduation ceremony or commencement exercise. Pursuant to the Illinois School Code, the last day of the academic year or semester is determined by the Board of Education.

B. Eligibility

Persons who have been elected to serve on a Local School Council may serve and continue to serve for the length of their term provided they meet and continue to meet the eligibility requirements set forth below.

1. A person may serve and continue to serve as a parent representative as long as he/she:

- (i) Has a child enrolled in the school in which he/she serves;
- (ii) Is not employed at the school in which he/she serves; and
- (iii) Is not employed by the Board of Education.

If a parent representative of a Local School Council ceases or fails to have a child enrolled in the school at which membership on the Local School Council at which he/she serves, for reasons other than graduation or voluntary transfer of the child, or becomes an employee of the Board of Education, the parent's membership on the Local School Council and all voting rights shall be terminated immediately upon the written determination of ineligibility by the General Counsel following the challenge procedures set forth below. In cases where the parent representative's membership ends due to graduation of his or her child, he or she serves until the end of the school year or semester in which his or her child graduates. In cases where the parent representative's membership ends due to the voluntary transfer of the child, the parent's membership and voting rights shall be terminated as of the date of the transfer.

2. A person may serve and continue to serve as a community representative as long as he/she:

- i. Resides in the attendance area served by the school;
- ii. Is not employed at the school in which he/she serves;
- iii. Is not employed by the Board of Education; and
- iv. Is not a parent of a student enrolled at the school.

If a community representative ceases to reside within the attendance area or voting boundaries of, or has a child enrolled in, the school at which he/she serves, or becomes an employee of the school or Board of Education, his or her membership on the Local School Council and all voting rights are terminated immediately upon the written determination of ineligibility by the Chief Executive Officer or designee following the challenge procedures set forth below.

3. A teacher representative may continue to serve as long as he or she is employed and assigned to perform a majority of his or her duties at the school, provided that if a teacher representative resigns from employment with the Board of Education, or resigns from the Local School Council or voluntarily transfers to another attendance center, the teacher's membership on the Local School Council and all voting rights are terminated immediately as of the date the teacher's resignation is received by the Board of Education, or as of the date the teacher's Local School Council resignation is received by the Local School Council or the effective date of the teacher's voluntary transfer to another attendance center.

If a teacher representative resigns from employment with the Board, or resigns from the Local School Council or voluntarily transfers to another attendance center or is absent from employment at the school for an extended and defined period of time due to

illness, disability, leave of absence, the initiation of dismissal proceedings, or any other reason, the principal shall notify the Office of the Chief Executive Officer or designee of a teacher representative's permanent or temporary absence. The Office of the Chief Executive Officer or designee shall certify, as appropriate, that a vacancy exists in such teacher representative's position. When a vacancy is certified, the Office of the Chief Executive Officer or designee shall issue written notification to the principal and the Local School Council advising the school to initiate a non-binding staff advisory poll. The school shall forward the results of the poll to the Office the Chief Executive Officer or designee in a timely manner. After receipt of the results, the Board will declare the existence of a permanent or temporary vacancy in the teacher representative's position and will appoint a replacement teacher representative until such time as the absent teacher resumes service at the attendance center or for the remainder of the term, whichever occurs first.

4. A non-teacher staff representative may continue to serve as long as he or she is employed and assigned to perform a majority of his or her duties at the school, provided that if a non-teacher staff representative resigns from employment with the Board of Education, or resigns from the Local School Council or voluntarily transfers to another attendance center, the non-teacher staff representative's membership on the Local School Council and all voting rights are terminated immediately as of the date the non-teacher staff representative's resignation is received by the Board of Education, or as of the date the non-teacher staff representative's Local School Council resignation is received by the Local School Council or the effective date of the non-teacher staff representative's voluntary transfer to another attendance center.

If a non-teacher staff representative resigns from employment with the Board, or resigns from the Local School Council or voluntarily transfers to another attendance center or is absent from employment at the school for an extended and defined period of time due to illness, disability, leave of absence, the initiation of dismissal proceedings, or any other reason, the principal shall notify the Office of the Chief Executive Officer or designee of a non-teacher staff representative's permanent or temporary absence. The Office of the Chief Executive Officer or designee shall certify, as appropriate, that a vacancy exists in such non-teacher staff representative's position. When a vacancy is certified, the Office of the Chief Executive Officer or designee shall issue written notification to the principal and the Local School Council advising the school to initiate a non-binding staff advisory poll. The school shall forward the results of the poll to the Office the Chief Executive Officer or designee in a timely manner. After receipt of the results, the Board will declare the existence of a permanent or temporary vacancy in the non-teacher staff representative's position and will appoint a replacement non-teacher staff representative until such time as the absent non-teacher staff member resumes service at the attendance center or for the remainder of the term, whichever occurs first.

5. A person may serve as a high school student representative for a one-year term beginning July 1 and ending the following June 30th as long as he/she is and remains enrolled in the high school in which he/she serves on a full-time basis. For students who graduate while serving as a student representative of a Local School Council, their term shall end upon graduation. In cases where the student representative voluntarily transfers from the school, the student's membership and voting rights on the Local School Council shall be terminated as of the date of the transfer. If a high school student representative of a Local School Council ceases to be enrolled on a full-time

basis in the school at he/she serves, for reasons other than graduation or voluntary transfer, the student's membership on the Local School Council and all voting rights shall be terminated immediately upon the written determination of ineligibility by the Chief Executive Officer or designee following the challenge procedures set forth below.

C. Audit of Records

The Chief Executive Officer or designee may periodically cause to be reviewed pertinent records relating to individual LSC members in order to discover any relevant changes in an LSC member's eligibility. If such a review indicates that an LSC member does not meet the eligibility criteria in this Board Rule, an investigation shall be conducted in accordance with the Local School Council member removal procedures set forth below.

D. Local School Council Removal Procedures

1. Any person may challenge the eligibility of an LSC member based on the eligibility criteria in this Board Rule. Challenges shall be in writing and shall include:
 - a. The name, address, and phone number of the person filing the challenge;
 - b. A statement of facts upon which the challenge is based and any evidence which supports the challenger's position.
2. In cases where an allegation of ineligibility under this Board Rule is made by another LSC member or an employee of the Board, the identity of the LSC member or Board employee may not be disclosed during any investigation of the allegation without his or her written consent. 105 ILCS 5/34-2.4(c) ("Whistle Blower Protection").
3. In addition, the Board, its agents and employees, may act upon anonymous challenges, personal knowledge or other information of council members' ineligibility including, but not limited to, the audit of records described above. A Board employee or agent with information indicating that an LSC member is not eligible under this Board Rule may initiate an investigation by submitting a written request for investigation to the Law Department.
4. Filing of Challenges - Challenges and requests for investigation pursuant to this Rule shall be filed with the Law Department.
5. Investigation of Ineligibility - The General Counsel shall review challenges and requests for investigation. If the General Counsel determines that the challenge or request has merit, the General Counsel may refer the matter for investigation if additional information is required. The information provided by the challenger(s) and the results of any investigation shall be reviewed by the General Counsel. If the results of the investigation indicate that the LSC member may be ineligible, the General Counsel shall convene a hearing to afford the General Counsel's representative the opportunity to present evidence of ineligibility and the concerned council member an opportunity to personally present statements and evidence on his or her behalf. The concerned council member shall be notified in writing of the date, time, and place of the hearing, of his or her right to have a representative at the hearing, and the specific basis for his or her alleged ineligibility.

6. A hearing officer shall conduct a hearing and shall afford the General Counsel's representative the opportunity to present evidence of ineligibility and the concerned council member an opportunity to personally present statements and evidence substantiating his/her eligibility to serve on the council. The General Counsel shall have authority to promulgate rules, including, but not limited to, rules of procedure, procedural manuals and rules of evidence, to govern hearings under this Rule. As soon as possible after the conclusion of the hearing, the hearing officer shall make a recommended finding to the Chief Executive Officer or designee regarding the council member's eligibility.

7. The Chief Executive Officer or designee shall decide the question of the council member's eligibility. If the Chief Executive Officer or designee finds that the concerned council member is ineligible to serve based on the eligibility criteria in this Board Rule, the Chief Executive Officer or designee shall declare the member ineligible and a vacancy on the council which shall be effective on the date the Declaration is issued. However, the vacancy may be filled only after:

- (1) The concerned council member fails to request reconsideration within the time allowed; or
- (2) The concerned council member's request for reconsideration is denied.

8. Notice of Declaration of Vacancy - The Chief Executive Officer or designee shall forward the determination to each challenger and challenged LSC member in writing by regular and certified mail and to the affected LSC by regular mail.

E. Request for Reconsideration

1. Within thirty (30) days of the date of a Declaration of Vacancy by the Chief Executive Officer or designee, the challenged LSC member may submit a request to reconsider to the Chief Executive Officer or designee. Failure to request reconsideration within 30 days after the Declaration of the vacancy will render the Declaration of vacancy as final. The request for reconsideration should state specific reasons or grounds for rescinding the Chief Executive Officer or designee's prior determination concerning the council member's eligibility.

2. The Chief Executive Officer or designee shall review the determination. New evidence not readily available at the time that the challenge was filed may be submitted. The decision of the Chief Executive Officer or designee shall be final and shall be forwarded to the challenger, the challenged LSC member, and the affected Local School Council.

F. Appointment to Vacancy

If a challenged parent or community LSC member is found to be ineligible to serve on the elected Local School Council pursuant to this process and a vacancy is declared, the LSC shall fill the vacancy by appointment of a qualified person who meets the eligibility requirements.

If a challenged teacher, non-teacher staff or student LSC member is determined to be ineligible to serve on the elected Local School Council and a vacancy is declared, the Board shall fill the vacancy by appointment of a qualified person who meets the

applicable eligibility requirements after a non-binding advisory poll of school staff or students, whichever is appropriate. If a challenged member to an appointed Local School Council or Board of Governors is determined to be ineligible to serve on the council or board and a vacancy is declared, the Board shall fill the vacancy by appointment in accordance with the Board's Policy on Governance of Alternative and Small Schools.

Board Rule 6-29. Loss of Local School Council Eligibility Due to Ethics Violations.

For purposes of this Rule, references to Local School Council (“LSC”) shall mean an elected Local School Council or an appointed Local School Council or Board of Governors except when otherwise noted herein.

A. Challenges to Local School Council Members’ Eligibility Based on Ethical Violations

1. Any person may challenge a Local School Council member’s eligibility to serve based on ethical violations. Filing a false Statement or failure to comply with the Board’s Code of Ethics Policy may be grounds for disqualification from serving on any Local School Council for the remainder of the concerned member’s term(s) of office. Challenges shall be in writing and shall include:

- a. the name, address, and phone number of the person filing the challenge;
- b. a statement of the facts upon which the challenge is based and any evidence which supports the challenger’s position.

2. In cases where an allegation of an ethical violation under this Board Rule is made by another LSC member or an employee of the Board, the identity of the LSC member or Board employee may not be disclosed during an investigation of the allegation without his or her written consent. 105 ILCS 5/34-2.4(c) (“Whistle Blower Protection”).

3. In addition, the Board, its agents and employees, may act upon: (i) anonymous information regarding council members’ ethical violations; or (ii) personal knowledge or other information of ethical violations by council members obtained by Board agents or employees. A Board employee or agent with information of an ethical violation by an LSC member may initiate an investigation by submitting a written request for investigation to the Law Department.

4. Filing of Challenges – Challenges, requests for investigation and reports of LSC members’ ethical violations may be filed with the Law Department or the Board’s Ethics Advisor.

5. Investigation of Ethical Violations. The General Counsel shall review challenges based on ethical violations, requests for investigation of alleged ethical violations and reports of such violations received from Board agents or employees or anonymous sources. If the General Counsel determines that the challenge, request or report has merit, he/she shall refer the challenge, request or report for investigation. The General Counsel shall review the results of the investigation. If the results of the investigation indicate that the LSC member may have committed an ethical violation, the General Counsel shall convene a hearing to afford the General Counsel’s representative the opportunity to present evidence of ethical violations and the concerned council member an opportunity to personally present statements and evidence on his or her behalf. The concerned council member shall be notified in writing of the date, time, and place of the hearing, of his or her right to have a representative at the hearing and of the specific provisions of this Rule or the Board’s Code of Ethics Policy which he or she is alleged to have violated.

6. A hearing officer shall conduct a hearing and shall afford the General Counsel's representative the opportunity to present evidence of ethics violation(s) and the concerned council member an opportunity to personally present statements and evidence regarding the allegations of ethics violations. The General Counsel shall have authority to promulgate rules, including, but not limited to, rules of procedure, procedural manuals and rules of evidence, to govern hearings under this Rule. As soon as possible after the conclusion of the hearing, the hearing officer shall make a recommended finding to the Chief Executive Officer or designee regarding the alleged ethical violation.

7. The Chief Executive Officer or designee shall decide the question of whether an ethics violation occurred. If the Chief Executive Officer or designee finds that an ethical violation has occurred, the Chief Executive Officer or designee shall declare the member ineligible effective on the date the Declaration is issued. The vacancy on the council which shall be effective on the date the Declaration is issued. However, the vacancy may be filled only after: (1) the concerned council member fails to request reconsideration within the time allowed, or (2) the concerned council member's request for reconsideration is denied.

B. Declaration of Vacancy

When a council member has been afforded a hearing pursuant to this Rule and the Chief Executive Officer or designee has found that he or she should be disqualified from the Local School Council based upon a violation of the Code of Ethics or this Rule, the Secretary of the Board shall forward a Declaration of Ineligibility and a Declaration of Vacancy to the concerned council member and Local School Council by certified and regular mail to the council member's last known address and to the affected LSC by regular mail. The vacancy shall be effective on the date the Declaration is issued. However, the vacancy may be filled only after: (1) the concerned council member fails to request reconsideration within the time allowed; or (2) the concerned council member's request for reconsideration is denied.

C. Request for Reconsideration

1. Within thirty (30) days of the date of a Declaration of Vacancy based upon a ruling by the Chief Executive Officer or designee, the challenged council member may submit a request to reconsider to the Chief Executive Officer or designee. The request for reconsideration should state specific reasons or grounds for rescinding the Chief Executive Officer's or designee's prior determination concerning the council member's eligibility. New evidence not readily available at the time that the challenge was filed may be submitted.

2. The Chief Executive Officer or designee shall review the request for reconsideration and issue a final determination.

3. The Secretary of the Board shall forward the final determination to the challenger, if any, and the challenged council member by certified and regular mail to the concerned council member's last known address and to the affected LSC by regular mail.

4. Failure to file a request for reconsideration within the time allowed will render final a Declaration of Vacancy based upon a ruling by the Chief Executive Officer or designee.

D. Statement of Economic Interests Filing Requirements

Failure to timely file a Statement of Economic Interests (hereinafter "Statement"), or failure to file a complete Statement, shall result in automatic disqualification from the Local School Council for the remainder of the concerned member's term of office. The Secretary of the Board shall every year, transmit to all schools a sufficient number of blank Statements of Economic Interests for all Local School Council members. Local School Council members shall file the Board's Statement of Economic Interests with the Secretary of the Board by the deadline specified in the annual Statement. Council members will have 45 days from the date the Statement is sent to principals to complete and submit such Statement. Council members appointed after the due date of the annual Statement shall initially file the Board's Statement within seven (7) days of their appointment. Council members shall deliver their completed Statements to the principal of the school where they serve by the deadline specified in the annual Statement or, if appointed after the due date of the annual Statement, within seven (7) days of their appointment. Such delivery shall be considered as the filing of the Statement with the Secretary of the Board.

Within seven (7) days of the applicable filing date, principals shall forward to the Secretary of the Board all Statements and/or the names of any council members who have failed to file Statements as required. Local School Councils shall maintain copies of their members' Statements on file at their schools for public inspection.

When a council member has failed to file a complete Statement by the applicable filing date, the Secretary of the Board shall automatically issue a Declaration of Intent to Disqualify to the concerned council member by certified and regular mail to the council member's last known address and the affected LSC by regular mail. The concerned council member shall have thirty (30) days from the date of the Declaration of Intent to Disqualify to file a complete Statement. If the council member does not file a complete Statement within the time allowed, the Secretary of the Board shall automatically forward a Declaration of Vacancy to the concerned council member and Local School Council by certified and regular mail to the council member's last known address and the school where he or she serves. The vacancy shall be effective on the date the Declaration is issued. There shall be no right to request reconsideration of a Declaration of Vacancy based upon a failure to timely file a complete Statement. Either the concerned Local School Council or the Board, as appropriate, may immediately proceed to fill the vacancy by appointment of a qualified person who meets all applicable eligibility requirements to serve the remainder of the disqualified member's term.

E. Notice of Declarations

The Secretary of the Board shall forward a Declaration of Intent to Disqualify and Declaration of Vacancy for failure to timely file a complete Statement to the concerned council member in writing by certified and regular mail to the concerned council member's last known address and the affected LSC by regular mail. The Secretary of the Board shall forward a Declaration of Vacancy based upon findings by the General Counsel to the challenger, if any, and the concerned council member in writing by

certified and regular mail to the concerned council member's last known address and the affected LSC by regular mail.

F. Appointment to Vacancy

If a parent or community Local School Council member is determined to be ineligible to serve on the elected Local School Council pursuant to this Rule and a vacancy is declared by the Secretary of the Board, the Local School Council shall fill the vacancy by appointment of a qualified person who meets the applicable eligibility requirements.

If a teacher, non-teacher staff or student Local School Council member is determined to be ineligible to serve on the elected Local School Council pursuant to this Rule and a vacancy is declared by the Secretary of the Board, the Board shall fill the vacancy by appointment of a qualified person who meets the applicable eligibility requirements after a non-binding advisory poll of school staff or students, whichever is appropriate.

If a member of an appointed Local School Council or Board of Governors is determined to be ineligible to serve on the council or board and a vacancy is declared, the Board shall fill the vacancy by appointment in accordance with the Board's Policy on Governance of Alternative and Small Schools.

Board Rule 6-30. Removal of Local School Council Members for Certain Criminal Convictions or Failure to Disclose Criminal Convictions.

For purposes of this Rule references to Local School Council (“LSC”) shall mean an elected Local School Council or an appointed Local School Council or Board of Governors except when otherwise noted herein. Persons who have been elected to serve on a Local School Council may serve for the length of the term provided that they file a truthful Criminal Conviction Disclosure Form pursuant to Section 34-2.1(f) of the Illinois School Code (105 ILCS 5/34-2.1(f)), and have cleared a criminal background investigation which indicates that they have not been convicted of crimes enumerated in Section 34-2.1(f-5) of the Illinois School Code for which a person is either permanently ineligible for election to or service on a Local School Council or ineligible for a period of ten (10) years after conviction.

A. Criminal Conviction Disclosure

All candidates must file a Criminal Conviction Disclosure Form prior to election. A Board conducted criminal background investigation must be completed for each Local School Council member before they take office. Failure to file a Criminal Conviction Disclosure Form, filing a false or incomplete Criminal Conviction Disclosure Form, or failure to provide information required by the Illinois State Police which shall include, but is not limited to, fingerprints or other personal identification information, shall result in the disqualification from the Local School Council for the remainder of the member’s term of office.

Each candidate must submit a Criminal Conviction Disclosure Form to the principal. Principals shall forward Criminal Conviction Disclosure Forms to the Office of Local School Council Relations.

Principals shall notify the Office of Local School Council Relations of refusals by Council members to file a Criminal Conviction Disclosure Form.

Principals shall maintain on file at their schools copies of the Councils’ Criminal Conviction Disclosure Form for public inspection.

B. Ineligibility Due to Criminal Conviction

A person who has been convicted of any of the following offenses at any time shall be ineligible for election or appointment to a Local School Council:

Indecent Solicitation of a Child, Sexual Exploitation of a Child, Pandering, Keeping a Place of Juvenile Prostitution, Pimping, Juvenile Pimping, Exploitation of a Child, Child Pornography, Criminal Sexual Assault, Aggravated Criminal Sexual Assault, Predatory Criminal Sexual Assault of a Child, Criminal Sexual Abuse, and Aggravated Criminal Sexual Abuse.

A person who has been convicted of any of the following offenses within the 10 years prior to the date of nomination or appointment shall be ineligible for election or appointment to a Local School Council: Controlled Substance Trafficking, Criminal Drug Conspiracy, and Street Gang Criminal Drug Conspiracy.

C. Declaration of Vacancy

The Chief Executive Officer or designee shall declare a vacancy on the Council for (a) failure to file a Criminal Conviction Disclosure Form, (b) filing a false or incomplete Criminal Conviction Disclosure Form, (c) failure to provide information required by the Illinois State Police in order to complete the background investigation, or (d) having been convicted of a crime for which a person is ineligible to serve on a Local School Council pursuant to this Board Rule and Section 34-2.1(f-5) of the Illinois School Code. Upon determination by the General Counsel that a Council member failed to file, or filed a false or incomplete Criminal Conviction Disclosure Form, has failed to provide information necessary for the completion of the background check, or has been convicted of a crime for which a person is ineligible to serve on a Local School Council pursuant to this Board Rule and Section 34-2.1(f-5) of the Illinois School Code, the Chief Executive Officer or designee shall notify the Council member by certified mail and the affected LSC by regular mail. If the Council member does not file a form or file an amended form within ten (10) days of receiving notice of the determination, the Chief Executive Officer or designee shall declare a vacancy on the Council.

1. Investigation of Ineligibility - The Law Department shall conduct an investigation of the facts relating to the LSC member's criminal history and the veracity of the LSC member's Criminal Conviction Disclosure Form. The General Counsel shall review the results of the investigation. If the results of the investigation indicate that the LSC member may be ineligible under this Board Rule, the General Counsel shall refer the matter for a hearing.

2. A hearing officer shall conduct a hearing on the LSC member's criminal history and the veracity of the LSC member's Criminal Conviction Disclosure Form and afford an opportunity to the challenged LSC member to personally present statements and evidence substantiating his/her eligibility to serve on the council. The General Counsel shall have authority to promulgate rules, including, but not limited to, rules of procedure, procedural manuals and rules of evidence, to govern hearings under this Rule. The hearing officer shall make a recommended determination to the Chief Executive Officer or designee regarding eligibility as soon thereafter as possible.

3. Declaration of Vacancy - Any vacancy on the LSC caused by a disqualification pursuant to this Board Rule shall be declared by the Chief Executive Officer or designee in those cases where a finding of ineligibility is made.

Any vacancy that is declared by the Chief Executive Officer or designee shall be effective on the date that the determination is issued; however, the vacancy may be filled only after: (1) the concerned council member fails to request reconsideration within the time allowed; or (2) the concerned council member's request for reconsideration is denied.

4. Notice of Declaration of Vacancy - The Chief Executive Officer or designee shall forward the determination to the challenged LSC member in writing by regular and certified mail to the member's last known address and the affected LSC by regular mail.

D. Request for Reconsideration

1. Within thirty (30) days of a Declaration of Vacancy by the Chief Executive Officer or designee, the challenged LSC member may submit a request for reconsideration to the Chief Executive Officer or designee.

New evidence not readily available at the time that the vacancy was declared may be submitted.

2. The Chief Executive Officer or designee shall review the request for reconsideration. The decision of the Chief Executive Officer or designee shall be final and shall be forwarded to the challenged LSC member by certified and regular mail to the member's last known address, and the affected Local School Council by regular mail.

E. Appointment to Vacancy

If a challenged parent or community LSC member is found to be ineligible to serve on the elected Local School Council pursuant to this process and a vacancy is declared, the LSC shall proceed to fill the vacancy by appointment of a qualified person who meets the eligibility requirements. If a challenged teacher LSC member or non-teacher staff LSC member is determined to be ineligible to serve on the elected Local School Council and a vacancy is declared, the Board shall fill the vacancy by appointment of a qualified person who meets the applicable eligibility requirements after a non-binding advisory poll of school staff.

If a member of an appointed Local School Council or Board of Governors is determined to be ineligible to serve on the council or board and a vacancy is declared, the Board shall fill the vacancy by appointment in accordance with the Board's Policy on Governance of Alternative and Small Schools.

Chicago Public Schools Policy Manual

Title: GOVERNANCE OF ALTERNATIVE AND SMALL SCHOOLS

Section: 602.5

Board Report: 07-0124-PO2

Date Adopted: January 24, 2007

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education rescind Board Reports 98-0429-EX2, Guidelines and Procedures for the Operation of Local School Councils at Small Schools, 00-1025-EX2, Guidelines for Alternative Local School Councils, and 03-0924-EX01, Guidelines for Military Academy Boards of Governors and adopt a new Policy on the Governance of Alternative and Small Schools.

POLICY TEXT:

I. Purpose, Goals and Applicability

Alternative schools and small schools are attendance centers with: specialized school design, educational foci or curricula; and/or specialized student populations.

The Illinois General Assembly was aware of the specialized characteristics of alternative and small schools and limited the application of certain provisions of the Illinois School Code to such schools. Specifically, the Illinois School Code provides that the provisions with respect to the composition, organization, operation and powers of Local School Councils do not apply to alternative schools or small schools created by the Chicago Board of Education ("Board"). Instead, the Board may develop appropriate alternative methods for involving parents, community members and school staff to the maximum extent possible in all of the activities of alternative and small schools. 105 ILCS 5/34-2.4(b). The purpose of this policy is to establish such alternative methods for those Chicago Public Schools designated by the Board as either small or alternative schools.

This Policy shall not to apply to schools designated by the Board as alternative or small schools in the following instances:

(a) When the Board enters into a school management agreement or school development agreement with a third-party for the management of a school. In such instances, the CEO, in consultation with the third-party, shall develop the composition and duties of the school's advisory body and such requirements shall be included in the agreement with the third party.

(b) When the Board approves an alternative method for involving parents, community members and school staff in the activities of the school pursuant to 105 ILCS 5/34-2.4(b) and the Board's Policy to Establish Renaissance Schools.

II. Definitions

Alternative School: A school created by the Board that has a specialized student population, educational focus, curriculum or school design, with an appointed body created pursuant to 105 ILCS 5/34-2.4(b) to involve parents, community members and school staff in the activities of the school.

Small School: A school created by the Board that has a specialized educational focus, curriculum or school design and an enrollment of approximately 600 students if a high school or 350 students if an elementary school, with an appointed body created pursuant to 105 ILCS 5/34-2.4(b) to involve parents, community members and school staff in the activities of the school.

Military Academy: One type of alternative school created by the Board that has a military science curriculum and an appointed Board of Governors created pursuant to 105 ILCS 5/34-2.4(b) to involve parents, community members and school staff in the activities of the school.

Principal: The lead administrator in a school selected by the Chief Executive Officer who possesses a Type 75 Administrative Certificate issued by the State of Illinois and meets applicable principal qualification requirements established by the Board.

Academy Superintendent: The lead administrator in a military academy selected by the Chief Executive Officer who possesses a Type 75 Administrative Certificate issued by the State of Illinois and meets applicable principal qualification requirements established by the Board.

Commandant: A retired military officer or non-commissioned officer, certified JROTC instructor and Board employee who is in charge of the military program and instruction at a military academy. The commandant shall be under the direct supervision of the principal/academy superintendent and the broad supervision of the Military Area Officer.

JROTC Instructor: A Board employee who is a retired military officer or non-commissioned officer certified by one of the U.S. armed services as qualified to teach and train cadets participating in the JROTC Program.

Teacher: A Board employee possessing an Educational Certification from the State of Illinois assigned to perform a majority of his or her duties at an alternative school or small school and who is not the principal/academy superintendent or assistant principal.

Parent: A parent/legal guardian of a student currently enrolled in the school, as defined in Board Rule 6-28, and who is not related to the principal or academy superintendent and who is not an employee of the Board. In an alternative school designed to serve students enrolled for one year or less, parents of students who had been enrolled in the school within eighteen (18) months of the date of their appointment as parent representatives may serve out the entire term of their appointment.

Community Resident: A person who resides either within the attendance boundaries of a school or within District 299 if the school does not have attendance boundaries. Community residents may not be: (1) related to the principal or academy superintendent, (2) employees of the Board, or (3) parents of students currently enrolled in the school where they serve.

Eligible Student: A pupil currently enrolled full-time in a small or alternative high school who is in good academic standing (at least a 2.5 grade point average and high school attendance rate of 90% and no history of incidents of misconduct or violations of the Board's student discipline policy as a high school student) shall be eligible to serve on Appointed Local School Councils and Boards of Governors.

Advocate: An individual such as a community activist, business leader, former senior military officer or other professional who is at least 18 years of age and who possesses skills or expertise in a field which is the educational focus of or will contribute to the fulfillment of the educational mission of an alternative school or small school. An Advocate may not be: (1) related to the principal or academy superintendent, (2) an employee of the Board, or (3) the parent or legal guardian of a student enrolled in the school where they serve. An Advocate is not required to reside within District 299.

The appointed bodies of military academies shall be known as Boards of Governors (hereinafter "boards.") The appointed bodies of alternative schools and small schools shall be known as Appointed Local School Councils (hereinafter "councils").

III. Initial Establishment

No sooner than two years from the date a new alternative or small is opened, the Board shall establish a council or board in accordance with the terms of this policy. Except when otherwise authorized by the Board, the composition of the council or board established for a new school shall be as described in section IV of this policy.

IV. Composition

Unless an alternate composition is otherwise authorized by the Board, the composition of a council established after the date this Policy is adopted shall be:

- the Principal,
- six Parents,
- two Teachers,
- two Community Residents
- two Advocates, and,
- in high schools, one full-time Eligible Student in good academic standing.

Unless an alternate composition is otherwise authorized by the Board, the composition of a board established after the date this Policy is adopted shall be:

- the Principal/Academy Superintendent,
- Commandant,
- two Teachers,
- one JROTC Instructor,
- six Parents,
- two Community Residents,
- two Advocates; and
- the Cadet Battalion commander or other Senior Cadet.

The members of a council or board may submit a proposal to the Area Instruction Officer ("AIO") or Military Area Officer ("MAO") for a change in its composition, with reasons justifying the proposal, for approval by the Chief Executive Officer ("CEO") and Board. If approved, any change in composition will be effective for the next biennial Local School Council election period, unless otherwise authorized by the CEO and the Board.

Notwithstanding the foregoing, on or before July 1, 2007, the composition of councils and boards in existence on the date this Policy is adopted shall be presented to the Board for confirmation or adjustment as appropriate. Any such adjustments shall, at a minimum, ensure that the composition of such councils and boards includes at least two Advocate members that support the mission of the school.

To the extent practicable, appointments to councils and boards shall reflect a school's racial and ethnic diversity. The Office of Local School Council Relations will be responsible for ensuring that the composition and operation of councils and boards is consistent with this Policy.

V. Candidate Eligibility Requirements

Each candidate for appointment to a council or board other than those whose appointment is automatic by virtue of his or her position at the school shall submit the following forms to the principal or academy superintendent: (1) Nomination Form; (2) Statement of Economic Interests; (3) Criminal Conviction Disclosure Form; and (4) Candidate Statement of qualifications and plans if elected. In addition, each teacher candidate and JROTC Instructor candidate must submit a Teacher Candidate Information Form which describes their professional development credentials, community service and organizational memberships. Each student candidate must submit a Student Statement. Each Advocate candidate must submit a resume. The eligibility requirements for each position on a council or board are as follows:

1. Parent Eligibility.

Each Parent candidate must:

- be the parent or legal guardian of a student currently enrolled in the school, as those terms are defined herein;
- not be related to the principal;
- not be an employee of the Board; and
- pass a criminal background investigation.

In an alternative school designed to serve students enrolled for one year or less, parents of students who had been enrolled in the school within eighteen (18) months of the date of their appointment as parent representatives may serve out the entire term of their appointment.

2. Teacher Eligibility.

Assistant principals are ineligible to serve on councils or boards. Each Teacher candidate must:

- be employed and assigned as a teacher or in a position for which teacher qualifications are required; and
- be employed to perform the majority of his/her employment duties at the school where he/she is a teacher candidate.

3. JROTC Instructor Eligibility.

Each JROTC Instructor candidate must:

- be employed and assigned as a JROTC Instructor; and
- be employed to perform the majority of his/her employment duties at the school where he/she is a JROTC instructor candidate.

4. Student Eligibility.

Candidates for the position of Student Representative on a council or board at a high school must be full-time students in good academic standing.

At a military academy, the student representative shall be the Cadet Battalion Commander or other senior cadet with the next highest military ranking if the Cadet Battalion Commander does not meet the requirements to serve as the student representative, unless otherwise determined by the Board.

5. Community Resident Eligibility.

Each Community Resident candidate must:

- reside within either a school's attendance area or District 299 if the school does not have attendance boundaries;
- be at least 18 years of age;
- not be related to the principal or academy superintendent;
- not be the parent/legal guardian of a student currently enrolled at the school
- not be an employee of the Board; and
- pass a criminal background investigation.

6. Advocate Eligibility.

Each Advocate candidate must:

- be at least 18 years of age;
- not be related to the principal or academy superintendent;
- not be the parent/legal guardian of a student currently enrolled at the school;
- not be an employee of the Board;
- possess skills, expertise or experience in the field which is the educational focus of the school at which he or she serves or possess attributes which will contribute to the fulfillment of the educational mission of the school;
- pass a criminal background investigation.

VI. Appointment

The following process shall apply for the appointment of members to a board or council:

<u>Category</u>	<u>Appointment Process</u>
Principal	Automatic appointment by virtue of position.
Academy Superintendent	Automatic appointment by virtue of position (military academy high schools only).
Commandant	Automatic appointment by virtue of position (military academy high schools only).
JROTC Instructor	Appointed by the Board following a non-binding advisory poll of the school staff (military academy high schools only).
Teacher	Appointed by the Board following a non-binding advisory poll of the school staff.
Student	Appointed by the Board following a non-binding advisory poll of the student body (only on high school Appointed Local School Councils).
Cadet Battalion Commander or Highest-ranking Cadet Officer	Appointed by the Board (military academy high schools only)
Parent/Legal Guardian	Appointed by the Board following a non-binding advisory poll of parents.
Community Resident	Appointed by the Board on recommendation of the CEO.
Advocate	Appointed by the Board on recommendation of the CEO.

1. Parent Appointments

All parents/legal guardians of children enrolled in an alternative school or small school are eligible to participate in a non-binding advisory poll for the purpose of recommending candidates to serve as parent representatives to the school's council or board. The poll shall be conducted under the supervision of the Office of the CEO or designee. The results of the poll shall be reported to the AIO or MAO and submitted to the Board with a recommendation by the CEO. The CEO may recommend any of the names from the poll for appointment by the Board or may recommend other names. The Board will exercise absolute discretion in appointing parent representatives.

In the event of a vacancy, the council or board shall recommend to the AIO or MAO a candidate for consideration by the CEO for recommendation to the Board for appointment to fill the vacancy for the remainder of the term. The CEO may recommend any of those names for appointment by the Board or may recommend other names to fill the vacancy. The new parent representative shall serve on the council or board until the end of the original two-year term.

2. Teacher and JROTC Instructor Appointments

All school staff members who are Board employees and perform a majority of their duties at the school are eligible to participate in non-binding advisory polls for the teacher and JROTC Instructor representatives to councils and boards. The polls shall be conducted under the supervision of the Office of the CEO or designee. The results of the polls shall be reported to the AIO or MAO and submitted to the Board with a recommendation by the CEO. The CEO may recommend any of those names from the poll for appointment by the Board or may recommend other names. In addition to the poll results, the Board will consider additional criteria in making appointments, including, but not limited to, professional development, membership in professional organizations, and other related experience. The Board will exercise absolute discretion in appointing teacher and JROTC instructor representatives.

In the event that a teacher or JROTC instructor representative is unable to perform his/her employment duties at the school due to illness, disability, leave of absence, or any other reason, the CEO shall declare a vacancy or temporary vacancy and the Board shall appoint a replacement representative after considering the preferences of the school staff as ascertained through a non-binding advisory poll. The CEO may recommend any of those names for appointment by the Board or may recommend other names to fill the vacancy. The new teacher or JROTC instructor representative shall serve on the council or board until the end of the prior representative's leave or the end of the original two-year term, whichever comes first.

3. Student Appointments

Where appropriate, full-time members of a high school's student body are eligible to participate in a non-binding advisory poll for the student representative to the council. The results of the poll shall be reported to the AIO and submitted to the Board with a recommendation by the CEO. The CEO may recommend any of those names from the poll for appointment by the Board or may recommend other names. The Board will consider additional criteria, including, but not limited to, a student's school service, community service, and other relevant experience. The Board will exercise absolute discretion in appointing student representatives.

In the event that a student representative is for any reason unable to continue to serve on a council, the CEO shall declare a vacancy and the Board shall appoint a replacement representative after considering the results of a non-binding advisory poll. The CEO may recommend any of those names for appointment by the Board or may recommend other names to fill the vacancy. The new student representative shall serve on the council until the end of the original one-year term.

If the Cadet Battalion Commander in a military academy does not meet the eligibility requirements for appointment to the board as described herein, the Board of Education shall appoint the next highest-military ranking senior cadet who meets the criteria. In the event a cadet member is for any reason unable to continue to serve on a board, the CEO shall declare a vacancy and the Board shall appoint the next highest-military ranking senior cadet who meets the criteria. The new student cadet representative shall serve on the board until the end of the original one-year term.

4. Community Resident and Advocate Appointments

Both the principal or academy superintendent and council or board may submit lists of candidates for the Advocate and Community Resident positions to the AIO or MAO. The AIO or MAO shall then submit to the CEO: (1) the list or lists of candidates submitted to them; (2) lists of any additional candidates, if desired; and (3) nomination materials for each candidate, including Nomination Forms, Statements of Economic Interests, Criminal Conviction Disclosure Forms, resumes of Advocate candidates and Candidate Statements. The CEO may submit any of those names for appointment by the Board, or may submit other names. The Board will exercise absolute discretion in the appointment of Community Residents and Advocates.

In the event of a vacancy, the council or board shall recommend a candidate for consideration by the AIO or MAO and the CEO for recommendation to the Board for appointment to fill the vacancy for the remainder of the term. The CEO may recommend any of those names for appointment by the Board or may recommend other names to fill the vacancy. The new community or advocate representative shall serve on the council or board until the end of the original two-year term.

VII. Term of Office

The term of office for both council and board members shall be two (2) years. Student members shall serve for one (1) year.

VIII. Removal of Members of Appointed Local School Councils or Boards of Governors

1. Subject to notice and a hearing convened pursuant to Board Rules, the Board may remove members from councils or boards for the reasons stated below:

- (i) Failure to meet eligibility requirements for their position as stated in Section V, "Candidate Eligibility Requirements," throughout their entire term of office.
- (ii) Failure or Refusal to Complete the Mandatory Training. Incoming council and board members are required to attend a training program within six months of taking office. The Board may remove a council or board member for failing or refusing to complete the mandatory training.
- (iii) Violation of State Law or Board Rules and Policies. The Board may remove council and board members for violating Illinois law or Board Rules or Policies, including, but not limited to, the Code of Ethics. In particular, members of councils and boards shall not engage in any contract, work, business, or sale of any article with or to the school where they serve. Council and board members may also be removed by the Board for failure to file the required Statement of Economic Interests.
- (iv) Criminal Convictions. The Board may remove council and board members pursuant to Board Rule 6-30 for failure to disclose criminal convictions listed in the Criminal Conviction Disclosure Form. The obligation to disclose criminal convictions is ongoing and the Board shall remove any member convicted of a crime listed on the Criminal Conviction Disclosure Form that renders the member ineligible to serve.
- (v) Unbecoming Conduct. The Board shall have the authority to suspend or remove council or board members for unbecoming conduct, which involves any type of action that disrupts the educational process at the school in which he/she serves. Such conduct includes, but is not limited to, the following:
 - member refuses to attend council or board meetings or walks out of meetings before a vote is taken, without reasonable justification;
 - member refuses to resolve disputes with the principal or academy superintendent or other council or board members to structure programs conducive to learning;
 - member uses or attempts to use his/her office to influence disciplinary actions against school personnel or students or the improper closing of school staff positions or programs; or
 - member refuses to remain in attendance for the duration of council or board meetings with the intent to terminate quorum.

Removal of a council or board member for unbecoming conduct is subject to a hearing. The CEO's designee shall have the burden of going forward with evidence to substantiate the allegations against the council or board member in question. The challenged council or board member shall have the opportunity to personally present statements and evidence to rebut the charges.

2. A council or board may remove a member for not attending regular meetings. A member may be removed by a majority vote of the council or board if that member has missed three consecutive regular meetings (not including committee meetings) or five regular meetings over a 12-month period (not including committee meetings). The member in question shall have the right to explain the reasons for his/her absence and to vote on whether he/she shall be removed. A vote to remove a member shall be valid only if the member has been notified in writing of the intent to remove him or her at least seven days prior to the vote, by either personal delivery or certified mail sent to the member's last known address.

IX. Vacancies

All vacancies on a council or board shall be filled through the appointment process described in Section VI.

X. Authority & Responsibilities

1. Principal/Academy Superintendent Recommendations and Evaluation

The selection of all principals and academy superintendents (applicable to military academies) shall be under the sole authority of the CEO and the Board. However, councils and boards have the following powers and duties with respect to principal or academy superintendent recommendations:

- (i) Complete the principal selection training provided by the Office of Local School Council Relations prior to undertaking the process of selecting principal candidates to recommend to the CEO.
- (ii) Work closely with the AIO or MAO and the Office of Local School Council Relations during the process of selecting principal candidates to recommend to the CEO.
- (iii) After placing the advertisement in the personnel bulletin, review resumes, conduct interviews of principal candidates, submit to the AIO or MAO to forward to Chief Officer for High Schools or the Chief Officer for Elementary Schools and the CEO a list of one to three candidates for principal or academy superintendent in order of preference. The CEO may then recommend one of these candidates to the Board for employment as principal or academy superintendent under a four-year contract. If none of the candidates is acceptable, the CEO may request a new list of names from the council or board or select a candidate not on the list submitted by the council or board to recommend for appointment as principal or academy superintendent by the Board.
- (iv) Submit to the AIO or MAO to forward to the Chief Officer for High Schools or the Chief Officer for Elementary Schools and the CEO a recommendation regarding the renewal or non-renewal of the principal's or academy superintendent's contract by no later than 150 days prior to the contract's expiration. The principal or academy superintendent must be informed at least 150 days before the contract's expiration as to whether the council or board will recommend that the contract be renewed. Renewal will be solely at the discretion of the CEO and the Board.
- (v) Evaluate the principal or academy superintendent annually using the Board-approved principal performance evaluation form by May 1 of every year of the principal's or academy superintendent's contract.
- (vi) Evaluate the principal or academy superintendent in writing not later than 150 days prior to the expiration of his or her contract to assess the educational and administrative progress made at the school during the term of the contract in order to determine whether to recommend the renewal of the principal's or academy superintendent's contract to the CEO. Such evaluation shall be based on the criteria set forth in the principal's or academy superintendent's contract and shall take into consideration the prior three (3) annual evaluations of the principal's or academy superintendent's performance.
- (vii) Student members of high school councils or boards shall not be eligible to vote on personnel matters that include, but are not limited to, principal or academy superintendent evaluation, or principal or academy superintendent candidate recommendations.

2. General Powers and Duties

Councils and boards have the following general powers and duties:

- (i) Approve a School Improvement Plan and submit the plan to the AIO or MAO. At least twice a year, the principal or academy superintendent shall publicly report to the entire school community on the progress and problems of implementing the School Improvement Plan. The school community shall be afforded the opportunity to make recommendations regarding the School Improvement Plan.

- (ii) Approve an Expenditure Plan and submit the plan to the AIO or MAO. The expenditure plan shall be consistent with and subject to the terms of any contract for services with a third party entered into by the Board. The expenditure plan must also be consistent with applicable law, collective bargaining agreements, Board policies and standards. The expenditure plan shall be administered by the principal or academy superintendent.
- (iii) Approve transfer allocations within funds via a super majority (50% of the council plus 2), provided that such transfer is approved by the principal or academy superintendent and is consistent with applicable law and collective bargaining agreements.
- (iv) Convene at least two (2) well-publicized meetings annually to present the proposed Expenditure Plan and the School Improvement Plan to the school community. At these meetings, the council/board shall provide an opportunity for public comment.
- (v) Hold an organizational meeting to elect a chairperson, who shall be a parent, and elect a secretary and establish the regular meeting schedule for the year. The organizational meeting is to be held between July 1 and July 14 of each year.
- (vi) Approve fundraising proposals by external organizations using school facilities.
- (vii) Approve purchases to be made with Internal Accounts funds consistent with the requirements of the Internal Accounts Manual and Board Rules or Policies. Additional approval by the Board or Chief Purchasing Officer may also be necessary.
- (viii) Make recommendations to the principal or academy superintendent for appointments to fill vacant, additional, or newly created teacher positions at the school.
- (ix) Make recommendations to the principal or academy superintendent concerning textbook selection and curriculum development consistent with the system-wide curriculum objectives contained in the School Improvement Plan.
- (x) Evaluate the allocation of teaching resources and the assignment/deployment of certified and uncertified staff that is consistent with the instructional objectives listed in the School Improvement Plan. Make recommendations to the principal or academy superintendent for reallocation of teaching and non-teaching staff resources based on this evaluation.
- (xi) Advise the principal or academy superintendent regarding attendance and disciplinary policies for the school, consistent with the Board's student code of conduct/discipline policy.
- (xii) Comply with the Illinois Open Meetings and Illinois Freedom of Information Acts, other applicable state and federal laws, as well as all applicable collective bargaining agreements, court orders, and Board Rules and Policies.
- (xiii) Make public the names and addresses of its members.
- (xiv) Advise the principal or academy superintendent regarding granting the use of school facilities such as assembly halls and classrooms for social and educational activities.
- (xv) If appropriate, initiate a student dress code and/or uniform policy if requested by parents or the CEO.
- (xvi) Encourage participation of parents and community members in school events and school volunteer activities.
- (xvii) Provide parents and community members with a forum to discuss important school and community-related issues and to address school leaders.

Local School Council Resource Guide

Part 2. Meetings

Office of Local School Council Relations

<https://cps.edu/lsc>

High Quality, Rigorous Instruction
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact
Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



Talented and Empowered Educators
Talented teachers and administrators are a catalyst for student learning.

Safety and Support
Safe and supportive schools create an environment for successful learning.

Financial Stability
A "student first" budget builds a stronger financial future.

Introduction

Local School Councils can conduct official business and take official actions **only** when they meet formally as a body. Therefore, it is essential for all LSC members to be familiar with the legal requirements for their meetings. In this section, we explain those legal requirements.

The LSC is an opportunity for collective impact to achieve the academic progress that is the goal of every CPS school. Collaboration and teamwork between all LSC members in LSC meetings are vital to reaching consensus and effectively performing your powers and duties.

We include best practice recommendations to facilitate efficient, effective and successful LSC meetings to advance your school's progress.

Contents

The Annual Organizational Meeting	p. 65
Requirements for LSC Meetings	p. 67
Open Meetings Act	p. 68
Preparing Agendas for Regular and Special Meetings	p. 73
Public Participation	p. 74
Sample Notice of Regular Meeting	p. 75
Sample Notice of Special Meeting	p. 76
Sample Agenda	p. 77
Resource: Inspiring Quotes for LSC Meetings	p. 78
Motions	p. 79
Sample Motion Forms	p. 81
How to Amend a Motion	p. 83
Voting Rules	p. 84
Meeting Records (Minutes)	p. 90
Frequently Asked Questions and Answers	p. 93

Each item in the Contents is linked to the page listed for that topic. Click on the title and you will get directly to that page.

THE ANNUAL ORGANIZATIONAL MEETING

The official LSC Organizational Meeting must be held between **July 1 and July 14** of each year at the attendance center.

The exact date and time of the meeting may be set in one of three ways:

- The LSC may vote to set the date and time of the meeting;
- Before June 30, the Chairperson may call the meeting as a special meeting;
- Before or after June 30, any four (4) members, including the principal, may call the meeting as a special meeting.

NOTE: The principal **must** be consulted to ensure that the school will be open and available for the meeting on the desired date and time. If the school is not available, a different date and time for the meeting must be selected. The LSC, the LSC Chairperson or any members do not have the authority to dictate the availability of the school, but the principal must make the school available for the meeting sometime between July 1 and 14.

The principal may facilitate the calling of the meeting as a special meeting by calling the members to survey them on a date and time convenient for all to attend.

For a special meeting, all members must be notified in writing of the time, place and purpose of the meeting. Even if the LSC voted on the time and date of the meeting, all members should be reminded of the time and date as a courtesy.

The organizational meeting is open to the public and is subject to the Open Meetings Act. Therefore, a notice and the agenda for the meeting must be posted at the school at least 48 hours before the scheduled start time of the meeting. We recommend that the notice and agenda be posted at the main entrance of the school where the public can readily see it and other prominent places throughout the school, including an LSC Bulletin Board.

Materials: At the meeting, LSC Members should receive information about the school and the LSC – this list includes recommended material.

- Current CIWP
- Current School Budget and the CPS Budget Codes
- Current Internal Account Reports
- Current School NCLB Parental Involvement Policy and School-Parent Compact (if applicable)
- School Report Card
- Current Position Report
- School Organizational Chart (with names and duties of staff and contact information)
- School Calendar
- List of Council members and their contact information (LSC members must consent to disclosure of their telephone numbers and e-mail addresses)
- Copy of the current LSC Bylaws (if any)

Required Actions:

- Elect officers for a one (1) year term of office.
- Elect a Chairperson (must be a parent member).
- Elect a Secretary (may be any LSC member).
- Set the dates, time and location of the regular LSC meetings for a period of one year.

Organize Committees:

The LSC should organize required committees at this meeting. The following pages list the LSC Officers and committees.

How can LSCs receive help?

LSCs may request assistance from the Office of Local School Council Relations, 773-553- 1400, and the Law Department, 773-553-1700.

REQUIREMENTS FOR LSC MEETINGS

The Illinois School Code and the Policy on the Governance of Alternative and Small Schools establish requirements for the operation of Local School Councils, including their meetings.

The most important of these requirements include:

- A majority of the full membership shall constitute a quorum. This means that for traditional LSCs a quorum is 7 members, since 7 is a majority of both 12, their full membership in elementary schools, and 13, their full membership in high schools. The quorum for appointed LSCs will depend on their membership, which varies. However, the quorum for most elementary school ALSCs, which have 13 members, will also be 7, while the quorum for most high school ALSCs, which have 14 members, will be 8.
- Whenever a vote is taken on any measure before the LSC, *a quorum being present*, the affirmative (or "yes") votes of a majority of the members then serving shall determine the outcome of the vote *except that the principal and the high school student member shall have no vote, and may not be counted for purposes of establishing a quorum, when the LSC is considering:*
 - The performance evaluation of a contract principal
 - The renewal of the principal's contract
 - The selection or recommendation of a contract principal

In addition, the high school student member shall not vote on any personnel matters, including the allocation of teaching and staff resources.

- An organizational meeting shall be conducted every year at the school between July 1 and July 14 at which the LSC shall:
 - Select a parent member as the Chairperson to serve a one-year term expiring next June 30
 - Select any member as the Secretary to serve a one-year term expiring next June 30
 - Establish a schedule of regular meetings for the school year
- **The LSC shall be subject to the requirements of the Open Meetings Act**
Information about the Open Meetings Act is included in the next page.

OPEN MEETINGS ACT

The Open Meetings Act ("OMA") establishes requirements for public bodies in the State of Illinois, including Local School Councils, in conducting their business.

One of those requirements is that LSCs conduct business in "open meetings." An open meeting is a meeting open to the public.

The open meeting requirement applies to:

- Any gathering of a majority of a quorum of members (four or more for traditional LSCs) to discuss LSC business whether in person or by video or audio conference, telephone call, or electronic means (such as, but not limited to, electronic mail ("e-mail"), electronic chat, instant messaging or other means of contemporaneous interactive communication).
- Any similar gathering of a majority of a quorum of any LSC committee to discuss committee business.

GUIDANCE:

To determine the LSC committee meetings to which the OMA applies, follow these steps.

- First, determine the full membership of the committee, including any non-LSC members.
- Then determine how many members make up a majority, or the quorum, of the full membership.
- Then determine how many members make up a majority of the quorum. For example, if there are 5 members of the Budget Committee, the quorum is 3. Since a majority of the quorum is 2, the OMA will apply whenever two or more Budget Committee members meet to discuss committee business.

EXECUTIVE OR CLOSED SESSIONS AND MEETINGS

The Open Meetings Act also allows public bodies to discuss certain subjects in sessions or meetings closed to the public, called closed, or "executive," sessions or meetings.

Although the LSC may discuss and deliberate certain matters during closed sessions or meetings, **no final action may be taken either during closed sessions or at a closed meeting.** Any final action taken by the LSC at an open meeting concerning matters discussed during closed sessions or meetings must begin with an explanation that informs the public about the business being decided.

Subjects that a Council may discuss in closed/executive sessions or meetings

An LSC may discuss **any** of the following subjects in **closed/executive session or meeting**:

- **litigation**, if a lawsuit against, affecting, or on behalf of LSC members has been filed and is pending, or when the LSC determines that such an action is probable
- **the evaluation, selection, retention, or request for suspension or dismissal of the school principal.** *This exception does **not** apply to discussions about principal evaluation or selection procedures, although it does apply to discussions about or interviews with the current principal or particular candidates for principal.*
- the **addition of terms to the principal's performance contract**
- the **minutes of prior closed/executive sessions or meetings**, whether for approval purposes or to conduct the required semi-annual review of closed meeting minutes
- the **qualifications of candidates for LSC vacancies**
- **school safety and security issues**

Executive Sessions During a Meeting

An LSC may close **a portion of a meeting** that was open to the public upon a **majority vote** of the serving members taken at the open meeting. The vote of each member on the question of holding a closed or executive session and a citation to the specific exception contained in the OMA which allows the closing of the meeting to the public shall be publicly disclosed at the time of the vote and shall be recorded and entered into the minutes of the open meeting.

During the closed session, audio or video recording of the session is required.

- ✓ Only topics specified in the vote to hold a closed session may be considered in the closed session.
- ✓ Once the LSC has returned from the closed session, a motion must be made, seconded and voted on to return to open session.

Closed Meetings

Local School Councils may also vote in advance to hold meetings closed to the public or to close portions of future open meetings.

- ✓ They may take a single vote with respect to a series of meetings, a portion or portions of which are proposed to be closed to the public as long as each of the meetings involves the same matters and is scheduled to be held within 3 months of the vote.
- ✓ A quorum of LSC members must be physically present at a closed meeting.

Emergency Meetings

The Open Meetings Act also allows public bodies to conduct emergency meetings. Notices and agendas for meetings held in the event of a bona fide emergency may be posted less than 48 hours before the meeting but must be posted as soon as possible before the meeting.

The OMA (or the School Code) also sets these requirements for LSC Meetings:

➤ **Schedule**

- Requires that all meetings be held at times and places convenient and accessible to the public and that **public participation** be allowed at all open meetings.
- Requires LSCs to **set a schedule of the time, date, and location of all regular meetings for the school year** at the annual organizational meeting. After it is approved, the schedule must be publicized and posted at the school and made available to the public. (At the organizational meeting, the LSC may appoint a member who will be responsible for posting the agendas and notices of all meetings.)
- Requires LSCs to provide written notice, including the agenda, for **any reconvened meeting** at least 48 hours before the meeting is reconvened unless: (A) the meeting was open to the public and (B) the reconvened meeting will be held within 24 hours; or an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.
- Prohibits LSCs from holding special or rescheduled regular meetings on *legal holidays*.
- Requires the chairperson or four members who call a **special meeting** to post a written notice and agenda for the meeting at the school (and at the meeting location, if it is not the school), **at least 48 hours before the meeting**.
 - ✓ We recommend that the notice and agenda be posted in a place the public can see it easily such as the main entrance of the school and parent or LSC bulletin boards.
- Requires the chairperson or four members who call a **special meeting** to give written notice of the time, place and purpose of the meeting to all other LSC members prior to the meeting.
 - ✓ We recommend that the notice be given **as soon before the meeting as possible**.

➤ **Notification and Agenda**

- Requires LSCs to post a **written notice and agenda** for each regular LSC meeting at the school (and at the meeting location, if it is not the school), at least 48 hours before the meeting. *We recommend that the notice and agenda be posted in a place the public can see it easily such as the main entrance of the school and parent or LSC bulletin boards.*
- Requires LSCs to give at least 10 days' notice through publication in a newspaper of general circulation in the school community the LSC serves if the LSC changes the date of more than one regular meeting at a time.
- Requires LSCs to provide any newspapers or other news media that have asked to be informed of meetings with notice of its regular meetings and any special or rescheduled meetings.

Open Meetings Act Requirements—Continued

- Requires that **items requiring LSC action** at meetings be clearly and specifically included on the agenda. Matters previously discussed or acted upon may, but are not required to, appear under a heading of “Old Business” while matters being considered for discussion or action for the first time may, but are not required to, appear under a heading of “New Business.”

➤ **Participation and Votes**

- Allows LSCs to discuss, **but not vote on**, any items not specifically included on the agenda of a regular meeting.
- Requires that a **quorum** of the membership be physically present in person at the location of a meeting for any formal or official actions to be taken at the meeting. The "physical presence" requirement applies whether the meeting is open or closed.
- Requires that all **LSC votes** be taken in **open meetings** or sessions.
- **Prohibits LSC members from voting by absentee, proxy, written or secret ballot.**
- Allows members to participate in meetings by audio or video conference *if the LSC's Rules allow participation by other means and if they are unable to attend the meeting in person due to:*
 - Personal illness or disability
 - Personal employment purposes
 - Business obligations of the LSC
 - Family or other emergency

If a member is unable to attend a meeting for one of the listed reasons and a quorum is physically present at the meeting, by majority vote of the serving members the LSC may allow the member to participate by audio or video conference. Participation by audio or video conference is allowed **only** in accordance with and to the extent allowed by rules adopted by the LSC that conform to the requirements of the OMA.

➤ **Minutes**

- Requires LSCs to maintain **written minutes** of all meetings including closed sessions and LSC committee meetings, and to audio or video record all closed meetings or sessions.
- Requires **meeting minutes** to identify the members who were: physically present; present by means of video or audio conference; and absent.

Open Meetings Act Requirements—Continued

➤ **Freedom of Information Training**

- Along with the Freedom of Information Act, requires LSCs to designate a member or members to complete online training on the Open Meetings Act and the Freedom of Information Act and to act as the Freedom of Information Act / Open Meetings Act Officer(s) for the LSC.
 - ✓ If not previously designated or if the member(s) previously designated are no longer serving, the annual organizational meeting affords the LSC a good opportunity to designate the FOIA/OMA Officer(s) member(s) to act as the FOIA/OMA Officer(s) for the body.
 - ✓ The member(s) designated as the FOIA/OMA Officer(s) must complete the on-line training within 30 days after being designated by the LSC. After compliance with the initial training requirement, the designated FOIA/OMA member(s) must complete the on-line training annually.

- Along with the Freedom of Information Act, requires *all LSC members to complete the **online training** on the Open Meetings Act and the Freedom of Information Act.*

Note about the Online Training:

To take the training, LSC members must first register on the Illinois Attorney General's website at <https://foia.ilattorneygeneral.net/CreateAccount.aspx>.

PREPARING AGENDAS FOR REGULAR AND SPECIAL MEETINGS

The agenda lists what the LSC will vote on and/or discuss at its meeting. The LSC must prepare a new agenda for every meeting with the specific items listed that the LSC will vote on. LSC members and members of the school community may suggest items to be placed on an agenda.

The agenda for future regular meetings should be decided and approved by the LSC at the end of the previous regular meeting or at a special meeting. After approving it, the LSC should decide who will prepare the written agenda and be responsible for posting it. If the meeting is held some place other than the school, the location needs to be included. The agenda should be posted in a place the public can see it easily such as the main entrance of the school and parent or LSC bulletin boards. The notice and agenda do not need to be signed.

The agenda may be approved at the beginning of each meeting and changes may be made at that time. Items added to the agenda at the start of a regular meeting may be discussed but not voted on at the meeting. The only items that may be discussed at a special meeting are the items specifically listed on the meeting agenda.

Suggestion for the Preparation of Agenda

In preparing and approving agenda, it is recommended that the LSC:

- Set times for each part of the agenda
- Review previous minutes and include items that need revisiting on the agenda
- Ensure that the agenda is distributed to members at least two days before the meeting
- Post the agenda at least 48 hours prior to meeting (*mandatory*)

Agenda for Special Meetings

In addition to the regular meetings, the LSC may hold a special meeting about a topic or issue the members decide is important.

- The LSC must provide public notice of a special meeting at least 48 hours before the meeting, including the time and location, and an agenda, which must list each matter to be addressed at the special meeting.
- Only matters included in the agenda may be discussed at a special meeting. In addition to the public notice requirements above, notice of special meetings must also be given to LSC members in writing.

Emergency Meetings

Notice may be posted less than 48 hours before a meeting held in the event of a *bona fide* emergency but must be posted as soon as practicable prior to the meeting.

NOTE: *Bona fide* emergencies, allowing LSCs to meet with less than 48 hours' notice to the public, will rarely, if ever, arise.

Actions

No action can be taken at a regular or special meeting that was not listed on the posted agenda. Such items may be listed as either "New Business" or "Old Business." If an agenda of a regular meeting is amended to add a specific item not included in the posted agenda, the item may only be discussed at the meeting and may not be voted on.

PUBLIC PARTICIPATION

Public participation is required at all open LSC meetings (regular, special and committee meetings) and at the two Annual Progress Report Meetings.

- The LSCs may establish rules governing public participation. Such rules may include that speakers:
 - Sign-up to speak prior to the beginning of the meeting
 - Will be permitted to speak in the order in which they signed up
 - May speak for a limited amount of time (for example, two or three minutes)
 - Conduct themselves in a civil manner or lose their right to address the council and may be asked to leave the meeting if they are disrespectful or disruptive
- LSCs are encouraged to provide interpreters (including sign language) at meetings as needed in order to maximize the participation of parents and the community.
- Members of the public may videotape and/or audiotape LSC regular and special meetings. Such recording, however, may not interfere with or disrupt the meeting. The LSC may require that the recording cease if it disrupts the meeting.

SAMPLE NOTICE OF REGULAR MEETING

This notice must be posted 48 hours prior to meeting.

_____ **Local School Council**
(Name of School)

Notice is Hereby Given that the LSC has scheduled a regular meeting of the LSC to
Begin at: _____ on _____ at _____
(time) (date) (address)

The Agenda for the meeting is as follows:

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Approval of Minutes from Previous Meeting
5. Announcements/Introduction of Guests
6. Public Comment
7. Reports:
 - a. Chair
 - b. Principal
 - c. Professional Personnel Leadership Committee (PPLC)
 - d. School Improvement Plan Committee
 - e. Budget Committee
 - f. Bilingual Advisory Committee
 - g. Title I Parent Advisory Council
 - h. Other Committees
8. Old Business

List items to be Acted Upon

9. New Business

List items to be Acted Upon

10. Announce Date of Next Meeting and Set Agenda
11. Adjourn

_____ Chair

Posted Time _____, Date _____

SAMPLE NOTICE OF SPECIAL MEETING

In addition to the regular meetings, the LSC may hold a special meeting about a topic or issue the members decide is important. The LSC must provide public notice of a special meeting at least 48 hours before the meeting, including the time and location and agenda, which must list each issue to be addressed at the special meeting. In addition to the public notice requirements, notice of special meetings must also be given to LSC members in writing.

This notice must be posted 48 hours prior to meeting

_____ Local School Council
(Name of School)

Notice is hereby given that the chairperson or four members of the LSC has/have called a special meeting to begin at _____ on _____ at _____.
(time). (date) (address)

The purposes of this Special Meeting are set forth in the following agenda:

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Public Comment
5. Specific Items to be Discussed (The LSC Must List These Items Below)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
6. Adjourn

_____, Chairperson

Or

Four Members: (Signatures Not Required)

Date: _____ Posted: Time _____, Date _____

SAMPLE AGENDA

Jane Doe LSC Regular (or Special) Meeting

Jane Doe School Library, 1976 N. Street
Thursday, April 25, 2019 at 6:00 p.m.

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Approval of Minutes from Previous Meeting
5. Announcements/Introduction of Guests
6. Public Comment
7. Reports:
 - a. Chair
 - b. Principal
 - c. PPLC
 - d. School Improvement Plan Committee
 - e. Budget Committee
 - f. Bilingual Advisory Committee
 - g. NCLB Parent Advisory Council
 - h. Other Committees
8. Old Business

List Items to be Acted Upon

9. New Business

List Items to be Acted Upon

10. Approval of Agenda for Next Regular Meeting
Announce Date of Next Meeting and Set
Agenda
11. Adjourn

***Note: Items not specifically listed on the agenda cannot be voted on.**

Recommended when a Chair Person or four members call a special meeting: list member(s) calling a special meeting – signatures not required)

Posted: Time _____, Date _____

Meeting Agenda Resource: Inspiring Quotes

School Progress

Starts with hope...

Where there is hope, there is life. Where there is life there is possibility, and where there is possibility, change can occur.
Jesse Jackson

Donde hay esperanza, hay vida. Donde hay vida hay posibilidad, y donde hay posibilidad, un cambio puede ocurrir.
Jesse Jackson

Takes thinking ahead...

Never be afraid to sit awhile and think.
Lorraine Hansberry

Nunca temas sentarte un largo rato y pensar.
Lorraine Hansberry

Focuses with goals...

Education is the key to unlock the golden door of freedom.
George Washington Carver

La educación es la llave para abrir la puerta dorada de la libertad.
George Washington Carver

Requires leadership...

Give me leverage, and I will move the Earth.
(Greece)

Dame ventaja, y moveré la Tierra.
(Griego)

Requires respect...

He who does not know one thing knows another. (Kenya)

Aquel que no sabe una cosa sabe otra.
(Kenya)

Requires commitment...

You must be the change you wish to see in the world.
Mahatma Gandhi

Debes ser el cambio que deseas ver en el mundo.
Mahatma Gandhi

Requires communication...

Lower your voice and strengthen your argument. (Lebanon)

Baja la voz y fortalece tu argumento.
(Líbano)

Develops with cooperation...

The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)

El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)

MOTIONS

A quorum is the minimum number of members needed to conduct business, regardless of how many members are serving on the LSC.

**The elementary school LSC quorum is ALWAYS 7 members.
The high school LSC quorum is ALWAYS 7 members.**

If there is no quorum, no business may be conducted and no votes may be taken. Members present may discuss the issues but **cannot** take any formal actions.

If a quorum is present, then the LSC members can make and vote on motions.

- An LSC member must be recognized by the Chair before obtaining the floor to make a motion. This means the Chair of the meeting must say, “It is your turn,” before you can make a suggestion or give your opinion about what the LSC should do with a motion.
- Once you have the floor, you may make a formal proposal, or motion, beginning with the statement, “**I move that...**” or “**I second the motion that...**”
- Someone else must second the motion by saying, “**I second the motion.**” If the motion is not seconded, it dies.
- Once a motion is made and seconded, the Chair states the motion so everyone is clear on what is being proposed. From this point, until the motion has been voted on, all discussion must focus on the motion.
- After stating the motion, the Chair asks for discussion.
- If members wish to discuss the motion, the Chair opens debate. Each participant may speak to the question twice, but no one may speak the second time until everyone has had the chance to speak once.
- A member may propose an amendment to a motion. Information on proposing an amendment follows the motion form items in this part of the LSC guide.
- Once debate is complete, the Chair or any LSC member calls the question.
- After everyone has had a chance to join the discussion on the motion – **or there is no discussion**, the Chair takes the vote. Votes may be taken by voice, show of hands, or calling the roll to note each member’s vote.
- The Chairperson announces the vote. “**Let the record show that the motion (carried/failed) with a vote of for, against, and abstention.**”

Example of Proposal and Discussion of a Motion

- The LSC member should ask to be recognized: **“Madam - Mr. Chair?”**
- The Chair recognizes the LSC Member. **“Mr. - Ms. Smith has the floor.”**
- The LSC member states his/her motion: **“We have \$5,000.00 in SA rollover funds from last year. I move that we use \$500 from those funds to purchase Great Books material for grades 1 to 3.”**

The Chair may say: **“There is a motion on the floor, do I hear a second?”**

A motion “dies” if it is not seconded. Another member can say, **“I second the motion.”**

- If your motion is seconded, the chair **restates** the motion: **“A motion is on the table that we use \$500 in SA rollover money to purchase Great Books material for grades 1 to 3.”**
- The chair then opens the motion for discussion, **“Any discussion?”**
- If recognized, the LSC member may say, **“I think that our children need to be exposed to great literature at an earlier age. Right now our Great Books program only serves grades 4 to 8.”**
- **Note: A member of the LSC may recommend an amendment of the motion. See section in this guide after the forms on proposing a motion for information on amending a motion.**
- After everyone has had a chance to join the discussion on the motion, the chair takes the vote. **“All in favor of the motions to use \$500 in SA rollover money to purchase Great Books material for Grades 1 to 3, please say aye. All opposed, say No. Any abstentions?”**
- Votes may be taken by a voice (aye, no) show of hands or by calling the roll to note each member’s vote. (See the section on Voting Rules on page 23.)
- After the votes are tallied, the chairperson announces the vote. **“Let the record show that the motion (carried-failed) with a vote of _ for, _ against, and _ abstention.”**

HOW TO AMEND A MOTION

- A member may wish to make an amendment to a motion: **“I wish to amend the motion to...”**
- The amendment must also be seconded. (If it is not seconded, it dies and the original motion stands). If it is seconded, the Chair restates the amendment: **“There is an amendment to the motion that we...”**
- The Chair invites the member who proposed it to open discussion on the amendment: **“Would you like to open the discussion on the amendment?”**

That member then responds to or adds to the discussion.

- After discussion, the Chair repeats the amendment: **“We are voting on the amendment that we...” All in favor of the amendment, please say aye; all opposed, say no; any abstentions?”** (May be a roll call or raised hands.)
- If the amendment passes, the Chair will state: **“The motion now on the table is to...”**
- If the amendment fails, the Chair restates the original motion: **“The motion now on the table is that we...”**
- The Chair opens discussion of the original motion: **“Any discussion on this motion?”**
- After discussion on the motion, the Chair takes the vote as above and announces the results of the vote.

VOTING RULES

A quorum is the minimum number of members needed to conduct business and to vote on any matter, **regardless of how many members are actually serving on the LSC**. In order to conduct business at any meeting, there must **always** be a **quorum physically present (present in person) for the duration of the meeting**.

FOR TRADITIONAL ELEMENTARY AND HIGH SCHOOL LSCs, THE QUORUM IS ALWAYS 7.

FOR APPOINTED LSCS, THE QUORUM IS ALWAYS ONE-HALF OF THE FULL MEMBERSHIP PLUS ONE.

For most appointed elementary school LSCs, which have a full membership of 13, the quorum will be 7. For most appointed high school LSCs, which have a full membership of 14, the quorum will be 8. The quorum for appointed LSCs with full memberships other than 13 or 14 will be one-half of their full membership plus one.

If there is no quorum, no business may be conducted and no votes may be taken. The members present may discuss matters but **cannot** take any action.

In most, but not all, cases, the number of votes needed to pass a motion will be a simple majority of the members who are **currently serving** on the LSC.

All votes taken by the Local School Council **must** be taken in an open session, by either a voice vote, by a show of hands or by roll call, and the minutes must indicate how the LSC members voted.

Local School Council members **may not vote by secret ballot nor take any final action at a closed session on any issue**.

On votes to **Evaluate, Retain or Select** a contract principal by **traditional LSCs** or votes to **Evaluate, Recommend the Retention or Recommend the Selection** of a contract principal by **appointed LSCs**, the principal and the high school student representative **cannot** be considered in determining if a quorum is present. LSC meeting minutes must reflect the members who were physically present as well as those attending by other means.

If a quorum is present, a majority of the members currently serving, not a majority of the members present at a meeting, must vote in the affirmative on matters for the LSC to approve the matter in most instances.

VOTING AND QUORUM RULES FOR GENERAL MOTIONS

When can an LSC vote?

- An LSC may vote only when a quorum is physically present.

What if a quorum is not present?

- If a quorum is not present, the members present may discuss matters on the agenda but **may not take action on them.**
- The LSC may only take steps to obtain a quorum, decide if and when to take a recess to wait for additional members to arrive or decide if and when to adjourn if no additional members arrive.

NOTE: Vacancies do not lower the quorum number.

If a quorum is present, how many votes are needed to pass a motion?

- In most instances*, a majority “Yes” vote of the currently serving membership is needed to pass a motion. See the chart below.

MEMBERS CURRENTLY SERVING	VOTES NEEDED TO PASS A MOTION IN A HIGH SCHOOL LSC	VOTES NEEDED TO PASS A MOTION IN AN ELEMENTARY SCHOOL LSC
16	9	---
15	8	---
14	8	8
13	7	7
12	7	7
11	6	6
10	6	6
9	5	5
8	5	5
7	4	4
6	NO QUORUM ON TRADITIONAL LSCs*	NO QUORUM ON TRADITIONAL LSCs*

*An appointed LSC may be able to achieve quorum with 6 members, depending on its full membership. In that case, 4 votes would be needed for a general motion to pass.

VOTING TO APPROVE CIWP
(CONTINUOUS IMPROVEMENT WORK PLAN—THE
SCHOOL IMPROVEMENT PLAN)

Motion to Approve the Continuous Improvement Work Plan (CIWP):

- Requires another member to second it
- Is Debatable
- To pass, requires a “yes” vote of the majority of the serving members

Example: *“I move that the school’s continuous improvement work plan for the _____ to _____ school year, dated as of [month] [day], [year], be approved in all respects.”*

Example: *“I move that the school’s continuous improvement work plan for the _____ to _____ school year, dated as of [month] [day], [year], be approved as amended.”*

Voting Rules For Approval of the CIWP

- When a quorum is present, the voting rules for passing general motions apply to the vote to approve the CIWP.

VOTING TO APPROVE BUDGET MATTERS

Motion to Approve the School Budget:

- Requires another member to second it
- Is Debatable
- To pass, requires a “yes” vote of the majority of the serving members

Example:

“I move that the school’s budget for the ____ to __ school year. dated as of [month] [day], [year], be approved in all respects.”

Motions to Amend Allocation of Discretionary Funds in a School Budget and Motions to Transfer Previously Allocated Discretionary Funds

- Require another member to second it
- Are Debatable
- Require at least (7) seven "yes" votes to pass for an elementary school LSC and (8) eight "yes" votes to pass for a high school LSC

Example:

“I move to transfer the previously allocated discretionary funds in the amount of [x] dollars from being allocated to [_____] to being allocated to [_____].”

Motion to Allocate New, Rollover and/or Previously Unallocated Funds

- Requires another member to second it
- Is Debatable
- To pass, requires a “yes” vote of the majority of the serving members

Example:

“I move that the previously unallocated discretionary funds in the amount of [x] dollars be allocated to [_____].”

VOTING AND QUORUM RULES FOR PRINCIPAL SELECTION, EVALUATION, AND RETENTION

The principal and, in high school LSCs, the student representative **may not be counted for determining a quorum and may not vote** on the following matters:

- Selecting a contract principal (traditional LSCs)
- Recommending candidates for contract principal
- Renewing a principal's contract (traditional LSCs)
- Recommending the renewal of a principal's contract (appointed LSCs)
- Evaluating a contract principal
- Approving additional terms to principal contract (traditional LSCs only)

7 votes are always needed for a traditional LSC to select a new contract principal, regardless of the number of vacancies

A majority “**yes**” vote of the currently serving membership [not including the principal and the student representative] is required for an LSC to:

- Evaluate a contract principal
- Renew or recommend the renewal of a principal's contract
- Approving additional terms to principal contract (traditional LSCs only)
- Submit up to 3 contract principal candidates to the CEO

MEMBERS CURRENTLY SERVING (EXCLUDING PRINCIPAL & STUDENT)	VOTES NEEDED TO PASS A MOTION IN A HIGH SCHOOL LSC	VOTES NEEDED TO PASS A MOTION IN AN ELEMENTARY SCHOOL LSC
14	8	---
13	7	7
12	7	7
11	6	6
10	6	6
9	5	5
8	5	5
7	4	4
6	NO QUORUM ON TRADITIONAL LSCs*	NO QUORUM ON TRADITIONAL LSCs*

*An appointed LSC may be able to achieve quorum with 6 members, depending on its full membership. In that case, 4 votes would be needed for a motion to pass.

SCHOOLS ON PROBATION

School Improvement Plan and Budget

The Illinois School Code provides that each school placed on probation shall have a school improvement plan (“CIWP”) and a school budget for correcting deficiencies identified by the Board. In compliance with that statutory provision, the CEO or designee (the school’s Network Chief) develops, and the Board approves, school improvement plans for schools placed on probation that contain specific steps that the local school councils and the school staffs must take to correct the identified deficiencies. Also in compliance with that provision, the CEO or designee develops, and the Board approves, budgets for schools placed on probation that include specific expenditures directly calculated to correct the educational and operational deficiencies identified at the school. All budget amendments are also approved by the CEO or designee.

This means that the LSCs of schools placed on probation do not have the authority to approve the CIWP, the School Budget or any Budget Transfers. However, the LSCs remain an important part of the process in developing and monitoring the CIWP. In developing the CIWP and the corresponding school budget, the Network Chief and principal will consult with the LSC and all involved parties. The CIWP and school budget will then be approved by the Network Chief before being submitted to the Board of Education. Once the school is no longer on probation, the LSC will have the authority to approve the CIWP and school budget plan.

Principal Retention/Selection Process

In most instances, the LSCs of schools placed on probation have the authority to retain the school’s contract principal for a new four-year term or to select a new contract principal. Pursuant to its statutory powers over schools on probation, the Board of Education has the authority to reconstitute such schools or to remove their contract principals. If the Board exercises either power over a school on probation, the following will occur:

- The school will remain on probation until it makes Adequate Yearly Progress for two (2) consecutive years or five (5) years pass from the date the Board takes such action, whichever occurs later;
- The LSC will not have the authority to select new contract principal until the school is no longer on probation.

For further information on probation, please refer to the Board’s School Performance, Remediation and Probation Policy for the current school year.

MEETING RECORDS (MINUTES)

The Illinois Open Meeting Act requires that LSCs must maintain written minutes of all meetings, including closed sessions and all LSC committee meetings.

The following lists indicate requirements for records of meetings.

- Minutes of open meetings must be approved within thirty days or two (2) regular meetings after the meeting for which the minutes were taken, whichever is later.
- Approved minutes must be made available to the public within ten (10) days after their approval by the LSC.
- It is also requested that the minutes be sent to the Network Office within ten (10) days of their approval (the Principal may have them faxed or sent in the CPS mail run to the Network Office).

We recommend that schools keep copies of the following open meeting records in a binder kept in the school's main office so that they are readily available to anyone who requests to review or inspect them:

- Notices and Agendas
- Member Sign-in Sheets (if maintained)
- Public Speaker Sign-in Sheets (if maintained)
- Approved Minutes of Open Sessions
- Approved Minutes of Closed Sessions the LSC Voted to Make Public

*Minutes of closed sessions or meetings may be kept **confidential**.*

Maintaining Confidentiality:

At least every six (6) months, LSCs must review the need to maintain the confidentiality of closed meeting minutes and must determine, by vote in an open session, whether to maintain the confidentiality of the minutes. If kept confidential, we recommend that the minutes of closed meetings or sessions be maintained separately from the open meeting minutes.

All closed sessions or meetings must also be video or audio recorded.

The following list summarizes the requirements for meeting records.

Summary List of Requirements for Meeting Records

- Agenda and notices of meetings are legal documents of the LSC
- Minutes are required of **all** LSC meetings, open and closed, and of all LSC committee meetings.
- If the council approves, the secretary may use a tape recorder to record the meetings. Each tape becomes part of the legal record and must be labeled and kept as part of the minutes. (Members of the public may also record the LSC meeting, but their tapes are not official records.)
- The secretary is to present the written minutes for approval by the council.
- Audio or video recording must be made at **all** closed sessions.
- We recommend that each council member receive the written minutes at least two to seven days before the meeting so that they can read the minutes and make corrections if necessary. Copies should be made available to the public at each meeting.
- Minutes shall be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.
- Once the minutes are approved, a copy is sent to the Network Office.
- Minutes must be made available to the public within 10 days after being approved.

Minutes must include the following:

- Date, time, place of meeting and name of school
- Type of meeting (Regular, Special, Committee)
- Members present physically
- Members participating by speakerphone
- Members absent
- A summary of all matters proposed, discussed, or decided upon
- A record of any votes taken
- If a member is tardy or leaves early, the minutes should reflect the time he/she arrives or leaves
- Whether quorum is or is not physically present

SAMPLE MINUTES

The **March 8, 2019** regular meeting of the John Doe Local School Council was called to order by the chairperson, Mrs. Annie Smith, at 7:00 p.m., in the school's lunchroom. A quorum was present.

Members in attendance were: Mrs. Annie Smith, Mr. John Smith, Ms. Pamela Jones, Mrs. Alice Green, Mrs. Maria Martinez, Mr. Angelo Gonzalez, Ms. Jane Stein, Ms. Nellie Price and Mr. Steve Johnson, Principal.

Members not in attendance were: Mr. Alex Jones and Ms. Sonia Angels.

The minutes of the **February 7, 2019** meeting were approved as read. (*Or, the minutes of the February 7, 2019 meeting were approved as corrected.*) **(List Corrections)**

The secretary, Ms. Pamela Jones, read the correspondence. Letter, informing the LSC of training sessions, from Local School Council Relations. Motion made by Mrs. Pamela Jones and seconded to send three LSC members to the training. Motion passed 6 yes 2 no and 1 abstention.

Committee Reports were given by the following:

BAC (Bilingual Advisory Committee) - Mrs. Ortiz, Chairman of the BAC reported that textbooks have been received and that testing for the bilingual students has been completed.

ESEA/Title I PAC (Parent Advisory Council)- Mrs. Green, Chairperson, submitted the PAC monthly meeting report.

PPLC - The PPLC Chairman, Mrs. Horton, reported that the PPLC has prepared recommendations for the principal and LSC to consider for the 2019-2020 CIWP.

Principal's Report - Mr. Johnson reported that attendance for the previous month was up. There is a balance of \$1,000.00 in the internal accounts. A motion was made by Mr. Johnson and seconded to accept the internal accounts report as given. Motion passed unanimously.

Old Business - There was no old business

New Business -The Principal Evaluation Committee will meet on **March 17, 2019** at 6:00p.m. in the school's lunchroom.

The meeting was adjourned at 9:05 p.m.
Next meeting will be held on April 4, 2019

Respectfully submitted,

(Secretary's signature)

These minutes were approved as read (corrected) on _____.



FREQUENTLY ASKED QUESTIONS AND ANSWERS

How can LSCs receive help?

LSCs may request assistance from the Office of Local School Council Relations, 773-553- 1400.

QUESTIONS ABOUT MEETINGS

May LSCs meet between the time of election and June 30 in an election year?

- Yes, LSCs may continue to meet and conduct business until the end of the term, June 30, in election years.
 - ✓ However, if the only, or remaining, child(ren) of a parent representative graduate(s) or is (are) voluntarily transferred at the end of the school year, **the parent representative's term automatically ends as of the last day of the school year.** Therefore, such parents cannot participate as LSC members in any LSC meetings conducted after the last day of the school year.

Should LSCs provide interpreters at LSC meetings?

Yes. LSCs are encouraged to provide interpreters (including sign language) at meetings as needed in order to maximize the participation of parents and the community.

How does an LSC call a Special Meeting?

- The Chair or any four LSC members may call Special Meetings by giving written notice specifying the time, place, and purpose of the meeting and posting a notice and agenda for the meeting at the school and other meeting location at least 48 hours in advance. The Chair or four members calling the meeting may, but are not required to, place their names and/or signatures on the meeting notice and agenda to disclose who has called the meeting.

Who presides at Special Meetings?

- The Chair presides at all meetings, even Special Meetings that have been called by four other LSC members. If the Chair is absent, the Vice-Chair (or other member designated in the LSC bylaws, if any) will preside.

What notice is required for reconvening a meeting?

- The LSC must give written notice, including the agenda, to reconvene an unfinished meeting at least 48 hours before the meeting is reconvened unless: (a) the original meeting was open to the public; (b) there is no change in the agenda; and (c) the reconvened meeting will be held within 24 hours of the original meeting or (d) the time and place of the reconvened meeting are announced at the original meeting.

What if the LSC cancels a meeting?

- If possible, the LSC should notify the public by posting a notice of cancellation at the school and having the school send the notice home to parents. Meetings may not be cancelled without approval of the LSC by majority vote except in cases where conducting a meeting would violate the Open Meetings Act.

When is the LSC required to allow public participation at LSC meetings?

- The LSC is required to allow public participation at all open meetings, whether regular, special. The LSC may adopt and publish reasonable rules governing public participation.

Does the OMA (Open Meeting Act) apply to retreats or sessions arranged solely to provide training for LSC members?

- **No**, as long as no LSC business is discussed.

Does the OMA apply to social gatherings of LSC Members?

- The OMA does not apply to purely social gatherings where LSC business is not discussed. If proper notice has not been given, including an agenda, LSC members may not discuss LSC business at the social gathering.

Frequently Asked Questions and Answers about Meetings (continued)

What if the LSC violates the OMA?

- If an LSC violates the OMA, any person may file a lawsuit against the LSC in Cook County Circuit Court or may file a complaint with the Cook County State's Attorney, who may also file the lawsuit. The lawsuit must be brought within 60 days of the failure to comply with the OMA or when the State's Attorney discovers the violation. A lawsuit may even be brought before the LSC holds its meeting, if it appears that the LSC will not comply with the OMA in holding the meeting.
- If the Court finds that an LSC violated the OMA, the court may grant any relief it deems appropriate. Most courts, however, will require that the non-compliance be cured, either through making part of the meeting open to the public or by affirming the LSC action in public session. The court may also order the LSC to pay the attorney's fees and litigation costs for the lawsuit. **Any LSC that has been found by the court to have violated the OMA may also be found guilty of a Class C misdemeanor, which can carry imprisonment and a fine.**
- Alternatively to a civil action against the LSC or a complaint to the State's Attorney's Office, any person who believes an LSC has violated the OMA may file a complaint with the Illinois Attorney General's Public Access Counselor within 60 days of the violation. The Public Access Counselor may investigate the complaint and may request records from the LSC. Within 7 business day, the LSC must provide the requested records and may respond in writing to the complaint. Thereafter, the Attorney General may issue a binding opinion concerning the alleged violation. If the opinion finds that a violation occurred, the LSC must take necessary action as soon as practicable to cure the violation or must file an action for administrative review of the opinion.

What if the LSC has questions about the OMA?

Call the Office of Local School Council Relations at (773) 553-1400.

Local School Council Resource Guide

Part 3. Advancing School Progress

- **Developing the Continuous Improvement Work Plan (CIWP) for 2020-2022 and Monitoring the Current CIWP**
- **Measuring School Progress—The SQRP**

Office of Local School Council Relations
<https://cps.edu/lsc>

High Quality, Rigorous Instruction
 Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact
 Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



Talented and Empowered Educators
 Talented teachers and administrators are a catalyst for student learning.

Safety and Support
 Safe and supportive schools create an environment for successful learning.

Financial Stability
 A "student first" budget builds a stronger financial future.

Introduction

This part of the LSC Resource Guide explains the important role of the Local School Council's role in developing and supporting the Continuous Improvement Work Plan (CIWP). The first part of this guide explains the CIWP. The CIWP relates to another important part of school decision-making: the budget. But the budget does not drive the CIWP. The CIWP is a plan to achieve progress that then guides uses of the school's funds. The second section of this guide is an overview of the School Quality Rating Policy (SQRP), a system to evaluate the school's progress. The school's rating relates directly to the CIWP—the school's plans made for improvement should result in increases on the measures of the SQRP. The LSC will consider the SQRP ratings as they identify priorities for the CIWP and as they adjust the CIWP based on the school's progress that the SQRP reports.

Contents

Section 1. Developing the Continuous Improvement Work Plan (CIWP) for 2020-2022 and Monitoring the Current CIWP

Overview	p. 99
Key Terms	p. 101
Roles and Responsibilities of the PPLC and the LSC for the CIWP	p. 103
The Plan: Priorities, Goals, Strategies, and Actions	p. 104
School Excellence Framework Categories	p. 105
Developing a New CIWP	p. 108
Sample Schedule to Develop the CIWP	p. 109
Goals	p. 111
School Excellence Framework Diagram	p. 112
Strategies	p. 114
Action Plan	p. 115
Parent and Family Plan and Compact	p. 116
Budgeting for Progress	p. 117
CIWP Approval	p. 118
Using the CIWP to Monitor and Support School Progress	p. 119
Revising the CIWP	p. 122

Section 2. Measuring School Performance—the SQRP

How the SQRP Works	p. 123
Accountability Status	p. 126
Responses to Common Questions about the SQRP	p. 127

**Each item in the Contents is linked to the page listed for that section.
Click on the title and you will get directly to that section.**

1. The Continuous Improvement Work Plan (CIWP)

Introduction

The Continuous Improvement Work Plan (CIWP) is a comprehensive school-wide plan to improve education of the students. Each school must prepare this improvement plan for increased student achievement. The CIWP is an accountability tool for the Local School Council, the school community, the school district, and the Illinois State Board of Education. This chapter explains how the LSC can use the CIWP to monitor school progress.

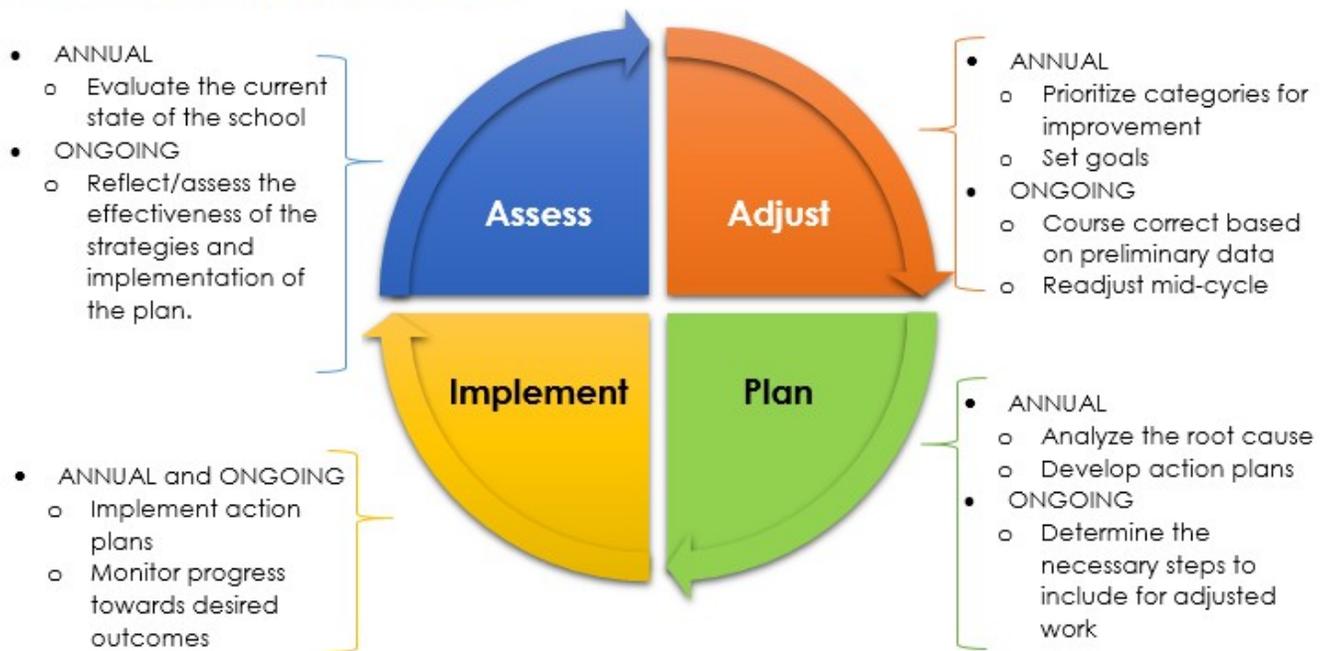
The school community sets goals for progress in the CIWP and then organizes action steps to accomplish those goals. This diagram shows how the CIWP is an ongoing process of planning, acting, evaluation and improvement. The LSC has an important role in making the plan and then monitoring it. The LSC can check the progress to meet the goals on the SQRP, and adjustments to the plan can be made if necessary.

The CIWP is a two-year plan. Planning the next CIWP begins the second semester of the second year of the current CIWP.

The CIWP **planning process** should begin by reviewing the current CIWP. Then, an evaluation of the school's strengths and weaknesses can be assessed in order to identify opportunities and constraints. The strengths and weaknesses are evaluated utilizing the School Excellence Framework self-evaluation tool. The school's academic performance for the last two years should then be reviewed and using the opportunities and constraints information from the self-evaluation, future goals can be determined.

This chapter explains the process of preparing the CIWP and using it to monitor school progress.

Continuous Improvement Cycle



OVERVIEW

The Illinois School Code requires all schools to develop a plan, called the School Improvement Plan, to improve the quality of education provided by the school. The plan must include:

- Results of state tests;
- Measureable goals;
- Analysis of school performance;
- Professional development activities.

The Chicago Public Schools improvement planning process is the Continuous Improvement Work Plan or "CIWP." The CIWP has three purposes:

- The blueprint for the improvement of the school and the education of the students;
- An action plan that guides the work of all stakeholders in the school community;
- An accountability tool for the Local School Council, the school community, the school district and the Illinois State Board of Education.

While only schools that are **not** in Intensive Support or Provisional Support need LSC approval for the CIWP, it is required that all schools present the CIWP to the community, and it is strongly encouraged that all schools get approval of the CIWP from the LSC.

Planning the CIWP should:

- Focus on the **strengths and needs** of the school.
- **Include parent/community** ideas.
- **Establish 3-5 Strategies.**
- **Provide opportunities for members of the school community to have a say in the educational programs of the school.**

Preparing the CIWP:

- The **principal is responsible** for developing the CIWP and convening a CIWP team in consultation with the LSC, all categories of school staff, and parents and community residents
- The CIWP is the basis for making the school's budget.
- The CIWP must include:
 - Measurable goals
 - Analysis of school performance

The CIWP planning process should:

- Make use of the varied expertise and experiences of members of the school community in establishing the CIWP Planning Team;
- Result in the establishment of realistic goals that will drive the continuous improvement cycle of the schools;
- Provide opportunities for members of the school community to have a say in the educational programs of the school;
- Focus the school community on the unique strengths and needs of the school (through reflection on the School Excellence Framework);
- Result in the planning of strong action plans that are likely to lead to significant progress at the school;
- Create a climate in which the school community agrees on what needs to be done, and works together to accomplish it;
- Include an internal review progress to ensure the school is making progress towards its goals.

Approving the CIWP:

- The **LSC must present the proposed CIWP** to the parents and community before it is approved through public meetings on the plan for implementation.
- The **LSC must approve the CIWP** (*for schools not in Intensive Support or Provisional Support*).

Using the CIWP to Support Progress:

- The **principal** is responsible for **implementation** of the CIWP.
- The **LSC** is responsible for **monitoring** the plan. The LSC should check on the status of the action plans on a continual basis.
- The principal and LSC can use the **CIWP action planning website** <https://ciwp.cps.edu> to keep track of progress.
- The principal can propose changes to the CIWP. Changes can be made to action plans and the school's budget adjusted if needed to support the changes.
- During implementation, the CIWP team can make changes to strategies. To do so, they submit an amendment for approval by the LSC/Network Chief.

KEY TERMS

This listing includes important terms used in this section.

Term	Definition
CIWP	Continuous Improvement Work Plan, the school improvement planning tool and process for CPS. The school's principal organizes a team to make the CIWP. https://cps.ciwp.edu
School Excellence Framework (SEF)	The School Excellence Framework (SEF) is a school self-evaluation tool used to help the CIWP team identify the District priorities that most closely align to the school's needs.
School Quality Rating Policy (SQRP)	The School Quality Rating Policy (SQRP) is the Board of Education's policy for evaluating school performance. Each school's rating is posted on the CPS website. To find a school's rating, go to https://cps.edu/findaschool
Goals	Outcomes that the school sets for its work. The goals are based on an analysis of the school's current status, growth, and the school's need for improvement. The CIWP should include 3-5 goals.
Strategy	<p>A plan or method that will accomplish major changes in the school in terms of how students, teachers, or administration work. The strategy is the first part of a school's theory of action, which is then implemented through action steps.</p> <p>The CIWP plan includes strategies to accomplish each goal. Once implemented each CIWP Strategy should result in goals being achieved and progress sustained. The school makes an Action Plan, including milestones and start/end dates, for each Strategy.</p>
Action Step	Specific steps that a school will take to accomplish a strategy.
Theory of Action	<p>A statement explaining the work that a school does, and how its effects will be shown. It is stated as follows:</p> <p><i>"If we do [our strategy], then we will see [changes in behaviors of teachers, students, or administration], which will result in [measurable improvement]"</i>.</p>

ASSESSMENT TERMS

Term	Definition
<p>MTSS: Multi - Tiered Systems of Support</p>	<p>Multi-Tiered System of Supports (MTSS) is a newer Framework adopted by many districts (including CPS). It is similar to RTI but varies in that it 1) addresses academic as well as social, emotional and behavioral development of children, 2) focuses on meeting the needs of EVERY student, with a focus on providing rigorous Tier 1 instruction to all students and 3) requires schools to go through a careful problem-solving process where both student and instructional factors are analyzing before determining next steps.</p>
<p>CCSS: Common Core State Standards</p>	<p>To ensure all students are ready for success after high school, the Common Core State Standards establishes clear, consistent guidelines for what every student should know and be able to do in Math and English Language Arts from kindergarten through 12th grade. Experts and teachers from across the country prepared the standards, which are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs.</p>
<p>NWEA: Northwest Evaluation Association</p>	<p>The Northwest Evaluation Association produces several assessments that are currently used by CPS includes the MPG and MAP. NWEA assessments are adaptive, meaning they adjust the level of the test to how students perform, providing a precise measure of student learning that is independent of grade level. CPS uses two NWEA assessments: NWEA MPG: An Early Reading and Math skills assessment NWEA MAP: Measure of Academic Progress – a reading and math assessment for grades 2-8</p>
<p>RIT Scale: Rasch Interval Scale</p>	<p>The NWEA's RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. Use of the scale allows for the comparison of students' academic performance relative to: 1) National achievement and growth norms 2) State standards, including the Common Core State Standards (CCSS)</p>
<p>SAT</p>	<p>The SAT Suite of Assessments is an integrated assessment system made up of the PSAT 8/9, PSAT/NMSQT & PSAT 10, and SAT. The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress. CPS high schools are required to administer the PSAT 8/9 to freshman, PSAT 10 to sophomores, and SAT with writing to juniors in the spring of SY16-17. The SAT with writing is required by ISBE.</p> <p>Schools may optionally administer the PSAT 8/9 to freshman and the PSAT/NMSQT to sophomores and juniors in the fall. Juniors taking the PSAT/NMSQT can qualify for National Merit and other scholarship opportunities.</p>

ROLES AND RESPONSIBILITIES OF THE LSC and PPLC FOR THE CIWP

Both the LSC and the School's Professional Personnel Leadership Committee (PPLC) have important responsibilities in the CIWP process.

The Role of the PPLC

- The role of the PPLC "is to develop and formally present recommendations to the principal and the local school council on all matters of educational program, including but not limited to curriculum, school improvement plan development and implementation, and school budgeting."
- Principals can involve the PPLC by appointing PPLC members to the CIWP team and/or by creating opportunities for the PPLC to provide recommendations to the CIWP planning process.

The Role of Traditional & Appointed LSCs

Both Traditional and Appointed LSCs should participate actively in the preparation of the CIWP, although the principal is responsible for the planning process and presents the final plan to the LSC.

Responsibilities of Traditional and Appointed LSCs:

- Approve the CIWP and any amendments to the CIWP **if the school is not in Intensive Support or Provisional Support;**
- Monitor the implementation of the CIWP and the Budget;
- Hold a public meeting to present the proposed CIWP and Budget to the school community (the meeting must include an opportunity for public input and comment)
- Hold two well-publicized public meetings annually to report on progress and problems with implementing the CIWP.

LSC Approval of the CIWP

For schools in Intensive Support, the Network Chief maintains final approving authority over the CIWP and Budget. For schools in Provisional Support, the Network Chief has final approving authority over the CIWP while the LSC maintains authority over the Budget. For all schools in Good Standing, the LSC maintains final approving authority over both the Budget and the CIWP and any revisions to the Budget or CIWP recommended by the Network Chief should be resubmitted by the school to the LSC for final approval.

The principal is responsible for developing the CIWP with input from a diverse group of stakeholders from the school. Parent and teacher participation is required. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the LSC, PAC, and all categories of school staff, including the PPLC.

The LSC must present the proposed CIWP to parents and the school community before it is approved. Once the LSC approves the CIWP, the principal is responsible for implementing the plan and the LSC is responsible for monitoring its implementation.

The LSC must convene two (2) meetings during the school year to report to the school community on the school's progress and problems with the implementation of the CIWP.

Organizing the PLAN:

PRIORITIES, GOALS, STRATEGIES, AND ACTIONS

This section explains the planning of the CIWP. You can use the information in this section to analyze your school's CIWP and to plan the next one.

Analyzing your school's current CIWP is a good way to start the school year. It also is the first step to revising the CIWP or planning a new one. The school's principal provides a copy of the CIWP to the LSC at the beginning of the school year. The LSC uses it to keep track of progress and to monitor implementation of activities.

This section explains the parts of the CIWP and can be used to analyze the plans your school has made and to prepare for planning a new CIWP or making changes in the current CIWP.

When you read the CIWP you see:

- The goals the school set for progress;
- The strategies the school chose to make that progress;
- The actions the school planned based on those strategies;
- The kinds of information the school uses to measure progress.

CPS Priorities and School Plans

For the 2018 – 2020 CIWP, schools were to choose 3-5 school priorities out of the 17 categories in the CPS **School Excellence Framework**. The following chart lists and defines each category. The LSC will find the priorities in the current CIWP listed in the chart.

School Excellence Framework Categories

LSCs can use this chart to learn more about goals in their current CIWP and to help the CIWP team identify goals for the next CIWP.

Leadership & Collective Responsibility	Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students motivating the entire school community to continue striving for success for every student.
Instructional Leadership Team	The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing their theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.
Professional Learning	Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.
Aligned Resources	Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.
Curriculum	The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.
Instructional Materials	Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways; and varied levels of support and challenge.
Rigorous Student Tasks	<p>The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas.</p> <p>Examining the texts students use and tasks students do is a way to tell how the curriculum represents the standards and prepares for college and career readiness. (adapted from The Education Trust – Equity in Motion Series)</p>

Transitions, College & Career Access & Persistence	<p>The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.</p>
Instruction	<p>The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.</p>
Balanced Assessment and Grading	<p>A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.</p>
Multi-Tiered System of Supports	<p>The school fully implements a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.</p>
Culture for Learning	<p>A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.</p>

Relational Trust	<p>The school is characterized by high levels of relational trust -- the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement --between all school participants. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class.</p> <p>The net result of interactions is academic and personal connections among students and adults.</p>
Student Voice, Engagement, & Civic Life	<p>Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.</p>
Safety & Order	<p>The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.</p>
Restorative Approaches to Discipline	<p>The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out- of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.</p>
Parent Partnership	<p>The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.</p>

DEVELOPING A NEW CIWP

Each school takes the following steps to organize the CIWP:

- Identify a CIWP team that consists of 6 – 15 committed stakeholders to act as the steering committee for the entire CIWP planning process. For all schools, parent and teacher participation is required in the development of the plan. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which should include members from the PPLC, ILT and/or LSC and PAC.
- Complete/update the school's self-evaluation within the **School Excellence Framework** using any available scorecard, performance, and/or survey data.
- Set **Goals** for each of the next three school years, including School Quality Rating Policy (SQRP) and State metrics.

For information on the SQRP, go to <http://www.cps.edu/SQRP>.

Making the Plan

- The principal establishes the CIWP Team, chairs the team meetings and oversees the work.
- The CIWP team develops the plan collaboratively.
- The plan includes **3-5 strategies focused on the school's selected Areas of Focus (Priority Areas)**.
- An **Action Plan** with check-points (action steps) is developed for each strategy.
- The CIWP Team completes the **Fund Compliance** and Parent and Family Compact/Involvement Policy (if required).
- The CIWP Principal obtains LSC and Network approval of the Budget and CIWP, as necessary. While the budget approval is a separate activity, the budget supports the strategies planned in the CIWP.

Approving the Plan

- The LSC and the Network must approve the plan (only Network approval is required for schools in Provisional Support or Intensive Support).

Role of the LSC

- Conduct a well-publicized meeting to present the proposed plan to the school community at which the public is allowed to comment on the plan.
- Hold two more well-publicized public meetings annually to report on progress and problems with implementing the CIWP.
- Vote to approve or request changes to the CIWP.

PLANNING YOUR SCHOOL'S CIWP

Every two years, your school prepares a new CIWP. Then during the time period of that plan, the LSC monitors it.

Sample Schedule to Develop the CIWP – Year 1 of Cycle

Winter

- Continue tracking progress of current CIWP through the end of the year, making minor adjustments as necessary. .

Spring

- **Early Second Semester:** Establish CIWP team; complete School Excellence Framework
- **Mid-Second semester:** Set goals and priorities; Develop Action Plan
- **Budget Release:** Develop budget, finalize CIWP, budget and full school day plan.



Fall

- Discuss new data in ILD; review CIWP and budget and amend as needed

Summer

- **June:** Finalize staffing
- **July/August:** Board Approval of CIWP and Budgets, as necessary
- **July:** Start implementing CIWP
- **August:** Develop PD plan

During Year 1 of the new CIWP, the school implements the plan. During Year 1 and 2 of implementation, the school can make adjustments. Then the school CIWP team prepares the next plan.

Goals

Schools analyze data to set goals for improvement. The metrics that are included in the CIWP vary based on the type of school. This is because the data that is used to measure performance is influenced by the school being served—for example, elementary versus high school.

Schools also have the opportunity to set and create goal fields in the CIWP for any other metrics they would like to monitor during the continuous improvement cycle. These could be metrics related to specific programs in the school, but are added at the school’s discretion.

1. For each required metric below, the school must provide both a numeric goal for the next three years, as well as an explanation answering why that particular goal was selected. This may be based on historical performance or on anticipated strategies developed around performance in that metric. For each required metric below, the school’s 2019 and 2020 SQRP data is populated, and the school must provide a goal for the next three academic years in the designated boxes.

2018- 2019 Actual	2019- 2020 Actual	2020- 2021 Goal	2021- 2022 Goal	2022- 2023 Goal
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Then, each school must provide an explanation to answer *how* they determined that goal for the academic year. This explanation must provide a basis for the goal that includes your analysis of the past data.

National School Growth Percentile - Reading

Explanation

School Performance Goals

Planning the CIWP begins with an analysis of the current SQRP—an annual report on the school’s academic status. The second part of this section includes an explanation of the SQRP.

The SQRP is a report based on the previous year’s academic achievement, attendance, and surveys. It is best to analyze the previous two years’ SQRP reports to see any changes. The principal also will provide current school data to help identify the school’s priorities.

To find your school’s SQRP reports, go to <https://cps.edu/findaschool>

Goals

CPS provides each school with information about the school’s status in a goal-setting tool. The tool lists the historical data available for each required goal a school sets.

The Goal Setting Tool has been designed around the School Quality Rating Policy. Schools will set goals around designated SQRP-related metrics, but then also have the opportunity to create and show progress on any other metrics of their own choosing, specific to the school.

Responding to Problems

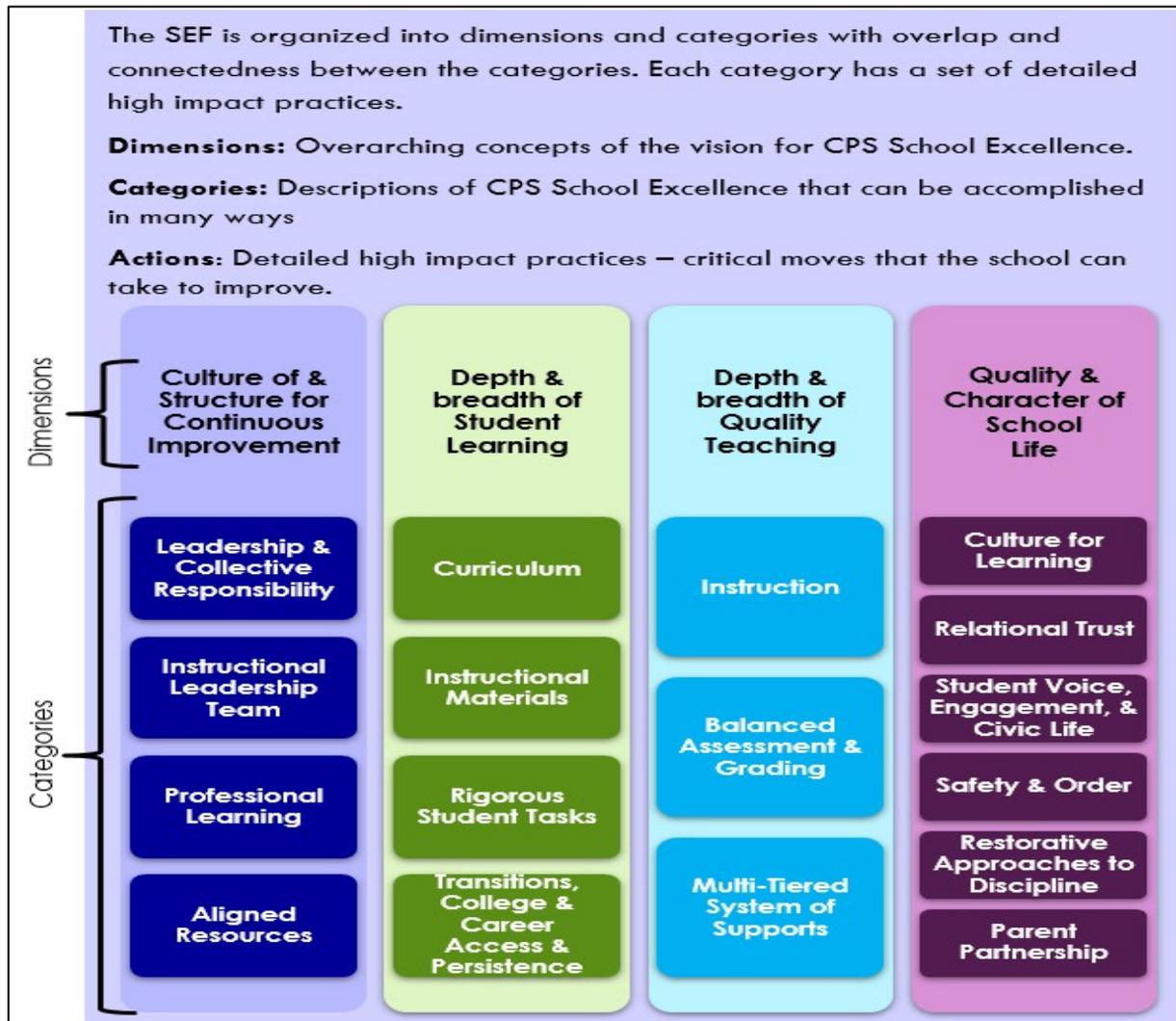
The CIWP planning includes identifying problems and the root causes of those problems. LSC members on the CIWP team should participate in the planning and can recommend ways to respond to the problems. Those responses may be school-wide strategies to include in the CIWP or changes in current school programs so that the problems can be addressed immediately, not waiting for the CIWP.

The School Excellence Framework

An important resource to include in the planning is the School Excellence Framework. The School Excellence Framework (SEF) is a useful guide to analyze your school at any time. It includes 4 dimensions with 17 categories, and the school should analyze its performance in terms of each category. For each category, there are examples of ways an effective school works. Each school evaluates how well it works in terms of each part and those examples. The framework gives schools working models for how to improve. The following diagram shows the parts of the SEF. The chart in the previous section of this guide includes explanations of each of the categories.

School Excellence Framework

This diagram shows the categories of the SEF.



SEF Score Scale

The following ratings are used to tell how consistently the SEF categories are in place at the school.

- 1 = NONE of FEW of the practices are evident.
- 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff.
- 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME or ALL students and/or staff. The principal is generally the sole driver of practices for school improvement.
- 4 = NEARLY ALL practices are CONSISTENTLY evident for ALL students and/or staff. There is evidence students, teachers, and community members are co-driving practices with the principal.

Example SEF Criteria

This example shows how a school can organize work to improve in a category of the School Effectiveness Framework.

LEADERSHIP & COLLECTIVE RESPONSIBILITY

Leadership & Collective Responsibility is characterized by an **unwavering commitment** to fulfilling a **shared vision** of success. There is a clear **focus** and **high expectations** for staff and students, motivating the entire school community to continue striving for success for every student.

"Beyond a minimum level, it's not the metrics that drive most people, but the work itself—whether it inspires you, what it feels like, what it's for, and how you and your colleagues become energized by striving to solve difficult learning problems."
(Professional Capital, M. Fullan, & A. Hargreaves)

CULTURE OF & STRUCTURE FOR CONTINUOUS IMPROVEMENT

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.

- Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [How Leadership Influences Student Learning \(Wallace Foundation Report\)](#)
- ✓ [The Change Leader \(Fullan, 2002\)](#)
- ✓ [REACH Principal and AP Evaluation](#)
- ✓ [CPS Instructional Priorities](#)

CPS SCHOOL EXCELLENCE FRAMEWORK 7

Strategies

Once the goals are set that should result in SQRP Levels that are acceptable to the school, the management strategies and curriculum decisions that will enable the goals to be met can be planned. A strategy is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior. Schools must create strategies that address each of their 'Areas of Focus' identified from the SEF. Pre-designated 'Areas of Focus' will automatically populate at the top of the Strategies page.

Schools will create strategies aligned with a school-level theory of action. Each strategy must be formatted in the tool according to the theory of action template:

“If we do [our strategy], then we will see [designated behavioral changes], which leads to [metric improvement]”.

Every school must fill out each of the boxes provided on the strategies page for every strategy they create. An explanation of each box is provided in the table on the next page.

Strategy 1 Not complete

If we do... ...then we see... ...which leads to...

Tags Area(s) of focus

Action steps

Action step	Responsible	Timeframe	Evidence for status	Status
x <input type="text"/>	<input type="text"/>	<input type="text"/>	select	<input type="text"/> Not started

Tags

Use the School Excellence Framework to identify strategies.

Schools begin planning by looking at the way their school works. The School Excellence Framework is built into the CIWP. It includes examples of effective ways that successful schools work. Schools can analyze their own work in comparison with the examples in the School Excellence Framework.

SETTING PRIORITIES

After the CIWP team reviews the school’s status in terms of the School Excellence Framework and student achievement and attendance data, they select the priorities for the plan. A school can select 3-5 of the categories from the SEF as their priority areas (also called Areas of Focus). These 3-5 categories then become the basis for the school’s strategies for improvement.

STRATEGIES

The CIWP team will develop strategies to drive improvement in 3-5 priority areas. Using high-impact practices and the guidance of the SEF document, these strategies will lead to improvement in student learning. They can include changes in teaching or administration as well as student performance.

THE ACTION PLAN

The CIWP team makes an action plan for each strategy. The Action Plan is a set of steps the school will take to accomplish the strategy. The Action Plan includes the action steps, who is responsible, and the start and end dates.

Example Strategy: Build teachers’ capacity to deliver Common Core aligned literacy instruction supported by high quality texts.

Example Actions:

- *Conduct professional development on standards-based instruction emphasizing ability to read increasingly complex texts.*
- *Organize peer teams to adapt model Common Core literacy lessons for use by grade levels.*
- *Teachers construct “bank” of literacy activities based on standardized assessments.*

For each strategy identified, the team develops an action plan. They create milestones—actions that need to take place, schedules, and ways to monitor the actions. The action plan is the basis for monitoring implementation. The LSC monitors the CIWP to make sure that the plan is moving ahead.

The screenshot shows a digital form titled "Strategy 1" with a "Not complete" indicator in the top right corner. The form is organized into several sections:

- Strategy Overview:** Three text input fields for "If we do..." (Describe strategy and rationale...), "...then we see..." (Describe expected outcome...), and "...which leads to..." (Describe expected goal...). Below these are two dropdown menus: "Tags" (Select tags) and "Area(s) of focus" (Select areas of focus).
- Action Steps:** A section titled "Action steps" containing a table with columns: "Action step", "Responsible", "Timeframe", "Evidence for status", "Status", and "Tags". The first row has a placeholder "x" in the "Action step" column, empty fields in "Responsible" and "Timeframe", a "select" dropdown in "Evidence for status", an empty field in "Status", and a "Not started" dropdown in "Status". A "Tags" dropdown (Select tags) is located below the table.
- Footer:** An "Add action step" button.

Parent and Family Plan

Parents and families are essential to every school's progress. While only Title I schools complete the Parent and Family Engagement Policy and School-Parent Compact, they are useful to all schools. In the parent and family plan, schools explain how parents and families will be involved in their children's education and will participate in the school's progress.

Parent Plan

Fill out the information for the Parent Involvement Policy, Compact, and Budget **annually**, according to the statements below.

Instructions

Fill out the information for the Parent Involvement Policy, Compact, and Budget **annually**, according to the statements below.

Parent Involvement Policy

Not complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Budgeting for Progress

The school's budget must be organized to support the implementation of the CIWP and the ongoing operations of the school. The school must provide funding as needed for the actions in the plan. The budget includes funds needed for the activities to accomplish the 3-5 strategies and all other operational costs. The budget resources section of this guide includes three documents the LSC can use to monitor appropriate use of funds.

In addition to the general budgeting, **each Title I school** completes the Fund Compliance worksheet. In this page, **Title I schools** explain how they will use the activities identified in the CIWP to improve academic achievement.

SUPPLEMENTAL GENERAL STATE AID (SA)

___ My school receives SA funds

By checking the above line, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving Title 1/SW funds for the first time)

- The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.
- ESSA Targeted Assistant Program Title I funded staff participate in the school's general professional development and school planning activities. Title I Funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
- Non-title school that does not receive any Title funds.

CIWP Approval

Approval Instructions: After completing the Budget and aligning to the CIWP, all schools should present the budget and CIWP first to their local School Council (LSC), followed by the Network Chief for approval. A school's current SY18-19 Accountability Status will determine whether the LSC or the Network Chief has final approving authority, meaning all changes must be approved by this entity prior to submission (outlined below).

SY 18-19 School Accountability Status	Document Needing Approval	Local School Council*	Network Chief
Good Standing	Budget and CIWP	Review with Final Approving Authority	Review and Approval
Provisional Support	CIWP	Review and Approval (highly recommended)	Review with Final Approving Authority
	Budget	Review with Final Approving Authority	Review and Approval
Intensive Support	Budget and CIWP	Review and Approval (highly recommended)	Final Approving Authority

*For schools with an ALSC or an LSC without a quorum, the ALSC or LSC only maintain advisory support over the Budget and CIWP but no approval authority.

CIWP Approval and Amendments

The Principal checks off that all the required components are completed and included in the plan.

- For schools that do not have an Intensive Support or Provisional Support accountability status, LSC approval is required. The LSC Chair should sign and date the approval form. LSC approval is also required for any amendments
- For schools with an Intensive Support or Provisional Support accountability status, Network Chief of Schools approval is required. The Network Chief of Schools should sign and date the approval form. Although not required for schools on probation, LSC and PAC approval is also highly recommended. Any amendments must be approved by the Chief.
 - After final approval, if significant changes are needed to Strategies or Action Plans, an official amendment can be submitted throughout the life of the CIWP.

The screenshot shows the '2018-2020 Continuous Improvement Work Plan' approval form. It includes fields for School Name, School ID, State/DIST ID, and Principal Name/Signature/Date. There are checkboxes for 'LSC Approval' (Yes/No) and 'Fund Compliance'. It also has sections for LSC Chair and Network Chief signatures with fields for Name, Title, Signature, and Date. A 'Comments' section is at the bottom.

USING THE CIWP TO MONITOR AND SUPPORT SCHOOL PROGRESS

Every two years, your school prepares a new CIWP. After the CIWP is approved, then the LSC monitors its implementation.

The CIWP tool is an interactive CPS website which should be updated frequently and used to monitor progress. LSCs and Principals should establish regular routine for checking in to discuss progress and ways the LSC can support the school in meeting the goals of the plan.

MONITORING WITH THE ACTION PLAN

The LSC has an important role in monitoring the action plan. The LSC should take the following steps to monitor and support its implementation.

- Ask the Principal to establish a monitoring calendar: Review updates to the CIWP Action Plans to monitor progress.
- Review the status and comment field, then prepare supplemental questions for the principal to better understand how successful the school has been at implementing various components of the action plan.
- Determine how the LSC, parents and community can help support the school in reaching its goals.

The Action Plan includes the specific milestones that need to be met in order for the strategy to be implemented effectively. The Action Plan is divided into two parts: Action Plan and Monitoring. The LSC should monitor the action plan on an ongoing basis. **The principal should update the status of the action plans once each quarter on the CPS website at ciwp.cps.edu.**

Strategy 1 Not complete

If we do... ...then we see... ...which leads to...

Tags Area(s) of focus

Action steps

Action step	Responsible	Timeframe	Evidence for status	Status
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="select"/>	<input type="text" value="Not started"/>

Tags

Monitoring "Evidence" box

Monitoring "Status" box

COMPONENTS OF THE CIWP ACTION PLAN TEMPLATE

This template includes status as the last row. It should be updated as work proceeds.

Section	Description	Examples/Drop Down
Tags	<p>The goal of the tags is to associate each individual strategy with one or more broader ideas to give schools the flexibility to address individual needs and communicate a broader range of strategic plans, specific to their data-driven inquiry cycle.</p> <p>Schools can tag each strategy, as well as individual action steps within each strategy. Multiple tags can be assigned to each strategy or action step.</p>	<p>Select one or more tags from the categories listed below:</p> <ul style="list-style-type: none"> ○ MTSS ○ Content Areas: Literacy/Reading, Math, Science, Social Studies, Libraries, PE, Arts ○ Core Instruction ○ Technology ○ Computer Science ○ Dual Language ○ Diverse Learners ○ English Learners ○ Specialized Academic Programs --CTE, DC/DE, Magnet, Gifted, AP, IB, STEM ○ Assessment ○ Curriculum Design ○ Professional Learning ○ Instructional Coaching ○ Attendance ○ College Access and Persistence ○ Intervention ○ Behavior and Safety ○ Climate and Culture OR SEL ○ Personalized Learning ○ Student Health and Wellness
Area/s of Focus	Based on the Areas of Focus selected on the Priorities page, this box is provided so the school can select one or more areas of focus being addressed by that strategy.	The list will depend on the 3-5 areas of focus selected by the school from the SEF priorities.
Responsible Party	The responsible party is the person or group of people (i.e. ILT) that will be responsible for ensuring the milestone is met	This is a text box. Include individual names, titles or groups.
Timeframe	The Timeframe column has a drop down list to indicate when the action step should be started and completed by.	Select the appropriate calendar dates. If assigning months or weeks, select the first/last day of the month or week when you
Comments on Status	This area provides a space to track additional notes pertinent to implementation and/or monitoring of the action steps. It MUST be completed when indicating the Status.	This is a text box.
Status	The Status column contains a drop down to update the status of the milestone.	<ul style="list-style-type: none"> • Not Started • Completed • Postponed • Cancelled • On-track • Behind

REVISING THE CIWP

Adjusting Action Steps

Action steps that are included in the CIWP may need to be changed, rescheduled or removed and replaced because the principal and Instructional Leadership Team (ILT) decide that the other action steps will be more effective. Minor changes in the CIWP can be made without approval of the LSC or notifying the Network, but it is helpful to keep the LSC and the Network informed of changes, particularly since they need to be monitored.

If there is a change in the action steps planned for the CIWP, the budget may need to be adjusted. However, all changes must be within the requirements for each budget source and consistent with the Strategy.

Changing Strategies

If changes need to be made that are more significant than changing action steps, schools must submit an amendment to the CIWP. The school can change a strategy if needed because the current strategy is not effective at achieving the goal. The school can change a strategy at any time, but the changes in strategy or other major parts of the CIWP **need to be approved by the LSC and Network.**

Connection to the SQRP

The SQRP is a report on the school's status. The school receives the SQRP on the previous year's status in autumn. The principal and ILT may identify needs to adjust the CIWP based on the report.

2. The School Quality Rating Policy (SQRP)

INTRODUCTION

The SQRP (School Quality Rating Policy) is an annual rating of each school's progress during the previous school year. The school's rating relates directly to the CIWP—the implementation of the CIWP should result in increases on the measures of the SQRP. The LSC will consider the SQRP ratings as they identify priorities for the CIWP and then may adjust the CIWP based on the school's progress that the SQRP reports.

The SQRP is a combination of different measures. The basis for rating an elementary school is different from the basis for a high school but both emphasize academic achievement and student attendance. The LSC should analyze the SQRP for the most recent school year and for the preceding years so they can trace the school's progress.

This section is a concise explanation of the SQRP. The source of the information in this section is the SQRP Handbook.

The School Quality Rating Policy is the Board of Education's policy for evaluating school performance. Through this policy, each school receives a School Quality Rating and an Accountability Status every year. Among other things, the SQRP helps to communicate to school stakeholders the academic success of individual schools and the district as a whole; provides a framework for school goal-setting; and guides the Board's decision-making processes around school support and intervention.

All schools receive a rating, including neighborhood schools, magnet schools, charter schools, selective enrollment schools and option schools.

What indicators are included in the SQRP? Because different schools serve different populations of students, the SQRP uses different indicators for each type of school.

For more information on the SQRP, go to <http://www.cps.edu/sqrp>.

HOW THE SQRP WORKS

The SQRP is based on a weighted point system. Schools earn between 1 and 5 points for each indicator, which are then weighted and added together to compute an overall weighted score that is also between 1 and 5 points. It is with this overall weighted score that the school's School Quality Rating and Accountability Status are determined. This first section is an overview of the main elements of the SQRP.

Points For each indicator in the SQRP, schools can earn between 1 and 5 points for reaching progressive benchmarks of performance. More information on the indicators and point values used in the SQRP is on page 6 of the SQRP handbook.

Weighting Each indicator has a specific weight in the SQRP. Weights may be different based on the number and type of indicators that are available to a particular school, but the sum of the weights for the school will always be 100%.

Weighted Score The points received for each indicator are multiplied by their weight and then added together. The resulting weighted score will be between 1 and 5. Indicators with larger weights will play a bigger role in determining the school's overall weighted score.

School Quality Rating Based on the overall weighted score, schools are assigned a rating of Level 1+ (4 – 5 points), Level 1 (3.5 – 3.9 points), Level 2+ (3 – 3.4 points), Level 2 (2 – 2.9 points), or Level 3 (1 – 1.9 points). Schools can also achieve a Level 1+ rating by being in the 90th percentile or higher nationally on the attainment indicator set out in the policy.

Accountability Status

The School Quality Rating is used to determine the school's Accountability Status. In general, schools receiving a Level 1+, Level 1 or Level 2+ rating are in Good Standing status, schools receiving a Level 2 rating are in Provisional Support status, and schools receiving a Level 3 rating are in Intensive Support status. For more information on the assignment of accountability status, see the SQRP handbook.

This chart shows how a school's rating is calculated.

SQRP: Metric Weights

Elementary Schools		High Schools		Option Schools	
Metric	Weight	Metric	Weight	Metric	Weight
Student Growth on NWEA MAP	25%	Student Growth on PSAT/SAT	10%	Percentage of Students Meeting / Exceeding National Growth on STAR	30%
Student Attendance	20%	Growth of Priority Groups on SAT	Up to 5%	Average Student Growth Percentile on STAR	20%
Growth of Priority Groups on NWEA MAP	10%	Student Attainment on SAT	10%	1-Year Graduation Rate	15%
Percentage of Students Making National Average Growth on NWEA	10%	Student Attendance	12.5%	Stabilization Rate	10%
5Essentials Survey	10%	Freshman On-Track Rate	12.5%	Student Attendance	10%
Student Attainment on NWEA MAP (Grades 3-8)	10%	4-Year Cohort Graduation Rate	12.5%	Growth in Attendance	10%
Student Attainment on NWEA MAP (Grade 2)	5%	Early College / Career Credentials	6.25%	Credit Attainment	5%
ELL Language Development Growth on ACCESS	5%	1-Year Dropout Rate	6.25%		
Data Quality	5%	College Enrollment	6.25%		
		College Persistence	6.25%		
		5Essentials Survey	6.25%		
		Data Quality	6.25%		




How are ratings assigned?

- Schools earn between 1 – 5 points for each metric.
- Points are weighted and added together. The school's overall score is also between 1 – 5.
- Based on the overall score (or minimum attainment percentile – see below), the school receives a School Quality Rating and Accountability Status.

Overall Score		NWEA Minimum Attainment Percentile	PSAT/SAT Minimum Attainment Percentage	School Quality Rating	Accountability Status
4.0 or more	OR	90th	80%	Level 1+	Good Standing
Between 3.5 and 3.9		70th	60%	Level 1	Good Standing
Between 3.0 and 3.4		50th	40%	Level 2+	Good Standing
Between 2.0 and 2.9		40th	20%	Level 2	Provisional Support
Less than 2.0		--	--	Level 3	Intensive Support

What Does the School's Rating Mean?

- **Level 1+** is the highest performance; nationally competitive school with opportunity to share best practices with others
- **Level 1** is high performance; a good school choice with many positive qualities - minimal support needed
- **Level 2+** is average performance; additional support from network team needed to implement interventions
- **Level 2** is below average performance; “provisional support” rating means increased support from network
- **Level 3** is the lowest performance; school is in need of “intensive support” directed by the district, charter schools in this category are on Academic Warning List




What does a school’s status mean?

Good Standing Levels 1+, 1 & 2+	Provisional Support Level 2	Intensive Support Level 3
<p>These schools are meeting or exceeding the minimum performance expectations for CPS schools.</p> <p>While these schools are still bound by federal and state law and CPS policies, they have some autonomy around school improvement planning and budgets. LSCs approve CIWPs in these schools.</p>	<p>These schools are in need of targeted support to keep them moving in the right direction. The CEO may require the following:</p> <ul style="list-style-type: none"> • Drafting a new CIWP • Directing the implementation of the CIWP • Providing additional training for the LSC • Mediating disputes or other obstacles to improvement <p>If the CEO determines the problems are not able to be remediated by the above methods, the CEO may place the school in Intensive Support.</p>	<p>These schools are in need of intensive support to quickly improve the quality of education for students. In addition to the types of support provided under “Provisional Support”, the following actions may be taken*:</p> <ul style="list-style-type: none"> • Replacing the principal • School turnaround • Ordering new LSC elections • Closure <p>*These actions are allowable under Illinois School Code, but will not necessarily happen in all “Intensive Support” schools. A hearing and a Board vote are required for these actions.</p>

Note: A school’s accountability status may differ from the above criteria based on CEO discretion and Action History (8.3). Consult the SQRP Handbook for more information.

Responses to General Questions about the SQRP

What process was used to develop the SQRP?

Chicago Public Schools spent over a year collaborating with a wide range of internal and external stakeholders to formulate the SQRP. These stakeholders included content experts in CPS, principal, teacher and parent focus groups, networks chiefs, charter organizations, researchers, and other leaders in the education field. The metrics ultimately chosen took into account as much input from this diverse group of stakeholders as possible, and were also designed to align with the district's current School Effectiveness Framework.

How does the SQRP support planning?

The SQRP includes a holistic set of metrics that taken together provide a definition of school quality that includes, but also goes beyond, academic growth as a measure of success. The SQRP includes measures of academic growth, school culture and climate, and preparation for college and career success. Many of the metrics used to measure school performance are also being used to evaluate district-level success. Examples of these include 3rd-8th grade students' academic growth versus national norms; 9th-11th grade student's academic growth versus national norms; average daily attendance; college enrollment and persistence; and data from the My Voice My School survey. The SQRP places additional emphasis on closing the achievement gap for all priority groups (i.e., English Language Learners, students with diverse learning needs, African-American students and Hispanic students).

What is the difference between intensive support and probation? What is the difference between intensive support and provisional support?

The terms "probation" and "intensive support" are interchangeable, but CPS has listened to feedback from stakeholders that the term "probation" is overly negative and not useful in describing what the status means. Therefore, schools that meet the requirements of probation will receive the "Intensive Support" designation on its reports. Similarly, "Remediation" and "Provisional Support" are interchangeable terms, with "Provisional Support" being the term that will be used in reports.

My school received a Level 2 rating last year but is still on probation. What do I need to do to get off of probation?

Your school would need to attain a rating of Level 1+, 1, 2+, or 2 to come off probation (also identified as "Intensive Support"). If your school receives a Level 2+ or higher, it will be in "Good Standing" status. If it receives a Level 2, it will be in Remediation (also identified as "Provisional Support"). There are still some accountability requirements for schools in Remediation, but it is not Probation status. For a full decision tree that describes how a school's accountability status is determined, see the SQRP Handbook <http://www.cps.edu/sqrp>.

My students are high achieving. Won't that make it harder on them to get the growth my school needs to score well on the SQRP?

No. Each school's growth comparison is based on schools nationally with the same pretest average (the school's "national average comparison score"). Thus, growth as defined in the SQRP is an apples-to-apples comparison wherein schools are compared to the average growth of other schools that started at the same place.

What kind of SQRP-related materials are available for school communities to help with planning and communication?

The Department of School Quality Measurement posts SQRP-related materials to either www.cps.edu/SQRP (for all school stakeholders) or the CPS Knowledge Center <https://sites.google.com/a/cps.edu/kc/resource-allocation/school-quality-rating-policy> (for school staff). The following materials are either currently available or forthcoming:

- SQRP webinar (including introductory version with overview);
- SQRP Handbook (including introductory materials for all school stakeholders);
- SQRP Overview Videos (both English and Spanish);
- Calculators
 - Model-specific overall SQRP results calculators;
 - Growth calculators (based on national norms) for NWEA, EPAS and ACCESS;
- PowerPoint slides for both school staff and other school stakeholders (including Spanish-language slides).

Responses to Questions about Specific SQRP Metrics

What is the difference between percentage of students meeting national average growth and my school's growth percentile?

One of these measures is a percent of students meeting a growth threshold, while the other is a national percentile rank of the school. The percentage of students meeting national average growth is based on the growth of individual students. Based on each student's pretest score, there is a national average posttest score (i.e., the average posttest score for students with the same pretest score nationally). The number of students in a school who make average growth, divided by the total number of students tested, determines the percentage of students meeting national average growth. In this measure, a student counts as a zero (0) or one (1) in the numerator, and one (1) in the denominator.

A school's growth percentile is a school's national growth ranking. A percentile is the percent of schools that had lower average growth nationally than your school, with 1 being the lowest percentile and 99 being the highest. This percentile is based on the difference between the average posttest score and average pretest score in the school, as compared to national average growth for schools with the same pretest score. A school growing at the same pace as a national average school will get a 50th percentile score. Whether the school's score is higher or lower than the national average and by how much determines the growth percentile.

Both of these measures are important – and thus are both in the SQRP. The growth percentile looks at the average growth of the school and ranks it nationally. The more growth the school shows, the higher the percentile. The percent of student meeting national average growth looks at whether this growth is happening across the school or just for some students. A school does better on this metric by increasing the number of students showing growth.

What is the difference between the students who are included in my school's growth cohort, attainment cohort and participation rate?

A school's *participation rate* is determined by taking the number students who take a test and dividing it by the number of students attending the schools during the testing window. The Department of School Quality Measurement has developed guidance for schools to understand how participation rates will be calculated. The document, titled "SQRP Participation Rates," is on the SQRP page of the Knowledge Center.

A school's *attainment cohort* is made up of all the students who actually take the test. Thus, the list of students in the attainment cohort will be different than the list of students in the denominator of the participation rate if a school is not able to test all its students. Further, the attainment cohort is based on the spring test only. It does not look at whether the students had a pretest score from the prior year.

A school's *growth cohort* is made up of all the students who take the test and also took the test the year before. Thus, the list of students included in the growth cohort will possibly be different again from either of the metrics above, as many schools will have some students who did not take the test the year before (e.g., students who transferred from another district).

What grade does a student have to earn in an early college course in order for it to count toward my school's early college metric?

The metric measures whether a student has earned a credit in an early college course. So whatever grade is required to earn credit for the course is the grade required for the student to count positively towards a school's early college metric. For most dual enrollment courses, the minimum grade to earn credit is a C.

How do I know whether my school's students are taking approved early college credits or career credentials?

The Department of School Quality Measurement has collaborated with the Department of Early College and Career Education to develop and publish a list of approved early college credits and career credentials. These can be found in Appendix C in the SQRP Handbook <http://www.cps.edu/sqrp>.

The Department of Early College and Career Education can also be contacted at earlycollege@cps.edu.

What is the response rate minimum for 5Essentials results to be included in the SQRP calculation? Is it the same minimum for teachers, students and parents?

A school must have a 50% response rate from both students and teachers for all five Essentials to be included in the school's SQRP calculation. If a school has a 50% response rate from one group but not the other, then only that group's responses will be included in the calculation. Parent surveys are not included in the SQRP. However, parent survey responses are included on the school progress reports, and the school must have a 30% response rate to receive parent survey results.

Questions about SQRP Calculations

Some of my school's students showed really large increases or decreases in their scores this year. Is the Department of School Quality Measurement going to adjust these outliers so they don't have too big an effect on my school's overall scores?

Yes. In some schools, especially those with small student populations, student growth outliers like this can have a large impact on overall school averages. In order to control for this, the Department of School Quality Measurement will cap decreases and increases in scores at the 1st and 99th growth percentiles, respectively.

Are my school's Diverse Learners compared to other Diverse Learners nationally when calculating that priority group's metrics?

No, they are compared to national average growth of a school that had the same pretest performance as your diverse learners. The best way to think of Diverse Learners (or other priority groups included in the SQRP) is as a "school within a school" for accountability purposes. Namely, the priority group growth comparisons are calculated the same way as school-wide growth comparisons (i.e., using a "national average comparison score"). Each priority group's average pretest is calculated and then compared for growth purposes against the national schools with the same pretest. While demographic factors are not directly controlled for, the students against which your priority groups are being compared do have similar pretest achievement levels.

How are college enrollment and persistence calculated? Which students count in that calculation?

College enrollment is a measure of what percentage of a school's graduates enroll in college the year after graduating. Thus, the denominator for this metric is the number of last year's graduating students and the numerator is the number of those graduates enrolled in college either the Fall or Spring of the following year.

College persistence is a measure of how many of a school's students stay in college after having enrolled. So the denominator is the number of students enrolled in college the previous year (which is the numerator of the college enrollment calculation) and the numerator is the number of those students still enrolled in college. More information on these metrics can be found in the SQRP Handbook on cps.edu.

Where do I get more information?

Visit <http://www.cps.edu/sqrp>, email sqrp@cps.edu or call 733-553- 4444. Principals can also access SQRP information and materials on the Knowledge Center at <https://sites.google.com/a/cps.edu/kc/resource-allocation/school-quality-rating-policy>.

Local School Council Resource Guide

Part 4. Budgeting to Support School Progress

Office of Local School Council Relations

<https://cps.edu/lsc>

High Quality,

Rigorous Instruction

Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact

Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



Talented and Empowered Educators

Talented teachers and administrators are a catalyst for student learning.

Safety and Support

Safe and supportive schools create an environment for successful learning.

Financial Stability

A "student first" budget builds a stronger financial future.

Introduction

As a Local School Council member, you play a critical role in developing, approving, and monitoring your school budget. You will be making decisions on how millions of dollars are spent each year. This guide is designed to help you make the best possible decisions on how your school's money is spent so that dollars are used to support educational improvement and student achievement.

This guide is designed to enable you to:

- Have a solid understanding of your roles & responsibilities as a LSC member in regards to the school budget.
- Understand the funding sources of your budget and how funds are allocated and be comfortable with reviewing budget and other financial reports.
- Be familiar with how to monitor and approve changes to the budget on an ongoing basis and understand how internal accounts work and are monitored.

Contents

School Budget Basics	p. 133
Sources and Restrictions on School Funds	p. 134
Explanation of Fund Categories	p. 135
Bilingual Education Funds	p. 139
Student-Based Budgeting	p. 142
The LSC's Role in the Budget	p. 144
Preparing the Next School Year's Budget	p. 145
Working Collaboratively to Support School Progress	p. 147
The LSC's Responsibility to Monitor the Budget	p. 148

Additional Resources

Key Terms	p. 151
Key Budget Guidance	p. 152
Allowable and Non-Allowable Costs	
Title I	p. 156
Title II	p. 160
Title III	p. 164
Budget Inquiry Report	p. 168
Segment Lookup Tool	p. 170
Position Report	p. 171
Fundraising Guidelines	p. 172

Each item in the Contents is hyper-linked to the page listed for that topic. Click on the title and you will get directly to that page.

SCHOOL BUDGET BASICS

Major Funding Sources

The budget is prepared each year and covers twelve months, which is referred to as the fiscal year. For CPS, the fiscal year is July 1 to June 30.

The money in school budgets, like the money for all of CPS, comes from three major revenue sources:

- City of Chicago property taxes and other local sources
- Funding from the State of Illinois
- Funding from the federal government (e.g. Title I, Title III)

Funds are allocated to schools based on different methods, which are often defined by the source of the funds. These allocation methods are described in the sections that follow. Most funds are restricted—limited to a certain kind of use—and that is determined by the source of the funds.

For tracking purposes, each source of funds has its own fund number and many also have a grant number, which provides for even more detailed tracking. Some grant numbers change each fiscal year because we receive different grants from the federal or state government. This might be confusing if you look for the same grant number each year. We have tried in this document to highlight for you when the grant number for the same funding may change from year to year.

Some funds “carry over”—which means that the school will still be able to use those funds the next school year if they are not completely used by the end of the fiscal year.

The following chart is a summary that lists the source of funds, the fund number, a brief description, restrictions, and whether funds roll over. Later sections go into more detail.

Sources and Restrictions on School Funds

Fund	Fund Number	Description	Restrictions on how funds are used	Do funds roll over to next year?
Student Based Budgeting (SBB)	115 (see notes below)	Funds allocated for the core instructional program for K-12 general education and diverse learner instructional programs outside of ODLSS cluster classrooms. All schools receive 1 principal, 1 counselor, and 1 clerk, and a per-pupil amount to be used for teaching positions, additional administrative staff, and non-personnel items.	These are general funds and can be used for any purpose. However, they are intended for the core instructional program at your school.	No
Diverse Learners	114, 220	Schools receive separate funding to serve the needs of diverse learners in cluster classrooms. Each school is allocated a number of special education teachers and paraprofessionals, based on the number of cluster classrooms.	Positions must be used to serve diverse learners. Fund 114 is used for diverse learner spending from local and state sources, and fund 220 is for spending from federal sources. This distinction has little impact on	No
Supplemental Aid	115	Supplemental dollars allocated to your school based upon poverty counts. Schools receive a per-pupil amount for each student whose family meets income requirements under federal nutrition programs. This is true even though all students now receive free breakfast and lunch	Supplemental Aid funds can be used for instructional or non-instructional purposes.	Unspent FY18 funds will roll over to FY19, but rollover will not
Title I	332	Supplemental discretionary dollars from the federal government that are also distributed based on your school's poverty levels. The formula is more complicated than Supplemental Aid, and not all schools qualify for Title I.	Title I funds must be used to supplement your school's instructional program. They cannot be used for non-instructional purposes, and they cannot be used to fulfill any district requirement.	No
Early Childhood	Usually 362 (see notes)	Schools receive separate funding for their preschool students. Pre-K students are not counted in the SBB per-pupil calculations. The Office of Early Childhood Education allocated teachers and aides to schools for preschool classrooms.	Positions must be used to serve preschool students.	No
Bilingual	115 (state) 356 (federal)	Funds for schools with 20 or more English Language Learners of the same language background for a Transitional Bilingual Education (TBE) Program. Schools with 19 or fewer ELLs of the same language background must provide a Transitional Program of Instruction (TPI).	TBE and TPI services might be provided by the classroom or content teacher who holds the appropriate endorsement, or by a teacher who pushes in and co-teaches for part of the day.	No

Explanation of the Fund Categories

Student Based Budgeting (Fund 115): Most schools receive their funds for general education and diverse learner core instruction through Student Based Budgeting. Three positions, principal, counselor and clerk, are called “Foundation Positions,” and each school receives one of each position. These positions are found in fund 115, Grant 000000. Schools also receive a per-pupil allocation in Fund 115, Grant 000575, which are used for teaching positions, additional administrative staff, and non-personnel.

As a short-hand, we often combine the fund and grant together in a single number, such as 115-000000 or 115-000575. Grant numbers are used in this instance to separate the funding for tracking purposes.

Please note that specialty and options schools do not receive SBB funds. Instead, these schools receive an allocation of teacher positions and non-personnel dollars through a different formula. The following pages explain more about these school budgets. Options schools serve students who need a new pathway toward high school graduation. Examples include Association House—El Cuarto Ano and the Austin Career Education Center. Specialty schools primarily serve students with significant diverse learning needs. Examples include early childhood centers such as Vick School and high schools such as Vaughn.

Diverse Learners (Fund 114/Fund 220): Schools receive separate funding to serve the needs of diverse learners in cluster classrooms. This funding is given as position allocations. The Office of Diverse Learner Supports and Services (ODLSS) determines the number of teachers and paraprofessionals that each school will receive, based on the number of cluster programs at a school. Diverse learner cluster classroom teachers and aides are found in school budgets in either Fund 114 or Fund 220.

Fund 114 is used for diverse learner spending that comes from local and state sources, and Fund 220 is used for diverse learner spending that comes from federal sources. While this is important for the budget office, it makes little difference for schools. What is important to know is that teacher and aide positions in either Fund 114 or 220 are given to your school to serve the needs of diverse learners in cluster classrooms.

Supplemental Aid (Fund 115): Supplemental Aid (SA) refers to supplemental dollars that schools receive for each student who qualifies under federal nutrition program criteria. SA funds must be used to supplement the instructional program. Funds are distributed in fund 115, grant 000576

NCLB TITLE I: DOS AND DON'TS FOR THE USE OF FUNDS

Dos:

NCLB Title I: All expenditures are supplemental and must be used for instructional purposes only to improve academic achievement. Schools operating a Targeted Assistance Program must use these funds only to serve the identified lowest performing students.

- *Salaries* (above required positions) – Teacher, Substitute for Title I funded teachers and teachers attending staff development activities, Teacher Assistant, Tutor, Instructional Computer Assistant, Tech Coordinator, School Community Representative, Guidance Counselor, Security for instructional programs only
- *Benefits* - Health, Pension, FICA, and other related benefits
- *Purchased Services* - Admission fees and bus service for field trips tied to curriculum, conference registration fees/travel for teachers, education consultants, contracts for repair and maintenance of equipment purchased with NCLB Title I funds
- *Supplies and Materials* - Consumable supplies, books to supplement not replace Basal/Primary textbooks, workbooks, audio/video, software, periodicals
- *Equipment and Furniture* - Computers, workstations, audio/video equipment

Per Stevens Amendment, when issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state the Stevens amendment: “Funds for this activity were funded by NCLB Title I.”

Don'ts:

NCLB Title I: Funds cannot supplant, or take the place of locally funded expenditures that support the basic instructional program at the school and cannot be used for non-instructional purposes or capital expenses:

- *Salaries* – Salaries for required positions, Substitute for non 332 funded teachers unless a teacher is attending staff development activities, School Assistant, Clerk, Assistant Principal, Business Manager or Operations Manager or related administrative salaries
- *Purchased Services* - Contracts for non-instructional services or repair and maintenance of equipment not purchased with NCLB Title I funds, transportation to extra-curricular activities (competitions/performances)
- *Supplies and Materials* - Basal/Primary textbooks or replacements, non-instructional items for security, office use, or to assist in administering programs, athletics/band uniforms
- *Equipment and Furniture* – Items for office use, or to assist in administering programs; replacement of equipment or furniture purchased with local funds, extracurricular athletic/band equipment

Early Childhood (Fund 362): Schools may receive separate funding for early childhood. Pre-K students are not counted in the per-pupil calculation for Student Based Budgeting, and schools are not expected to use their SBB dollars for pre-K classrooms. The Office of Early Childhood education allocates teachers and aides to schools for pre-K classrooms. Early Childhood positions can be found in a number of different places in your budget. Most often, you will find these positions in Fund 362, but in some cases, positions are funded in Fund 115, Grant 000006. If your school has a tuition-based pre-K program, early childhood positions will be found in Fund 117, which is dedicated solely to tuition-based programs. While the funding source makes little difference to the school, it is important to know the different funds and grants where you may find early childhood positions.

Fund-Grant Number	Type of Early Childhood Funding
115-000006	Preschool funding from local funds
332-430208 (FY19)	Title I funds used for some Child Parent Centers. The grant value is different from your Title I discretionary funds.
117-000000	Preschool funding for tuition-based programs
362-various grant numbers that may change each year	Preschool funding from grants

Special Programs: Your school may receive additional dollars or positions because of special programs. Examples of these are magnet schools, International Baccalaureate (IB) programs, selective enrollment schools, JROTC programs, and Career and Technical Education, or CTE. Many of these programs are funded in Fund 115, but in various grant values. Some of the programs are in other funds and have grant numbers that change each year, as the federal grant award changes. This helps with tracking but you may not see the same grant number each year.

This chart identifies the most common programs and the fund-grant number associated with each:

Fund-Grant Number	Special Program
115-000018	JROTC
115-006068	Critical Language Initiative
115-008001	Regional Gifted Centers
115-008002	Regional Gifted Centers – ELL
115-008003	Academic Centers
115-008004	International Gifted Programs
115-008005	International Baccalaureate (IB) Programs
115-008006	Magnet Cluster Programs
115-008007	Magnet Schools
115-008008	Classical Schools
115-008009	Montessori Programs
115-008010	Selective Enrollment High Schools
369-various grant numbers that change each year	Career and Technical Education

Local Revenue (Fund 124): In addition to the above, a source of funding for some schools is local fundraising. Many LSCs have led efforts to supplement their school budgets by soliciting donations, gifts, and grants. Some schools get additional revenue from vending machines or property rentals. These funds may be found in Fund 124, which is used for school-raised funds.

Operations Positions: Central office allocates positions to schools for operations and maintenance, security, lunchroom, and transportation. Sometimes you will find these positions in your budget. In some cases, the positions are budgeted centrally, even though the staff members work at your school. In either case, these are positions that are provided to your school. You are not expected to use SBB dollars for these positions, although some schools use their SBB or SA funds to budget for additional security guards. Engineers, custodians, and bus aides are now budgeted centrally, although these positions were found in school budgets in the past.

Fund-Grant Number	Operations Positions
115-376708	Bus monitors
210-000000	Security guards
312-000000	Lunchroom workers

Options and Specialty School Funding

The district-run options schools and district-run specialty schools do not receive SBB funds. Instead, these schools receive positions and supplemental dollars through a different formula based on the special circumstances of the school. If your school is an options or specialty school, you will find your core instruction funding in one of the following funding sources:

Fund-Grant Number	Type of Core Instruction Funding
115-000086	Positions allocated to district options schools
115-000088	Flexible dollars allocated to district options schools
115-000089	Positions allocated to specialty schools
115-000090	Flexible dollars allocated to specialty schools

BILINGUAL EDUCATION FUNDS

Program Description

Bilingual Education Programs serving English Language Learners (ELs) in Illinois school districts are mandated by state law and are governed by Article 14C of the Illinois School Code and the 23rd Illinois Administrative Code Part 228.

The district identifies students who come from non-English language backgrounds and determines whether the student is an English Language Learner (ELL). Schools with 20 or more English Language Learners of the same language background must establish and maintain a Transitional Bilingual Education (TBE) Program. TBE program components include instruction in language arts and core content subjects in the students' home language and English as a second language (ESL) instruction. Native language instruction must be provided by a teacher who holds a bilingual endorsement and ESL instruction must be provided by a teacher who holds an ESL endorsement. Schools with 19 or fewer ELLs of the same language background must provide a Transitional Program of Instruction (TPI). In TPI, students must receive ESL instruction from an ESL endorsed teacher and receive content support and accommodations as needed. Depending on the size of the program, TBE and TPI services might be provided by the classroom or content teacher who holds the appropriate endorsement, or by another teacher who pushes in and co-teaches for part of the day.

Bilingual Advisory Committee (BAC)

Pursuant to the Chicago School Reform Act, every school implementing a state mandated Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI) program is required to constitute a Bilingual Advisory Committee (BAC). The BAC is recognized as a standing committee of the Local School Council (LSC) and serves to identify and address academic concerns related to the school's bilingual education programs in the Continuous Improvement Work Plan (CIWP) and budget allocations. The BAC Chair and a majority of its members must include parents of students enrolled in the school's bilingual education program. The BAC meets at least four times per school year, and hosts additional training meetings to develop leadership and advocacy skills of parents/legal guardians of ELLs.

State and Federal EL Funding Eligibility Requirements

The Transitional Bilingual Education programs and/or the Transitional Programs of Instruction are funded based on the number of English Language Learners enrolled in a school. The number of ELLs is taken from the current-year, month of January school data. A school having one or more English Language Learners must provide bilingual education services (TBE or TPI, as appropriate).

The district uses the state and federal allocations to provide district schools with supplemental positions and funding for specific activities that are allowed through the grant and that support bilingual education services in our schools.

State EL Funding

- Schools with at least 20 active ELs in grades K and above, receive a 0.5 supplemental teaching position. The position is staffed with an EL-endorsed teacher who supports the principal ensuring EL services and instruction is provided in compliance with the Illinois 23 Administrative Code Part 228. The best strategy for using this position is to staff the ELPT or an EL resource teacher, so that the teacher can provide the required components of services to students across the school who are not able to receive all the required components of EL services from their classroom/core content teacher.

Federal EL Funding

Some schools might be eligible for additional non-teaching supplemental positions for EL staff:

- **EL Coach:** 0.5 EL Coach positions allocated to schools with at least 250 active EL students. These positions are prohibited to be used as classroom teaching positions. Individuals staffed as EL Coaches must hold a bilingual and/or ESL endorsement. EL Coaches are required to participate in OLCE-sponsored training around teacher coaching, and engage in an OLCE Coaching Cycle with two teachers during the school year. Other EL Coach responsibilities involve designing and delivering PD related to ELs, EL curriculum planning, supporting planning of general program teachers without EL endorsements, and offering supplemental outreach activities for parents of ELs.
- **Dual Language Coordinator:** 0.5 Dual Language coordinator positions allocated to schools that have been approved to implement or to plan to implement a Dual Language program in their schools. These positions are prohibited to be used as classroom teaching positions. Each DLE Program is provided a 0.5 DLC position whose responsibilities include program planning and providing DLE Program professional development at the school. The DLC is part of the Dual Language Leadership Team (DLLT) whose responsibilities include overseeing DLE Program logistics and ultimately ensuring structures are in place to meet program goals and sustainability.

Title III federal funds are also given to schools to be used for:

- **ELPT (EL Program Teacher) Stipends:** The ELPT supports the principal in addressing all Bilingual Mandates, and establishing an EL Program that meets the needs of all ELs in the school, irrespective of that number. The ELPT receives a stipend for any additional time dedicated to fulfilling responsibilities associated with this role. The stipend is only given to non-salaried staff. Principals nominate ELPTs to OLCE. For SY2018-19, the nomination process will occur in August/September. Specific information is forthcoming. The stipend is given to the person identified as the ELPT by the principal through that process. The stipend amount is disbursed in two payments (end of Semester I and end of Semester II).
- **EL After School Tutoring (grades 3-12):** Eligible schools have at least 100 ELs in grades 3-12. Schools eligible for EL After School Tutoring do not automatically receive funds. Funds become available during Quarter 2 of SY18-19, only after schools complete and submit an EL After School Tutoring application to OLCE and are approved to receive funds. The application includes information about informational webinars, required reporting, and specific timelines. Funds are earmarked for 3 Bilingual-and/or ESL-endorsed teachers to provide ELs weekly after school tutoring sessions for two hours. Tutoring program runs from about the end of November/early December through April. The program goal is to provide bilingual and ESL content support so ELs successful in accessing academic content. OLCE supports the program implementation through City Span.

How Can the Money be Used?

As described above, State and Federal-funded bilingual education funds are allocated to schools in the form of supplemental teacher positions or funds for specific activities. In addition, schools with at least 20 active ELs receive an allocation (\$500) to be used by the Bilingual Advisory Committee. BACs decide how monies are spent. Some approved expenditures include:

- refreshments for monthly BAC meetings and workshops,
- parent transportation (if more than 1.5 miles) to school BAC meetings or collaborative Academic Network BAC meetings,
- childcare while participating in BAC activities
- fees and related expenses for parents attending conferences and workshops

Contact Information: *Additional information is available from the Office of Language and Cultural Education, (773) 553-1930.*

STUDENT-BASED BUDGETING

Under Student Based Budgeting, schools receive a per-pupil amount for every student enrolled, weighted by grade level and LRE level for Students with Diverse Learning Needs. The per-pupil funds core instruction staff, educational support personnel, supplies and additional instructional programs. Principals and LSCs will work together to use these dollars in ways to increase academic achievement and improve student outcomes.

How the district calculates Student-Based Budgeting allocations

(Note: this methodology applies to all district schools except specialty and options schools, who are resourced differently due to the specialized needs of the students they serve.)

1. Calculate Enrollment

Beginning in FY19, SBB funding will be based on 20th day enrollment of the previous year. Your SBB funding will be adjusted at the beginning of the school year based on your actual enrollment on the 10th day IF enrollment has increased from the previous year; no downward adjustment will be made for decreasing enrollment.

The Office of Management and Budget coordinates an appeals process prior to the rollout of school budgets for schools that believe their enrollment will be increasing in the following year. A school on an upward enrollment trend can, through this process, receive funds in advance for enrollment growth expected in the fall.

Once the appeals process is completed and any advances are communicated to schools, the enrollment figures are finalized and used to determine the amount of SBB funding that the school will receive during the budget process for the next school year.

2. Establish a Per-Pupil Amount

The FY19 base per-pupil amount of SBB funding (\$4,390) reflects a 2.5% increase over the FY18 base, reflecting the year-to-year increase in labor costs and other expenses.

Grade weights help provide additional resources where additional instructional may be needed. K-3 students are weighted slightly higher than the 4-8 grade students to reflect the greater resources needed. High schools are weighted significantly higher because the costs are higher; largely driven by the fact that high school teachers have two prep periods per day, rather than one.

Using these grade weights the amount per pupil is set.

Grade Level	SBB Weights
Kindergarten	Per-pupil amount x 1.07
Grades 1-3	Per-pupil amount x 1.07
Grades 4-8	Per-pupil base rate
Grades 9-12	Per-pupil amount x 1.24

3. Account for Students with Diverse Learning Needs

The allocation of per-pupil dollars for students with diverse learning needs reflects the amount of time the students spend in a Gen Ed setting (including ancillary support). Weightings are based on the LRE status of diverse learners. Other resources are provided based on students' individual needs determined through IEP process. These resources are in addition to SBB funds and are described elsewhere.

SBB FOR ELEMENTARY SCHOOLS:

- LRE 1 students: 100% of the per-pupil amount
- LRE 2 students: 100% of the per-pupil amount
- LRE 3 students: 40% of the per-pupil amount

SBB FOR HIGH SCHOOLS:

- LRE 1 students: 100% of the per-pupil amount
- LRE 2 students: 70% of the per-pupil amount
- LRE 3 students: 40% of the per-pupil amount

4. Determine Each School's Per-Pupil Allocation

The amount each school receives is the enrollment by grade and LRE status multiplied by the weighted per pupil amount.

5. Provide Foundation Positions for Each School

Each school will receive a Principal, Counselor, and Clerk that will not have to be paid out of the per-pupil funds. Each school is obligated to have 1 Principal under state law, and each school is required to have 1 Counselor and 1 Clerk per the CTU contract.

6. Accommodate Schools with High-Cost Staff

If a school's staff cost in total is higher than the district's average, the school will receive funds to cover the additional amount. This Teacher Salary Budget Adjustment will be included in each school's budget based on the current year's staff.

THE LSC'S ROLE IN THE BUDGET

State statute authorizes LSCs to be responsible for approving the expenditure plan (budget) prepared by the principal with respect to all funds allocated and distributed to the attendance center by the Board AND to approve receipts and expenditures for all internal accounts of the attendance center, and to approve all fund-raising activities by non-school organizations.

The LSC has responsibility for:

- Providing input in the development of the budget and for approving ALL funds in the budget.
- Ensuring that the budget supports the School Improvement Plan; otherwise known as CIWP.
- Presenting the proposed budget to the community.
- Requesting revisions to the budget.
- Providing LSC approval before a principal can enter into contracts for \$25,000 or less for professional services or \$10,000 or less for purchases requiring a formal bid.
- Approving transfers of funds.
- Monitoring the internal accounts activity, which we will cover in detail later.

The Principal has responsibility for:

- Developing a budget to support the CIWP with input from the LSC and others.
- Entering into contracts with LSC approval.
- Providing LSC's with audits and reviews of the programs and operations of the school.
- Obtaining input from LSC and final approval from the Network Chief if school is on probation.

For schools on probation, the Network Chief has responsibility for:

- Providing input in the development of the budget to make sure it supports the School Improvement Plan.
- Requesting revisions to the budget & approve transfer of funds.
- Requesting the principal close or open positions.
- Approving and monitoring internal accounts.
- Approving large expenditures and all fundraising activities by non-school groups.

PREPARING THE NEXT SCHOOL YEAR'S BUDGET

Budget Timeline

This is a general timeline for the budget process. The actual calendar dates may change year to year. The timeline on this page gives you an overview of the structure of the process; not specific dates as to when each step will occur. Specific dates and deadlines will be announced each year when the budget is released to schools.

The process starts with the preparation of the School Improvement Plan, the CIWP (Continuous Improvement Work Plan). The budget is designed to support the activities that the CIWP includes. The CIWP is a two-year plan. During year 1 of the implementation of the plan, the budget may be adjusted if there are changes in the CIWP. The second year for the CIWP also can be adjusted. See the guidance on the preparation and implementation of the CIWP for information about that process. The budget for year 2 is confirmed during year 1 of the plan's implementation. The following schedule lists the actions to prepare the budget for each year.

November – April: Develop or confirm the CIWP for the next year.

March - June:

- Schools receive proposed dollar amounts for the next fiscal year.
- Budget developed to support CIWP.
- LSC presents CIWP and Budget to school community.
- LSC approves CIWP and Budget.
- Budget formally submitted by Principal. The Principal must now certify whether LSC has approved budget when submitting.

June-August: Board approves Total CPS Budget.

By law, the LSC must conduct two meetings where the budget is discussed and the public is invited to ask questions. One of these meetings can be held during the budget approval process to discuss budget proposals. The second can be held at the end of the school year to discuss results. The meeting should include the Instructional Leadership Team and should describe the school's mission, major goals, programs, accomplishments, and the use of funds to pursue goals. The public is then invited to ask questions and make comments.

Steps to Prepare the Budget for the Next School Year

The budget is developed after the Continuous Improvement Work Plan (CIWP) to enable the school to carry out that plan.

Step 1: Develop or confirm (if you are in the first year of the CIWP) your Continuous Improvement Work Plan. Illinois state law requires each CPS school to develop a school improvement plan every two years. This plan establishes:

- A school's mission;
- Strategic priorities for the next two years;
- Specific actions that the school will take to accomplish its goals.

The principal works with the LSC and other stakeholders to develop a school improvement plan that describes how the school will improve academic achievement. The LSC votes to approve the school improvement plan. *See Part 3 of the LSC guide for more information about the preparation of the CIWP.*

Step 2: The principal prepares a budget based on the CIWP and presents the LSC with that proposed budget.

Note: The uses of school funds provided by the federal government under Title I of the Elementary and Secondary Education Act/Every Student Succeeds Act have to be voted on by the school's Parent Advisory Council (PAC) before being submitted to the LSC for approval.

Step 3: The LSC discusses with the Principal whether the expenditures in the budget will allow the school to carry out the school improvement plan effectively and efficiently. The LSC can recommend changes in the budget.

Step 4: The LSC must present the budget to the community for comment.

Step 5: The LSC votes to approve the budget. A budget must be approved by the majority of serving members.

Special Cases

- **LSCs of Schools on probation:** The LSC participates in a discussion of a presentation to the stakeholders of the proposed budget that supports the priorities of the CIWP. The LSC takes an advisory vote, with the final budget approval by the Network Chief.
- **LSCs of Schools not on probation but no quorum:** Board Rule 6-31 indicates that if the active membership of an LSC has fallen below the quorum requirement (7 members) for taking action, the CEO or designee shall exercise the powers of the LSC to approve the budget and to transfer funds.

WORKING COLLABORATIVELY TO SUPPORT SCHOOL PROGRESS

Recommendations for a Collaborative and Effective Budget Approval Process

We are all aware that the district has limited funds and there are great measures taken to ensure that funding of schools is equitable and fair. We also know that when money is involved in a discussion, the conversation can easily become heated and debated. This section is dedicated to providing helpful reminders and tips so that budget approval discussions can be effective and collaborative.

Important Understandings

- Student enrollment is a key component that drives the budget! Student enrollment will determine SBB allocations, and therefore most of the money available to budget.
- Student enrollment and staff salaries and benefits (determined by contracts) are not under the control of the LSC.
- The LSC has authority for the allocation of resources provided to the school but not the amount provided to the school.
- Many funds come with restrictions. LSCs should have a strong knowledge of the school and staff and understand the limitations of resource allocations.
- Keep in mind that the allocation of resources is an exercise in trade-offs and this may not be easy. Different people can see the trade-offs differently.

Recommendations to Work in Partnership with Your Principal During the Budget Planning Process

- Focus your energies around school priorities and solving problems. Partner with your principal to generate creative solutions to challenges. By providing effective feedback and offering solutions, you build a strong school and an even stronger community.
- Take time to review and study the information and budget materials given to you in advance of the meetings.
- Make notes on questions to ask and ask a lot of questions. If you are not clear about something, chances are high that many other LSC members are not clear either. If possible, ask as many questions as possible before a meeting.
- Be patient! Your principal may not be able to answer all your questions immediately, but will get back to you as soon as possible.
- Be mindful that many expenditures happen according to a set pattern. For example, salary costs are calculated in advance and paid out by the central office at steady rate throughout the year. What you want to focus on is unanticipated, or new, expenditures throughout the year.

The **CIWP** should be the driver in every decision you make in regard to the budget!

THE LSC'S RESPONSIBILITY TO MONITOR THE BUDGET

The LSC monitors the budget, internal accounts and implementation of CIWP. Here is important information about this role.

Budget Changes: The LSC is involved in ongoing monitoring of the budget and is required to approve any changes in the way funds are used (budget transfers). If the school wants to spend funds in ways not specified in the budget, the principal must obtain approval from the LSC. If there are major changes (\$5,000 or more) in the budget, their effect on the school improvement plan (CIWP) must be assessed before they are approved.

- Budget transfers must be approved by at least seven (7) members in elementary schools and eight (8) members in high schools.
- Changes in the use of **Title I parent involvement funds** have to be voted on by the school's Parent Advisory Council (PAC) before being submitted to the LSC for approval.
- Budget transfers can only take place within the same fund and grant.
- Requisitions over \$5,000 require Network Chief or Central Office approval. Expenses over \$10,000 for biddable purchases and over \$25,000 for non-biddable purchases require both LSC and central office approval. Purchases over \$75,000 have to be approved by the LSC and the Board of Education.

Internal Accounts: In addition to your school budget, all schools have Internal Accounts. The school's Internal Account is a management system designed to handle the cash that schools get from students, parents, and the community. The sources of this cash include student fees, fund-raising activities, vending machines, special events, class ring sales, and gifts, grants, or donations. These accounts can add up to a substantial amount of money. Internal accounts money must be used to directly or indirectly benefit the students.

LSCs have the authority to:

- Approve all Internal Account receipts and expenditures.
- Approve all internal account expenditures over \$1,000 at elementary schools and \$2,500 at high schools for all CPS attendance centers prior to the expenditure by an affirmative vote of a majority of serving LSC members.
- On a monthly basis, review the schools internal accounts report and bank statement activity.
- Approve all fundraising activities by non-school organizations using school facilities.
- Request and review an audit of the school's internal accounts from Office of Audit Services at 773-553-2803.

Principals should give the LSC a copy of the Internal Accounts Trial Balance Summary and a copy of the school's monthly bank reconciliation. The school's Budget Committee may want to take on this responsibility and report to the LSC.

Making a purchase from Internal Accounts requires the same care and accountability as purchases from the budget. The latest Internal Accounts Manual is on the website at:

https://clerks.cps.edu/Finance/Manuals/IAMS_Reference_Manual.pdf.

Fundraisers: LSCs must also approve fundraisers by non-school groups. Non-school groups must submit a *CPS Fundraising Accounting Proposal Form*. After the fundraiser, the non-school group is required to submit a *Local School Fundraising Accounting Report* in order to account for how much was raised. Guidelines for fundraising are included in the Resources section. All funds raised on behalf of students or the school by registered external organizations or school/parent organizations must be turned over to the school at the conclusion of the fundraising activity and deposited into school internal accounts.

Additional Resources

Key Terms	p. 151
Key Budget Guidance	p. 152
Allowable and Non-Allowable Costs	
Title I	p. 156
Title II	p. 160
Title III	p. 164
Budget Inquiry Report	p. 168
Segment Lookup Tool	p. 170
Position Report	p. 171
Fundraising Guidelines	p. 172

KEY TERMS

Term	Explanation
Account	The account is used to specify what money will be spent on, such as salaries, equipment, or a service. Accounts have an Account Number or code for tracking purposes. Like types of expenditures have similar Account Numbers.
Budget Transfer	A change in the planned use of funds that require movement of funds from one budget category to another to cover the spending need. There are requirements for approval of budget transfers based on the amount of funds.
Continuous Work Improvement Plan (CIWP)	The school improvement plan that identifies the strategies and actions that schools will take to improve student learning progress. The budget of a school should support the CIWP.
Diverse Learners	Students with special needs.
Fiscal Year	The 12 months of a budget. The CPS fiscal year is July 1 until June 30.
Fund	A category of budgeted money—the category is based on the source of the dollars and purpose. Funds and Grants work together to provide even more detail on the source of funds.
Fund Number	A number used to identify the Fund.
Grant	Used in conjunction with Funds, Grants provide more detail on the source of funds. Grant numbers provide for tracking. Grant numbers may change each year even for the same category of funds to be able to distinguish and properly track the revenue and the spending.
Internal Accounts	Cash accounts the school maintains for miscellaneous transactions and purchases from funds raised by the school.
Parent Advisory Council (PAC)	The PAC must approve allocations and changes of Title I funds before they are presented to the LSC for approval.
Program	Identifiers used to reflect the type of spending, such as instruction.
Restricted Fund	Limited to a certain kind of use
Rollover Funds	Some funds that are not used during a fiscal year will be available in the next fiscal year after they “roll over.”
Student Based Budget (SBB)	Funds allocated on a per pupil basis for K-12 core instruction.
Supplemental Aid (SA)	Additional funds a school receives based on number of students whose family meets income criteria under the federal nutrition program. This is true even though all students receive free breakfast and lunch now.
Title I, II, and III	Title I, II, and III of the Elementary and Secondary Education/Every Student Succeeds Act (ESEA/ESSA). For convenience, hereinafter “Title I,” “Title II,” and “Title III” throughout this Guide. These are categories of federal funds with specific purposes for their use that are available to some schools.

KEY BUDGET GUIDANCE

STUDENT-BASED BUDGETING

Questions	Answers
Where do Student Based Budgeting dollars show up on the budget?	Student Based Budgeting dollars show up in Fund 115 Grant 000575. Your SBB allocation is set up as a “fund cap” in the budgeting system, which means that they system will not allow you to spend more than the allocated amount.
How do we start building the budget?	The best way to start is to use the school’s updated Continuous Improvement Work Plan (CIWP) and its identified strategic priorities as the basis for budgeting efforts. The Network Chief will work with you to ensure that your budget helps achieve your CIWP goals and priorities.
When will enrollment numbers be adjusted?	In accordance with State statute, we will maintain a 20th day policy for teacher layoffs due to enrollment, but will provide schools the opportunity to make their own budget adjustments. On the 10 th day of school, schools will receive an enrollment update and corresponding budget update for an increase in enrollment, and will have 4-5 days to revise their budget and submit any position closings in order for CPS to meet its 20 th day statutory obligations.
What about weights for middle schools located at a high school?	Some district and charter schools that have middle grades located with high school grades have historically received a higher weighting for their middle grade students. Those middle school students will receive the High School grade weight of 1.24 this year.

ADMINISTRATIVE POSITIONS

Questions	Answers
What is the minimum administrative staff a school must have?	State law requires each school to have a principal. The CTU contract requires all schools to have a clerk and for elementary schools to have a counselor. Please see the chart below to see recommended administrative staffing ratios.
What if we need more than one clerk?	You may use your Student Based Budget funds to pay for additional clerks. Please see the chart below to see recommended administrative staffing ratios.
What if we need more than one counselor?	You may use your Student Based Budget funding. Please see the chart below to see recommended administrative staffing ratios.
What about our Assistant Principal?	You may use your Student Based Budget funding. Please see the chart below to see recommended administrative staffing ratios.
Are there any other types of administrative positions we can hire if our school has unique needs?	Schools can and have created new administrative positions that allow them to meet their CIWP most effectively. Talk with your Principal and Network Chief about options and strategies to best meet your goals.
What services and roles are schools required to provide and play respectively — beyond a principal, counselor and clerk — that would dictate further staffing requirements?	High schools must offer programs that will allow students to graduate on time. Elementary schools must offer programs that will enable students to graduate prepared to handle a rigorous high school curriculum.
Are there services that are required that can be delivered by outside providers? (e.g., after school providers, library, art & music after school, etc.)	Instructional and enrichment services can be delivered by outside providers if they are appropriately credentialed and licensed under ESSA.

TEACHING POSITIONS, OTHER EXPENDITURES, AND BUDGET PROCESS

Questions	Answers
What class size should we use to staff my school?	Follow the Board's class-size policy when determining class-size.
What about Art, Music, and PE teachers? And Librarians?	With Student Based Budgeting, you have the flexibility to design the school you need.
Are there any licensing flexibilities? Can a HS teacher teach 9th and 8th grade classes, for example?	Grades 6-8 require Middle Grades endorsement in appropriate subject areas. To the extent that a Type 09 licensed teacher has those endorsements, s/he can be assigned to teach 8th grade in the subject area endorsed. Other specific situations require consultation with Talent Office's Employee Solutions. You can consult with the School Support Center with any questions.
Will the budgeted cost for a position include benefits?	Yes, the budgeted cost you use for all staff will be the total cost for that staff, including benefits.
What about Step and Lane increases over the course of a year?	The cost you budget with will include all anticipated step increases for the following year. However, it will not be able to capture <u>unanticipated</u> lane increases for individual teachers. Work with your staff to understand their efforts that would lead to any lane increases, and hold resources in your contingency budget to account for the increases that may happen in the middle of a budget year.
What about teachers that go on Maternity/ Paternity/FMLA?	Schools will <u>not</u> have to pay for Maternity/Paternity/FMLA leave out of their budgets. Funding for Temporarily Assigned Teachers covering for teachers on paid leave will be paid centrally.
How do we budget for substitutes?	Funding for substitute teachers has been included in the SBB funding each school receives. The funding should be budgeted to account for substitute needs for the entire year, as there will be no additional funds allocated.
What are SBB funds supposed to cover beyond administrative and teaching positions?	Beyond teachers and administration, Student Based Budgeting must cover all anticipated expenditures for Educational Support Personnel, instructional materials, assessments, other instructional programs, and professional learning.
Who has to approve our budget?	<p><u>Schools on probation</u>: the LSC's vote is advisory; Network Chief approves your entire budget.</p> <p><u>Schools not on probation</u>: you approve the entire budget, as well as the network chief.</p> <p><u>Schools not on probation, but no quorum</u>: Board Rules, section 6-31 indicates that if for whatever reason an LSC is unable to satisfy the quorum requirement for taking action, the Network Chief approves your entire budget.</p>

Questions	Answers
<p>Can we share resources with other similar schools in order to add new initiatives, accomplish keys goals, or simply ensure we can make their budget work</p>	<p>Schools have the ability to share resources with similar schools under the coordination of their Network Chief. Many schools want to add a new music program, or language program, but cannot afford it on their own. In this case, schools should meet with their Network Chief to help identify other schools that may have a similar need for a 0.5 FTE / 0.5 FTE split.</p> <p>The Network Chief will supervise and manage this process with principals to ensure resource sharing is done effectively, efficiently, and can be managed appropriately.</p>
<p>Can we remove or raise the cap off the number of hours a part-time/seasonal (miscellaneous) employee can work?</p>	<p>The limitations on Part-Time/Seasonal Employees are statutory and are not changing.</p>
<p>Can we remove or raise the cap on using retirees?</p>	<p>The limitations on retirees are statutory and we cannot change it.</p>

ALLOWABLE AND NON-ALLOWABLE COSTS

Title I

Allowable and Non-Allowable Checklist – FY19

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve academic achievement of at-risk students using Title I funds (Fund 332).

For additional information or clarification, please contact The Office of Grant Funded Programs at (773) 553-1990.

Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Administration/School Office Support		X
Administration	Non-instructional computer assistant, administrative school assistant, clerk, business manager, or operations manager		X
Administration	Contracts for non-instructional, non-school climate, or non school reform services		X
Administration	Supplies, materials, and equipment for administration use (5% of allocation)		X
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital Improvements	Building Supplies/Repairs/Modifications		X
Capital Improvements	Paint for structures for building/capital improvement		X
Capital Improvements	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with Title I funds	X	
Equipment	Necessary and reasonable supplemental classroom furniture and equipment (computers, workstations, other classroom equipment) that supplements the provision of equipment paid by the district. **NOTE: Only a limited amount of equipment is allowable under the district Title I application. Not open to all equipment and must be tied to Title I allowable activities.	X	
Equipment	Contracts for repair and maintenance for equipment NOT purchased with Title I funds		X
Extra-curricular	Sports/Band		X
Extra-curricular	Transportation services to extracurricular activities for competitions, performances, or sports		X
Extra-curricular	Supplies, materials, and equipment for athletics		X
Extra-curricular	Band uniforms		X
Extra-curricular	Athletics/Athletic Awards/Yearbooks		X
Extra-curricular	Security or Engineer - Only allowable if working for allowable program; no other activities can be charged to OT, and if other activities exist, must split cost across programs		X

Title I Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Field trips	Admission fees and bus service for field trips tied directly to classroom curriculum, program curriculum, and/or concrete skills (not recreational or solely culminating activities)	X	
Field trips	College Readiness tours (local travel)	X	
Field trips	Non-local student travel: Only if it can be demonstrated that: 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location; 2) costs are necessary and reasonable; 3) trip activities and objectives tie directly to classroom or program curriculum	X	
Field trips	Field Trips- amusement or water parks.		X
Food	Food for parent activities – Only allowable if the event is related to NCLB Title I Parent Involvement, if the training or activity runs over a normal meal time, and cost is reasonable (no more than \$5 per person).	X	
Food	Food for student activities - should be coordinated through Nutrition Services if possible. Otherwise, allowable for programs in excess of four hours and over a meal time. Approval from a Network Chief or Department Head before event is required. Should be reasonable cost (\$5 per person.)	x	
Instruction	Formative and interim assessments	X	
Instruction	Supplies and materials that supplement instructional program (workbooks, audio/video, software, periodicals)	X	
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)	X	
Instruction	Licenses for software or curriculum used by school (Plato or Upward Bound membership are examples of allowable expenditures)	X	
Instruction	Tutoring	X	
Instruction	Salaries and Benefits: Literacy coach or curriculum specialist, additional core curriculum or grade level teachers, classroom paraprofessionals (but not administrative paraprofessionals)	X	
Instruction	Student Stipends		X
Other	Per-diem – follow district guidelines	X	
Other	Alcoholic beverages		X
Other	Banquets/Award Programs/ Carnivals/Luncheons/Brunches/Parties/Picnics		X
Other	Bereavement or congratulatory cards, flowers or gifts		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X
Other	Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X

Title I Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Other	Incentives or rewards for students or parents		X
Other	Non-classroom furniture		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable.	X	
Parent Involvement	Mailings – Informational to parents	X	
Parent Involvement	Parent training or educational services	X	
Parent Involvement	Parent Stipends (unless working part-time providing a non-administrative service. Local 143B Union regulations may apply)		X
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and school staff that is tied to instructional program, school climate and school reform	X	
Professional Development	Education consultants	X	
Professional Development	Professional Development – instructional best practice/pedagogy, coaching/mentoring, school climate, and school reform	X	
Professional Development	Substitute Teachers to release core academic program staff for PD activities	X	
Professional Development	Off-site retreats/PD: Only allowable if it can be demonstrated that, 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location, and 2) costs are necessary and reasonable and follow applicable CPS policy and procedures. The per person/per day cost cannot exceed \$125; CPS The retreat budget, agenda and travel approval must be submitted 4 weeks prior to scheduled retreat.	X	
Professional Development	Off-site retreats/PD hosted: Overnight hotel accommodations for multiple-day retreats		X
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.	X	
Staff travel	Lodging and per-diem - Follow district guidelines. No hotels for conferences or trainings held within 50 miles one way of Chicago Public Schools.	X	
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X
Student supplies	Homeless Student supplies (including emergency clothing)	X	

Title I Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Student supplies	Supplemental instructional supplies, such as small calculators, notebooks, supplemental texts and novels that students could use for academic purposes, provided they are of reasonable cost	X	
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPods		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school "spirit" apparel with school or district logos.		X
Student transportation	Transportation associated with eligible programming	X	
Student transportation	Transportation to and from school for students in temporary living situations ONLY	X	

Title II Allowable and Non Allowable Checklist – FY19

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title II funds (Fund 353).

For additional information or clarification, please contact The Office of Grant Funded Programs at (773) 553-1990.

Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Administration/School Office Support		X
Administration	Non-instructional computer assistant, administrative school assistant, clerk, business manager, or operations manager		X
Administration	Contracts for non-instructional, non-school climate, or non-school reform services		X
Administration	Supplies, materials, and equipment for administration use		X
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital Improvements	Building Supplies/Repairs/Modifications		X
Capital Improvements	Paint for structures for building/capital improvement		X
Capital Improvements	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with Title II funds		X
Equipment	Necessary and reasonable supplemental professional development equipment (computers, workstations, projectors) that supplements the provision of equipment paid by the district. **NOTE: Only a limited amount of equipment is allowable under the district Title II application. Not open to all equipment and must be tied to Title II allowable activities.		X
Equipment	Contracts for repair and maintenance for equipment NOT purchased with Title II funds		X
Extra-curricular	Sports/Band		X
Extra-curricular	Transportation services to extracurricular activities for competitions, performances, or sports		X
Extra-curricular	Supplies, materials, and equipment for athletics		X
Extra-curricular	Band uniforms		X

Title II Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Extra-curricular	Athletics/Athletic Awards/Yearbooks		X
Extra-curricular	Security or Engineer - Only allowable if working for allowable program; no other activities can be charged to OT, and if other activities exist, must split cost across programs		X
Field trips	Admission fees and bus service for field trips tied directly to classroom curriculum, program curriculum, and/or concrete skills (not recreational or solely culminating activities)		X
Field trips	College Readiness tours (local travel)		X
Field trips	Non-local student travel: Only if it can be demonstrated that: 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location; 2) costs are necessary and reasonable; 3) trip activities and objectives tie directly to classroom or program curriculum		X
Field trips	Field Trips- amusement or water parks.		X
Food	Food for parent activities.		X
Food	Food for student activities.		X
Instruction	Formative and interim assessments		X
Instruction	Supplies and materials that supplement instructional program (workbooks, audio/video, software, periodicals)		X
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)		X
Instruction	Licenses for software or curriculum used by school (Plato or Upward Bound membership are examples of allowable expenditures)		X
Instruction	Tutoring		X
Instruction	Salaries and Benefits: Additional core curriculum or grade level teachers to reduce class size	X	
Instruction	Salaries and Benefits: Classroom paraprofessionals and instructional substitutes		X
Instruction	Student Stipends		X
Other	Per-diem – follow district guidelines		X
Other	Alcohol beverages		X
Other	Banquets/Award Programs/Carnivals/Luncheons/Brunches/Parties/Picnics		X
Other	Bereavement or congratulatory cards, flowers or gifts		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X
Other	Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X
Other	Incentives or rewards for students or parents		X
Other	Non-classroom furniture		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X

Title II Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable.		X
Parent Involvement	Mailings – Informational to parents		X
Parent Involvement	Parent training or educational services		X
Parent Involvement	Parent Stipends (unless working part-time providing a non-administrative service. Local 143B Union regulations may apply)		X
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and school staff that is tied to instructional program, school climate and school reform		X
Professional Development	Education consultants		X
Professional Development	Professional Development – instructional best practice/pedagogy, coaching/mentoring, school climate, and school reform		X
Professional Development	Substitute Teachers to release core academic program staff for PD activities		X
Professional Development	Salaries and Benefits: Literacy coach or curriculum specialist to provide coaching and supports to teachers		X
Professional Development	Off-site retreats/PD: Only allowable if it can be demonstrated that, 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location, and 2) costs are necessary and reasonable and follow applicable CPS policy and procedures. The per person/per day cost cannot exceed \$125; CPS The retreat budget, agenda and travel approval must be submitted 4 weeks prior to scheduled retreat.		X
Professional Development	Off-site retreats/PD hosted: Overnight hotel accommodations for multiple-day retreats		X
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.		X
Staff travel	Lodging and per-diem - Follow district guidelines. No hotels for conferences or trainings held within 50 miles one way of Chicago Public Schools.		X
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X
Student supplies	Homeless Student supplies (including emergency clothing)		X

Title II Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Student supplies	Supplemental instructional supplies, such as small calculators, notebooks, supplemental texts and novels that students could use for academic purposes, provided they are of reasonable cost		X
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPods		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school "spirit" apparel with school or district logos.		X
Student transportation	Transportation associated with eligible programming		X
Student transportation	Transportation to and from school for Students in Temporary Living Situations		X

Title III

Allowable and Non Allowable Checklist - FY19

The purpose of this document is to provide assistance to schools in determining eligible costs to increase the English proficiency of ELs by providing high quality language instructional education programs based on scientifically based research demonstrating the effectiveness of the program in increasing English proficiency and academic achievement in core subjects.

For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930

Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Non-instructional salaries, including fringes, for social work activities for improvement of EL student's attendance at school and performance of school social work activities dealing with problems of ELs	X	
Administration	Salaries, including fringes, and stipends for supplemental activities related to counseling with EL students and their parents (i.e. personal and social development of EL students, counseling services, appraisal services, and placement services)	X	
Administration	Salaries and stipends for EL teachers / staff to assess the native language proficiency of EL students, to administer other assessments related to instruction	X	
Administration	Bus Driver and Transportation Aides, salaries and fringes for summer schools and/or before and after school programs for EL students.	X	
Administration	Salaries and fringes for Recruiter for Bilingual / ESL teachers (NO SUPPLANTING)	X	
Administration	Salary and fringes for data analyst, database maintenance salary for EL students (NO SUPPLANTING)	X	
Administration	Salaries, supplies, materials, and equipment for administration use can NOT exceed 2% of allocation (function code 2300 ONLY) for current year allocation, NOT INCLUDING CARRYOVERS	X	
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital Improvements	Building Supplies/Repairs/Modifications		X
Capital Improvements	Paint for structures for building/capital improvement		X
Capital Improvements	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with Title III funds	X	

Title III Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Equipment	Necessary and reasonable supplemental classroom furniture and equipment (computers, workstations, other classroom equipment) that has been preapproved by OLCE that supplements the provision of equipment paid by the district. Not open to all equipment and must be tied to Title III allowable activities.	X	
Equipment	Contracts for repair and maintenance for equipment NOT originally purchased with Title III funds		X
Equipment	Equipment for Recruiter, Parent Coordinator	X	
Food	Food for parent activities – Only allowable if the event is related to Title III Parent Involvement, if the training or activity runs over a normal meal time, and cost is reasonable (no more than \$5 per person).	X	
Food	Food for student activities - Should be coordinated through Nutrition Services if possible. Otherwise, allowable for programs in excess of four hours and over a meal time. . Necessary approval (from a Network Chief or Department Head) will need to be provided before the event. Should be reasonable cost (\$5 per person).	X	
Instruction	Certified Bilingual / ESL Teachers, EL Teacher's Aides, Substitute Teachers	X	
Instruction	Supplies and materials that supplement instructional program (workbooks, software, equipment <\$500/ unit)	X	
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)	X	
Instruction	Tutoring	X	
Instruction	Salaries and Benefits: Certified Bilingual / ESL Teachers, classroom paraprofessionals (but not administrative paraprofessionals)	X	
Instruction	Licenses for software or curriculum used by school, equipment repair & maintenance, in- district travel, field trip fees, online instructional service fees, instructional subscriptions	X	
Instruction	Equipment >\$500/unit (computers, printers)	X	
Other	Office supplies, paper, pens for data analyst	X	
Other	Activities of any support service to EL students that are general in nature (e.g. translation stipends for students)	X	
Other	Donations and contributions		X
Other	Entertainment expenses		X
Other	Alcoholic beverages		X
Other	Tickets for field trips, if part of high quality language instruction educational program	X	
Other	ACCESS for ELs, W-/APT or MODEL assessments. (These assessments are required under state rules.)		X

Title III Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Other	Translator for translating announcements to parents about school activities. (These costs associated with meeting district's responsibility under Title VI of the Civil Rights Act of 1964.)		X
Parent Involvement	Translators for translating at Parent Meetings	X	
Other	Banquets, Award Programs, Carnivals, Luncheons, Brunches, Parties, Picnics		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X
Other	Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X
Other	Incentives or rewards for students or parents		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Mailings – Informational to parents	X	
Parent Involvement	Parent training or educational services	X	
Parent Involvement	Parent Coordinator salary and fringes	X	
Parent Involvement	Guest speakers for Parent night, in-district travel (home visits), translation services	X	
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and Bilingual / ESL staff to provide professional development and training to schools to make sure they are in compliance with state rules and regulations.	X	
Professional Development	External EL Education consultants, providing professional & technical services by expert-language and literacy consultants to build capacity on quality teaching for EL students.	X	
Professional Development	Professional Development – EL instructional best practice/pedagogy, coaching/mentoring,	X	
Professional Development	Salaries for Substitute Teachers to Bilingual / ESL staff for PD activities	X	
Professional Development	Professional Development - EL supports to build capacity on program models and collaborate on instructional planning, analyzing student work and teacher best practices. (i.e. Salaries and fringes for Special Education staff)	X	

Title III Allowable and Non-Allowable Checklist – FY19 Continued

Expenditure Type	Description	Allowable	Not Allowable
Professional Development	Dues for professional organizations - for general administration	X	
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.	X	
Staff travel	Lodging and per-diem - Follow district guidelines. No hotels for conferences or trainings held within 50 miles one way of Chicago Public Schools.	X	
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPads		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school “spirit” apparel with school or district logos.		X
Student Transportation	Buses: Contractual bus services, bus maintenance, bus lease for summer schools and/or before and after school programs for EL students. (NO PURCHASE)	X	
Student Transportation	Transportation for educational field trips, if part of high quality language instruction educational program.	X	
Student Transportation	Gas & Oil for bus	X	
Student Assessments	On-line assessments services, software licenses for student assessments	X	
Student Assessments	Materials Related to EL student assessments such as native language assessment tests.	X	
Security Services	Security Services for after school program	X	
Recruitment	Recruitment expenses (job fairs, conventions, Etc.	X	
Recruitment	Office supplies, paper, pens for recruiter	X	
Furniture	Carpeting for school		X
Furniture	Student Chairs and desks		X
Equipment	Musical Keyboard		X
Supplies	Calculators		X

BUDGET INQUIRY REPORT

Budget Inquiry is a robust tool in Oracle that can provide detailed information on school budgets. Six important details are provided.

1. Original Budget
2. Current Budget
3. Commitments
4. Obligations
5. Expenditures
6. Funds Available

This report allows each school to inquire into each budget classification. The information can be shown in summary format or as a detailed list, as indicated below from the selections on the menu. The detailed report shows original budget, current budget, commitments, obligations, expenditures, and funds available. The report can be sorted by fund, account, program or grant. A report on just one budget classification can also be generated. More detailed information about transactions to and from this line can be generated. The report can also show the descriptions of each of the budget line components if so selected. A function is also in place to allow the report to be exported to Microsoft Excel.

Principals should contact their School Support Center for detailed information on how to generate these reports.

The screen below shows the inquiry search criteria and sorting screen.

Budget Inquiry

☑ TIP The search results are based on data refreshed every 30 minutes
☑ TIP The search results only contain budget information for current period and current fiscal year (except capital funds 4XX)
☑ TIP Many budget lines expire during the course of the year, please review your budget by month under the search criteria Last Day to Receive Goods/Services in order to determine the timeline when funding will be withdrawn
☑ TIP The field next to GL segment ranges allow multiple segment values with comma "," separated. Example 115,225

Search Criteria

Unit Category :
Fund Type :
Account Type :
Unit Ranges : to
Fund Ranges : to
Account Ranges : to
Program Ranges : to
Grant Ranges : to
Fiscal Year :
Area Ranges :

Multiple Segments

<input type="text"/>	<input type="text"/>

Grants Criteria

Last Date to Receive Goods/Services :
Scheduled PO Cancellation Date :
Last Date to Encumber :

Group Criteria

First Segment :
Second Segment :
Third Segment :
Fourth Segment :
Fifth Segment :

Display Criteria

SEGMENT LOOKUP TOOL

The Segment Lookup tool in Oracle provides the budget classification description listing. It gives description for each fund, account, program and grant number used in the system. It also provides the Oracle and Legacy numbers associated.

The report below is an example of a listing that selected for programs associated with high schools.

ORACLE
CPS Web Inquiry
Home Logout Preferences

Budget
Funds
PD/Invoice
Segment Lookup
Vendors
Unit
Unit Hierarchy

Segment Lookup

Search Criteria

Note that the search is case insensitive

Segment Type : Program

Oracle Value :

Legacy Value :

Description : %hs

Go
Clear

Export

Oracle Value	Legacy Value	Description
111109		ISO - IDS Instruction (HST)
112144	2144	SOCIAL STUDIES-HS-SPEC ED
112233	2233	MUSIC-HS-SPECIAL ED
113006	2049	MATHEMATICS-HS
113008	2093	ENGLISH-HS-SPECIAL ED
113012	2101	COMMUNICATION ARTS-HS
113014	2145	SOCIAL STUDIES-HS
113029	2211	PHYSICS-HS
113032	2234	MUSIC-HS
113036	2245	ART-HS
113038	2254	PHYSICAL EDUCATION-HS
113040	2256	PHYSICAL ED-HS-SPECIAL ED
113044	2631	AUTO DRIVER ED-HS
113046	6204	Reduced Class Size-HS
113048	7063	GEOGRAPHY-VOC-HS

POSITION REPORT

Position report contains personnel information for each school. It includes a comprehensive list of school positions. Detailed information on individual positions is currently available. The information provided includes: name, budget classification, committed/encumbered/expended funds against the position number, job code, scheduled time, open/close dates, etc.

A sample report can be requested for your school. The principal should contact the Business Service Center for more information on how to run reports and receive detailed information.

The screen shot below shows some of the information available on an individual position.

Position Details - Windows Internet Explorer

https://erp.csc.cps.k12.il.us:8443/OA_HTML/OA.jsp?page=/cps/oracle/apps/custoaf/pcing/webui/PositionDetailsPGB...

File Edit View Favorites Tools Help

Position Details

Transaction History Print Return to Position

Position Number : 422367
 Position Type : Regular
 Position Class : Teacher
 Rate Type : Regular Rate
 Employee Name :
 Employee No :
 Comments : Redefine to part time teaching position

Unit Name : Carter G Woodson South
 Job Code : 000039
 Job Title : Part-Time Teacher
 Job Function :
 Position Status : Open
 Quota Position : Y

Position Attributes Balances Staffing Date Track Details

Budget Class

Line	Unit	Fund Account	Program	Grants	Fiscal Year	Fund Percent	Program Description	SIPAAA Activity	Category Description
SALARY 1	26541 115	51100	111045	000000	2011	100	READING - ELEMENTARY SUPPORT	reduce class size	5 - Core Class Instruction

Balances

Category	Committed	Encumbered	Expended	Total
Appropriation : 42996.97				
Transfer In : 0				
Transfer Out : 0				
Salary	41,004.08	0.00	1,992.89	42,996.97
Pension	2,866.11	0.00	143.68	3,009.79
Pension - Other - Federal	0.00	0.00	0.00	0.00
Pension - Other - NonFederal	4,600.68	0.00	0.00	4,600.68
Hospitalization	9,166.35	0.00	366.65	9,533.00
Sick & Vacation Pay	943.09	0.00	45.84	988.93
Medicare	592.21	0.00	31.25	623.46
Workers Compensation	492.06	0.00	23.91	515.97
Unemployment Insurance	307.53	0.00	14.95	322.48
FICA	0.00		0.00	0.00
Substitute Pay			147.67	147.67
Overtime Pay				

FUNDRAISING GUIDELINES

For ease of distinguishing what procedures and guidelines are applicable to different fundraising activities, the following breakdown by section has been provided:

Category 1: Fundraising conducted independently by the school

- Continuous Fundraising Activities and Concession Sales
- Photographs
- School Book Fairs

Category 2: Fundraising for the school conducted by the school and a registered external not-for-profit organization where all net proceeds are for the school

Category 3: Fundraising conducted by the school and a registered external not-for-profit organization where profits are shared

Category 4: Fundraising conducted exclusively by the registered external not-for-profit organization that benefits the school or its own organization

Category 5: Fundraising conducted exclusively for catastrophe victims or other designated not-for-profit organizations

Category 6: Local School Council Fundraising

Category 1. Fundraising Conducted Independently by the School

An entire school or formal group of students with a faculty sponsor has the option of hosting fundraising activities for school-related events. Such fundraising activities should benefit the student body in the same school year the funds are collected.

Basic Steps for Conducting a Fundraiser

These procedures present the basic steps that should be followed when conducting any school fundraising activity regardless of whether this activity is independently conducted, held jointly with another organization, or sponsored by the LSC. Later subsections explain in greater detail how these procedures change slightly to accommodate specific fundraising situations.

Step 1 Prepare a Local School Fundraising Accounting Proposal/Agreement

- Prior to commencing the fundraising activity, the **Local School Fundraising Accounting Proposal/Agreement** must be completed and presented to the Principal, Network Office, and LSC, if applicable, for approval.
- The faculty member designated as the sponsor of the fundraising event should prepare this proposal.
- Required copies of the **Local School Fundraising Accounting Proposal/Agreement** must be maintained at the school. Another copy must be sent to the Network Office for final approval prior to the activity.
- It is suggested to get LSC approval since they are required to approve any disbursement of \$1000 or more for elementary schools and \$2,500 for high schools.

Step 2 Complete a School Expenditure and Requisition Order form for purchasing sale items

- Upon receiving approval(s) to sponsor the fundraiser, the fundraising group must complete the appropriate **School Expenditure Requisition Order**. This form should be presented to the School Treasurer regarding the items to be sold.
- Prior to delivery, adequate physical safekeeping must be arranged for all goods ordered.

Step 3 Obtain products for sale

- All purchases of goods for sale must meet the guidelines for disbursements through Internal Accounts.
- Expenditures for purchases must be made based on a detailed receipt from the vendor. (Please refer to Section 9 for specific payment guidelines.)
- When possible, money for the fundraising merchandise should be collected prior to the delivery of the goods in order to lessen the expense of unaccounted merchandise.
Often merchandise is unaccounted for when it is purchased prior to collecting the money for its expense.

Step 4 Conduct sale and deposit collections with School Treasurer

- The record of inventory and sales for fundraising activities must be maintained on the **Concession Sales Accounting Report**. (Please refer to the Appendix for a copy of the **Concession Sales Accounting Report**).
- All collections from the sale must be submitted to the School Treasurer on the day of collection.
- Any event that prevents the teacher/sponsor from submitting the receipts to the School Treasurer on the day of collection must be explained in writing.
- All collections must be receipted and recorded in a category specific to the fundraising activity Account series 25XXX.
- For all fundraising activities, it is mandatory that an accurate record of all funds generated be maintained in the school's Internal Accounts.

Step 5 Finish sale and prepare the final accounting reports

- **Within 10 school days of the last date of the fundraising activity**, the School Treasurer must submit to the Network Office a completed **Local School Fundraising Accounting Report** and **the Concession Sales Accounting Report**. These reports give an appropriate accounting record along with an inventory of any remaining items. The activity sponsor completes the reports.
- All missing inventory items must be explained in a written statement signed by the Principal and activity sponsor and attached to the **Local School Fundraising Accounting Report**.
- All funds generated from the fundraising activity should be deposited in the appropriate fundraising account.
- The School Treasurer must verify the ending inventory, the sales receipt and expenditures for the event.
- An original copy of the **Local School Fundraising Accounting Report** and the **Concession Sales Accounting Report** must be maintained at the school.
- Any significant discrepancies must be reported to the Chief of Schools for review and possible action.
- Remember to always complete a **Local School Fundraising Accounting Report** and **Concession Sales Accounting Report** at the completion of each fundraiser. Keep all documentation for school records.

Step 6 Transfer profits to activity accounts

- If proceeds from fundraising are for the sole reason of supporting personnel costs, funds may be moved from school Internal Accounts into an Oracle Budget line within the schools' Fund 124 budget using the IAMS system.
-
- To open Regular Positions, funds should be moved to the following pointerlines:
 - Salary: Unit-124-51300-290001-002239
 - Benefits: Unit-124-51330-290001-002239
- To open Bucket Positions, funds should be moved to the following pointerlines:
 - BucketAppropriation: Unit-124-51320-290001-002239
 - Medicare/FICA*: Unit-124-51330-290001-002239

**FICA is required for all non-Board Buckets.*
- Positions should be opened using Oracle Position Control. The following budget line should be used to open positions:
 - Unit-124-Account-Program-002239

Continuous Fundraising Activities and Concession Sales

- A school may conduct its fundraising through continuous sales such as vending machine usage or concession sales at school-related events.
- Requirements for a continuous sale are the same as the one-time sale *with a few exceptions*.
- Because the fundraising activity is continuous, a fundraising proposal must be submitted and approved before the beginning of the activity.
- Schools must adhere to the basic fundraising steps in addition to the following steps when conducting continuous fundraising activities:

Deposit all collections with the School Treasurer on a daily basis

The **Concession Sales** must be completed and turned into the School Treasurer at least two times per year, preferably November and May.

Maintain a Perpetual Inventory Card

In order to maintain control over inventory for continuous sales, **Perpetual Inventory Cards** are required along with the **Concession Sales Accounting Report**. **Perpetual inventory Cards** should be updated as inventory changes.

What if discrepancies between sales and receipts occur?

All discrepancies must be documented on the accounting form. If unexplained discrepancies occur, a report must be made to the LSC and the Network Office. Depending on the situation, appropriate action will be taken (such as an investigation by the Inspector General to determine if criminal activity took place that require restitution by individuals involved or disciplinary procedures).

Fundraisers involving all school students are considered school fundraisers. The school is completely responsible for the fundraiser and collects all funds. However, external organizations can assist.

Photographs

School picture taking is an annual tradition many schools use as an opportunity to raise funds. Typically, the school and the photographer agree on the photographer's costs, with the school receiving a percentage of the gross sales covered in the contract. LSC approval is required. **Schools are not required to complete a Local School Fundraising Accounting Proposal/Agreement for school pictures.**

All funds collected for school pictures must be recorded in the school's Internal Accounts. This requires school personnel to accompany the photographer's staff in collecting photography fees in order to ensure that the amount of fees collected is recorded accurately. The school is responsible for depositing the fees collected in the school's Internal Accounts. **The school must retain the fees collected until the product (i.e., the school pictures) is delivered to the students and a proper invoice is submitted.**

Once the product has been received, the school retains its percentage of the sales revenue and remits to the photographer the proper percentage of the fees collected. The school should **not** submit the total amount of fees collected to the photographer before the product is delivered. Doing so gives the school little recourse for guaranteeing the product is delivered in full and in a timely manner.

All schools must adhere to the following guidelines when taking school pictures:

- The school is responsible for the money collected if the photographer fails to produce the pictures.
- The most important thing to do when conducting a photography sale is to be comfortable with the expenses paid to the photographer.
- Obtaining detailed invoices from the photographer and comparing that to the anticipated participation by the students will assist analysis.

Schools must adhere to the basic fundraising steps and the following steps when conducting photograph fundraising activities.

Schools are encouraged to competitively bid photography services each year to ensure competitive prices.

Obtain a minimum of three (3) written Bid/Proposals from photographers.

Award the contract and obtain a signed Local School Fundraising Accounting Proposal/Agreement.

All contracts must be approved by the LSC. A contract may not be entered into for more than one year. Specifically, the agreement should include the following:

- A detailed description of the fees being charged by the photographer;
- The percentage of sales the school will receive;
- Wording that states the school will retain the collection of student fees in its account until the photographer has delivered the product;
- Expectations if product is late or does not meet reasonable standards.

Use a Teachers Receipt or alternative receipt provided by the photographer to record collections from students

Deposit all collections with the Treasurer to record in the InternalAccounts

- The school should not remit any portion of the collections to the photographer until the pictures are delivered and a proper invoice is submitted.
- The school must establish a sub-account in the Internal Accounts for the photography collections.

Pay photographer

Payment to the photographer should be made based only from a detailed invoice provided by the photographer.

The school should handle any dispute with the photographer. If disputes cannot be resolved, please contact the Bureau of Purchasing at 553-2280.

School Book Sales and Fairs

Distinguishing Fundraising from Non-Fundraising Book Sales and Fairs

Fundraising activity can be defined as a planned event where goods and or services are offered at a price that will provide a profit. Examples of a for-profit event and a not-for-profit event are:

- Fundraising - Book Fair
Books are obtained and sold and the school takes a cash profit (percentage of sales submitted to the book provider) or takes product (all of the proceeds from sales are submitted to the book provider).
- Non-Fundraising - Book Fair
Books are obtained and sold on a buy-one-get-one-free basis (all of the sale proceeds are submitted to the book provider).

Opportunities for fundraising partnerships exist with many of CPS's book vendors. The typical arrangement relies on the vendor being able to set up a display of their merchandise on school property where school volunteers or staff manages sales to students and parents. Prior to commencing the fundraising activity, the ***Local School Fundraising Accounting Proposal/Agreement*** must be completed and approved.

It is important to remember that sales to a parent or a student are not tax exempt. The school is tax exempt when it comes to making purchases for official use.

However in this transaction, the taxpayer or buyer must pay the purchase price **plus** sales tax, which is collected by the school and submitted to the book vendor who in turn reports the sales and pays the Illinois Department of Revenue. The only sales that would be exempt would be purchases for the school library or classroom; items purchased by school employees for home use are also not tax exempt.

As you plan for your book sales or fair, please be sure to maintain a secure environment for the merchandise. Collections should be deposited into the Internal Accounts. Good record keeping is a must.

Category 2. Fundraising for the School Conducted by the School and an External Not-for-Profit Organization Where All Net Proceeds are for the School

Schools have the option of hosting a fundraising activity with an external organization. External organizations cannot sponsor continuous fundraising activities such as the school store or other year-round sales.

The Illinois School Code mandates the school board to establish rules and regulations governing conditions under which schools and associations may solicit funds on behalf of the school.

Requirements for the External Organization:

- Must be registered with the Attorney General.
- Must submit information (the name of the organization and the name, address and phone number of the organization's officers) to the school that will allow the principal to verify the registration with the Attorney General's office.
- Must complete, sign and submit the Local School Fundraiser Agreement/Proposal (upon verification).

Approval of the Principal, LSC and Network Chief is required.

- Must submit all of the proceeds to the school.
- Checks written to the external organization should be deposited into that organization's account. And, a settlement of the proceeds must be accounted for at the end of the fundraiser.
- If the school is in charge of the fundraiser, the school must complete all required fundraising forms.

External organizations not registered with the Attorney General may raise funds for the school; however, the following requirements must be met:

- Must be a Parent Teacher Organization that is controlled by teachers and parents of children attending a particular school for which the organization is named.
- All of the contributions must be turned over to the school.
- All of the money less cost of raising the funds must remain at the school.
- Total contribution less cost does not exceed \$50,000.00 in any calendar year.
- All of the forms required by a school sponsored group must be completed by the parent and teacher group and turned in to the school.

Category 3. Fundraising Conducted by the School and a Registered External Not-for-Profit Organization Where Profits are Shared

In addition to meeting all of the above requirements as a registered external organization, the division of net proceeds must be specified in the Fundraising Proposal/Agreement.

NOTE: Fundraising activities involving students are considered school sponsored activities of which all funds raised belong to the school.

External organizations cannot sponsor continuous fundraising activities such as the school store or other year-round sales.

Category 4: Fundraising Conducted Exclusively by the Registered External Not-for-Profit Organization that Benefits the School or Its Own Organization

External organizations can host a fundraising activity to raise funds for their organization or for the school. These fundraising activities are underwritten and managed/conducted by the external organization and do not involve students at the school. Therefore, the external organization is solely responsible for the fundraising event.

Requirements for the External Organization if the fundraiser is for the school:

- Must be registered with the Attorney General.
- Must submit information (the name of the organization and the name, address and phone number of the organization's officers) to the school that will allow the principal to verify the registration with the Attorney General's office.
- Must complete, sign and submit the Local School Fundraiser Agreement/Proposal.
- Approval of the Principal, LSC and Network Chief is required.
- Must submit all of the net proceeds to the school.

Requirements for the External Organization if the fundraiser is NOT for the school:

The external organization is fully accountable for the funds generated, the expenses incurred and the delivery of goods and services. No activity is recorded in the Internal Accounts.

Per the Solicitation For Charity Act, no third party should use CPS name or logo, or school name, colors, etc. without the written permission of the Board. In addition, no charitable organization or professional fund raiser soliciting contributions shall use a name, symbol, or statement so closely related to that of CPS that the use thereof would tend to confuse or mislead the public. Therefore a disclaimer must be added to the external organizations advertisements stating the funds are not for the direct benefit of the school.

School approval is only required if the external organization is using school property. Then, the Principal, LSC and Chief Network Officer must approve.

Category 5: Fundraising Conducted Exclusively for Catastrophe Victims or Designated Not-for-Profit Organizations

- **Not-for-Profit Organizations Approved by the Board**

The Payroll Deductions Campaign Resolution (98-0128-RS8) authorizes three separate charitable solicitations during the year: the ***United Negro College Fund, the Hispanic Scholarship Fund and Combined Charities***. Each of these solicitations has been assigned a separate and distinct timeframe for its activities so that CPS employees, in theory, are spared continual requests for charitable giving.

- **Organizations Not Approved by the Board**

Schools may solicit funds for catastrophe victims and for other not-for-profit organization after getting prior approval of the Principal, LSC and Network Office.

Category 6: Local School Council Fundraising

The Policy on ***Local School Council Fundraising (97-0226-PO2)*** states that, "...within certain boundaries, Local School Councils (LSC's) have the authority to raise funds at the school which they serve..." for LSC incidental operating and legitimate educational-related expenses.

All financial activities related to LSC fundraising must be recorded in the school's Internal Accounts.

Fundraising for Educational Activities

The LSC can raise funds to purchase school uniforms, band uniforms, band equipment and items serving other educational purposes for students.

All fundraising activities that are ongoing in nature, such as vending machines and school supplies cannot be administered by the LSC.

Fundraising for Operating Expenses

- The value of the fundraising profits generated for LSC operating expenses shall not exceed a cumulative total of \$1,500 per school per fiscal year if the school population is under 1,000 students. Nor shall it exceed a cumulative total of \$3,000 per school if the school population is 1,000 students or more. Any excess profits should be transferred to the General Fund.
- Fundraising funds remaining at the end of the year will rollover to the next school year. LSCs cannot operate at a deficit. LSC funds may not exceed above listed amounts.

Note: LSC fundraising budget for fiscal year is reduced by the dollar amount of the rollover funds.

The LSC is permitted to raise funds for its own operating expenses.

Permissible operating expenses may include:

- Advertisements for Principal vacancies
- Stationery and general office supplies
- Copying/reproduction services and postage
- Reasonable expenditures for transportation to LSC/school meetings or workshops
- Reasonable expenditures for refreshments at meetings
- Reasonable expenditures for registration fees for workshops, seminars, and conferences attended by LSC members

Impermissible Operating Expenses for which the LSC cannot raise funds for include:

- Costs associated with seminars, workshops and conferences other than registration fees
- Meals and travel expenses beyond the reasonable expenditures for transportation to LSC/school meetings or workshop
- LSC campaign-related expenditures
- Stipends to LSC members for services rendered
- Any payments made in violation of the CPS Code of Ethics

Guidelines for Conducting LSC Fundraising Activities

The following procedures must be followed by LSCs when fundraising for educational activities and incidental operating expenses--The LSC must follow the same procedures as the school listed in Category1: Fundraising Conducted Independently by the School.

Sale of School Books

If a sale of books takes place, the school must make sure the books are no longer being used by CPS schools. The proceeds must be posted in account #21220 Loss/Damaged to Instructional Materials. These funds can only be used to purchase instructional materials.

School Raffles

Prior to holding any school raffle, the school must complete an application and purchase a license from the City of Chicago. A separate application and license is required for each raffle. For additional information, please call Department of Business Affairs & Consumer Protection at 312-744-6249.

Ticket Sales

The School Treasurer is responsible for maintaining physical control of all tickets.

his responsibility can be delegated to an administrator as long as the duties are not assigned to individuals or departments that utilize the tickets. It is a good practice to have different people collecting the money, selling the tickets, and reconciling the account. Remember that the primary purpose of tickets is to control admission. All tickets purchased from an outside firm or printed by the school must be delivered to the School Treasurer. Tickets for all functions must be pre-numbered.

All tickets and cash receipts received from ticket sales must be accounted for by using the **Ticket Accounting Report**. (Please refer to the Appendix for a copy of the **Ticket Accounting Report**.)

In addition to following the basic fundraising steps, the following procedures must be completed when conducting ticket sales for an entertainment/athletic event.

Prepare for ticket sale

Obtain the tickets from the designated ticket custodian. Each group of tickets is provided to the teacher/sponsor in a numbered sequence. Keep a log that lists each group of tickets. Teachers must sign the log when they receive their tickets.

Conduct ticket sales

The teacher/sponsor(s) is responsible for maintaining records on how much money is collected for the event. This can be done by using pre-numbered tickets:

Example: 100 tickets were issued; but 90 tickets were sold at an event. Each ticket cost \$1.00; therefore, \$90.00 must be submitted to the School Treasurer along with the 10 tickets that were not sold.

In the event of discrepancies or revenue shortfalls, the teacher/sponsor is held accountable.

Prepare Ticket Accounting Report

- The teacher/sponsor prepares the **Ticket Accounting Report** for each activity.
- The report and any unsold tickets must be delivered to the School Treasurer immediately after the event. Prepare a statement explaining lost and unaccounted for tickets. Keep a copy for your records.

The School Treasurer is responsible for verifying the information contained on the **Ticket Accounting Report**, reviewing it with the Principal and securing his/her signature for approval. Any discrepancies/shortages must be clarified and/or explained in writing and attached to the report prior to its approval. The School Treasurer must retain on file the original copy of the **Ticket Accounting Report** as well as a copy of the Local School Fundraising Accounting Proposal/Agreement with the unsold tickets. A duplicate copy can be returned to the teacher/sponsor.

Local School Council Resource Guide

Part 5. Principal Evaluation

Office of Local School Council Relations

<https://cps.edu/lsc>

High Quality, Rigorous Instruction
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact
Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



Talented and Empowered Educators
Talented teachers and administrators are a catalyst for student learning.

Safety and Support
Safe and supportive schools create an environment for successful learning.

Financial Stability
A "student first" budget builds a stronger financial future.

Introduction

Chicago is the only major city in the United States in which parent-majority Local School Councils (LSCs) evaluate their principal's performance to lay the ground work for improving their school.

In important ways, Chicago's LSCs function like the school boards that oversee most U.S. school districts outside of the nation's large cities. These school boards usually choose a superintendent of schools for a limited-year contract and then may choose to rehire or not to rehire their superintendent. Similarly, because of the 1988 Chicago School Reform Act passed by the Illinois General Assembly, Chicago's LSCs choose principals for four-year contracts and then evaluate their performance during the contract term.

Contents

The Unique Role of LSCs in Principal Evaluation	p. 187
Some Key Considerations for Effective Evaluation	p. 188
Overview of the Principal Performance Evaluation Form and Process	p. 189
Timeline for LSC Principal Evaluation	p. 192
Process for Evaluating Professional Practice	p. 193
Building an Effective Principal Evaluation Team	p. 194
Organizing the Evaluation Process	p. 195
Rating the Competencies	p. 196
Determining the Final Rating	p. 198
Feedback Session	p. 200
Guiding Principles of Good Evaluation	p. 204
End of Contract Cumulative Principal Evaluation	p. 205

Resources

Appendix A. LSC Principal Evaluation Form	p. 208
Appendix B. Principal Evaluation Online Tool	p. 220
Appendix C. Sample Calculation for Combining Competency Scores into a Final Principal Professional Practice Rating	p. 221
Appendix D. Process for Including Optional Additional Indicators	p. 223
Appendix E. Legal Requirements for Principal Evaluation	p. 224
Appendix F. Confidentiality Agreement and Code of Conduct for Principal Evaluation	p. 225
Appendix G. Principal Performance Evaluation Support Materials	p. 226
Appendix H. The Cumulative Evaluation	p. 228

**Each item in the Contents is linked to the page listed for that topic.
Click on the title and you will get directly to that page.**

The Unique Role of LSCs in Principal Evaluation

Hiring and evaluating your school's principal is a unique opportunity and responsibility. Research consistently shows that the principal's leadership is the single most critical force that shapes all aspects of your schools' effectiveness.

Principals who are hired by an LSC are "contracted;" that is, they sign a four-year contract. One of the provisions in the principal's contract is that he/she will be evaluated by the LSC. The contract states that "The evaluation shall be in writing in a form prescribed by the Board of Education, which includes the following criteria:

1. Student academic improvement
2. Student absenteeism
3. Instructional leadership
4. The effective implementation of programs, policies, or strategies to improve student academic achievement
5. School management
6. Any factors deemed relevant by the local school council..." (Section IV.A.)

Two Types of Principal Evaluations

Local School Councils must carry out two different types of evaluation of their principals:

Annual Principal Evaluation

The year-long process of annual principal evaluation is carried out during each of the four years of the principal's contract. Its key purposes are to monitor the principal's performance, to advise and assist the principal as he or she carries out key duties during the year, and to take stock of the principal's performance at the end of the year.

The Network Chief also conducts an annual evaluation of each principal. The LSC may request a copy of this annual evaluation from the Network Chief. If the Network Chief does not respond to the request, the LSC may contact the Office of LSC Relations.

End-of-Contract (Cumulative) Evaluation

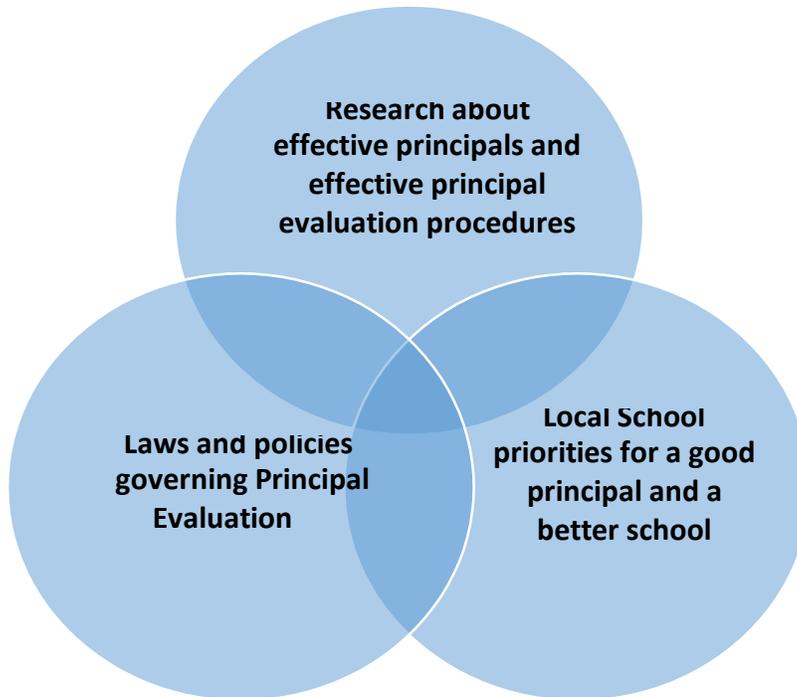
The end-of-contract (cumulative) evaluation is carried out during the third to sixth month of final year of the contract and must be completed and the principal notified of the evaluation and the renewal/nonrenewal decision no later than 150 days before the end of the contract. If the contract ends June 30 (as most do) then the evaluation is carried out in the fall and winter of the principal's final contract year. The cumulative evaluation must be completed prior to the LSC voting on the renewal of the contract

The cumulative evaluation also helps the LSC and principal to evaluate strengths and weaknesses of the school's progress over three-and-a-half years, as the basis for planning future priorities for improving the school.

The cumulative evaluation, which must be approved in an **open session**, will become key evidence if you decide not to renew your principal's contract and he or she requests an arbitration hearing. Careful evaluation processes are essential to a successful defense of your decision.

Some Key Considerations for Effective Evaluation

For both types of principal evaluation, there are common approaches and practices for effective evaluation.



These three overlapping circles represent the basic foundations for an effective principal evaluation.

Your LSC should base principal evaluation on

- research about effective principals and effective principal evaluation.
- your local school priorities for a better school and an effective principal.
- laws and policies governing annual principal performance evaluation and the cumulative principal evaluation. Principal evaluation is both a legal and contractual obligation of the LSC.

Overview of the Principal Performance Evaluation Form and Process

Under the Illinois School Code, Local School Councils (LSCs) evaluate principals every year using the Board-approved principal evaluation form. On July 22, 2015, the Board approved the current LSC Principal Evaluation Form for use by LSCs beginning with that school year. This Local School Council Reference Guide chapter provides details explaining this form, evaluation criteria and timelines. Note that the LSC Principal Evaluation Form is aligned to the multiple measures used by the CEO/Network Chiefs to annually evaluate principals.

Under the Principal Evaluation Form the LSC will evaluate the principal in two key categories:

1. **Professional Practice** (weighted at 50% of the final rating) and
2. **Student Growth and Other Measures** (weighted at 50% of the final rating).

The first component of the evaluation assesses **Professional Practice** and is determined based on the LSC's interactions with the principal throughout the school year including observations of the principal's work with students, staff, families and community. The LSC will rate the principal's professional practice on each of the following five competencies:

- Continuous Improvement and School Vision
- Professional Learning Systems
- College & Career Readiness
- Family & Community Engagement
- Self-Disciplined Thinking

The second component of the evaluation assesses **Student Growth and Other Measures** and is determined based on the school's student performance data provided to the LSC by the CPS Department of School Quality Measurement. This data includes various student growth and other measures aligned to the Board's School Quality Rating Policy (SQRP) including:

- Student Growth on District Assessments
- Attendance
- Progress Toward Graduation
- Early College and Career Credentials

The LSC will then combine their *Professional Practice Score*, the *Student Growth and other Measures Score*, together with an *Additional Indicators* value (if additional goals were established) to determine a Final Summative Principal Evaluation Rating. The LSC will determine a Final Summative Principal Evaluation Rating of either Unsatisfactory, Developing, Proficient, or Excellent based on the combined score. Note that the final performance level rating legend used by LSCs is the same performance levels rating legend issued by the CEO/Network Chiefs when evaluating principals.

Summary of Key Aspects of the Evaluation Form

1. The LSC Principal Evaluation Form and the CEO's Principal Evaluation are aligned. The principal's performance will be rated based on the same professional practice competencies, student growth measures and rating level legend by both the CEO/Network Chiefs and the LSC.
2. Online Tool – The LSC Principal Evaluation Form will be completed using the Principal Evaluation Online Tool (PEOT). This online tool will facilitate better communication between the LSC, the principal and the Office of LSC Relations. The tool will also support LSCs by (a) allowing the LSC to compile and save evaluation information throughout the year and come back to it when convenient or needed, (b) providing timelines and reminders for completing the annual principal evaluation, and (c) providing easy access to their prior evaluations for use in determining a cumulative rating as a principal's contract is ending.
3. Principal Professional Practice Competencies - The LSC Principal Evaluation form evaluates the principal based on 5 Competencies and 28 key behaviors. Student Growth and Other Measures -The evaluation form ensures that academic growth indicators and other student outcomes are important components of the LSC's annual evaluation of the principal. The two-phase timeline for completing the evaluation ensures that LSCs will have student growth and other data to assess in combination with the principal professional practice portion of the evaluation for the same time period. Further, the student growth measures and criteria used by LSCs will align with the same measures used by the CEO/Network Chiefs in their principal evaluation and by the Board to evaluate school progress under School Quality Rating Policy (SQRP).
4. The Two-Phase Timeline – Principals will receive a final evaluation rating that includes student growth and other performance data that come from the same school year as their principal practice review. In order for this to occur, the evaluation form will be completed in two phases. Each spring, the LSC will finalize the principal's professional practice portion of the evaluation and enter it into PEOT by May 1st. If changes in the evaluation are made after the feedback session, those changes will be voted on in open session and will be entered into PEOT by May 30th. Each Fall, the LSC will finish their evaluation after receiving the student growth and performance data for the performance period under review. At that time, the LSC will combine both components of the evaluation along with any additional indicators, and vote in an open session to approve a final evaluation rating to the principal by November 1st. If a feedback session results in changes to the evaluation those changes will be approved in open session and the final rating will be entered into PEOT by November 30th.

Overview of the LSC Principal Evaluation Process

Step 1: During the Summer and Fall the LSCs will 1) identify a member who will be responsible for entering information into PEOT 2) review the 5 Competencies and 28 Key Behaviors so all LSC members understand the criteria for evaluating the principal's professional practice and 3) identify, if desired, additional indicators that will be included in the principal's evaluation. By mutual agreement (agreement between the LSC and the principal), the LSC establishes additional indicators and records them by November 1st

Step 2: Throughout the school year, the LSC meets with the principal to discuss the evaluation, collects evidence of the principal's professional practice based on reports delivered by the principal at LSC meetings and observations at school and school events.

Step 3: At the end of the school year (by May 1st), the LSC rates the principal on the applicable 28 Key Behaviors on the LSC Principal Evaluation Form to establish a professional practice rating. An optional feedback session may occur during the month of May. If, on the basis of the Feedback Session, there is a revision in the Final Principal Professional Practice Scores and Ratings, these are recorded in PEOT by May 30th. The LSC must vote in an open session on the evaluation scores and ratings before the information is entered into the PEOT.

Step 4: Over the summer, the CPS Department of School Quality Measurement tabulates the Student Growth and Other Measures data based on the performance/testing results from the school's assessments and other measures and creates a report of this data for the LSC. LSCs will be notified when this report is available in PEOT to view in the Fall. Note, that for LSC convenience, PEOT will automatically score the school's data for each measurement based on the school's performance as well as tabulate the combined score of all Student Growth and Other Measures.

Step 5: After the Student Growth and Other Measures data and reports are released, LSCs will review this data and the automated scoring in order to complete their annual evaluation of the principal. The LSC should consider both the Student Growth data and results together with their already completed Professional Practice rating plus any additional indicators. The LSC will then arrive at a decision on the Final Summative Principal Evaluation Rating, enter it into PEOT and share it with the principal by November 1st. The LSC may conduct an optional Feedback Session once a rating is generated. The LSC may vote to revise their rating on the basis of the Feedback Session. If the rating is revised, it must be voted on in an open session and if approved, entered into PEOT by November 30th. The final evaluation must be approved by a majority of the serving members of the LSC.

Timeline for LSC Principal Evaluation

October – November	<p><u>Completed the final evaluation including the Student Growth and Other measures for the Prior Year</u></p> <ul style="list-style-type: none"> LSC reviews the Student Growth and Other measures and votes in open session on the final evaluation to complete the evaluation from the prior school year. Results entered into PEOT by November 1st Hold optional Feedback session and revise evaluation if needed. Vote on any revisions in open session and enter changes by November 30th.
October - March	<p><u>Define Performance Expectations</u></p> <ul style="list-style-type: none"> Local School Council (LSC) and principal review and discuss evaluation, including Professional Practice results from previous year. By mutual agreement, LSC establishes additional indicators (optional) and records them by November 1st. <p><u>Monitor Professional Practice for the Current Year</u></p> <ul style="list-style-type: none"> LSC collects evidence of Professional Practice based on reports delivered at monthly meetings and observations at school and school events.
April	<p><u>Determine Preliminary Professional Practice Scores</u></p> <ul style="list-style-type: none"> LSC members meet in closed session to discuss preliminary ratings for Key Behaviors. LSC scores the principal's performance on each Key Behavior for each competency (A–E). This occurs before the open session vote. The LSC votes in open session to approve the evaluation which must be given to the principal by May 1st.
May	<p><u>Conduct Feedback Session</u></p> <ul style="list-style-type: none"> LSC shares preliminary ratings with the Principal in PEOT at least 48 hours before feedback session. LSC and principal meet for feedback session on Professional Practice in a closed session. The LSC may modify Key Behavior Scores and/or Competency Scores following this conversation. The feedback session must take place by the end of May. <p><u>Finalize Professional Practice Scores</u></p> <ul style="list-style-type: none"> LSC votes to approve final competency scores for Professional Practice in an open session only if the LSC has changed the approved earlier Principal Professional Practice Scores and Ratings. LSC chairperson or designee enters final competency scores into PEOT by May 30th. LSC shares final Professional Practice scores with principal and network chief by May 30th.
October	<p><u>Add Student Growth and Other Measures Scores Determine Final Evaluation Score</u></p> <ul style="list-style-type: none"> Department of Student Growth and Other Measurement sends Student Growth Report to LSC (see Appendix F). LSC chairperson (or designee) inputs Student Growth data into PEOT (see Appendix G). LSC meets in closed session to decide the Final Summative Principal Evaluation Rating by combining the Principal Professional Practice Score (completed in the Spring) together with the Student Growth and Other Measures Score and the principal's performance on any additional indicators. The LSC votes in open session on the final evaluation. LSC chairperson or designee enters the Final Summative Principal Evaluation Rating and any comments into PEOT by November 1st LSC chairperson shares final evaluation rating with Principal by November 1st. If the rating is revised based on a Feedback Session, the final evaluation is voted on in an open session and entered into PEOT and submitted to the Principal and CEO by November 30th.

Process for Evaluating Professional Practice

The LSC will annually evaluate the principal's professional practice by assessing the same five competencies that the Network Chief uses to evaluate the principal. The principal's score in this area totals 50% of the principal's overall evaluation rating. This table lists the five professional practice competencies you will evaluate along with the corresponding weight they are given in the Professional Practices Evaluation Score.

Competency	Weighted Percentage of Overall Evaluation Score
Competency A: Continuous Improvement and School Vision	25%
Competency B: Powerful Learning Systems	25%
Competency C: College & Career Readiness	20%
Competency D: Family & Community Engagement	20%
Competency E: Self-Disciplined Thinking	10%

The LSC will complete the following steps to evaluate the principal's professional practice:

- 1. Collect Evidence** - Local School Council members will collect evidence of a principal's professional practice based on interactions at meetings and observations of the principal's work in the school and in the community. A principal delivers reports at each LSC meeting. These reports are a crucial opportunity for LSC members to understand the principal's practice and to ask questions to obtain additional information. LSCs should consider the five competencies when planning the monthly agenda. There is more information on collecting evidence in Appendix G.
- 2. Decide Rating** - The LSC shall rate the principal on each competency based on a principal's performance on the 28 Key Behaviors identified in the evaluation form (Appendix A). Note: Only 26 Key Behaviors are rated for elementary schools and 27 Key Behaviors are rated for high schools. The LSC is charged with evaluating the principal's fulfillment of each Key Behavior throughout the school year and assigning a score. The scores given to each of the Key Behaviors within a Competency are totaled for a combined score in each Competency.

Benefits of Using Behavior-Based Rating Scales Include:

- Provides a way to measure performance based on behavior.
- Anchors performance in concrete behaviors.
- Provides a way to discuss performance in a more objective way.
- Enables the LSCs to calculate more precise ratings because they are evidenced based

Building an Effective Principal Evaluation Team

For either the annual evaluation or cumulative evaluation, there are several different ways that your LSC can organize an effective principal evaluation team. Your preferred method will depend on the dynamics of your group and how you best reach consensus. It is important to decide on an evaluation method at the beginning of the school year because it will determine who will gather information throughout the year to support the evaluation decisions. Individual members gather information and rate all the key behaviors and competencies, and the individual ratings are compiled

- ✓ A subcommittee of the LSC gathers information, rates all the key behaviors and competencies and then bring the ratings back to the entire LSC for discussion.
- ✓ Subgroups of the LSC are assigned to competencies with which particular members are most familiar. These subgroups gather information about their assigned competencies, rate them, and bring them back to the entire LSC for discussion.
- ✓ Decide whether the LSC Chairperson or designee is responsible for entering ratings in PEOT.

Suggested Ground Rules for Principal Evaluation Meeting

To make principal evaluation meetings as productive and efficient as possible, your LSC can agree to a set of ground rules for proceeding effectively. For example:

- Choose a neutral moderator (who need not be the LSC chairperson) to help the group arrive at consensus ratings on the competencies.
- Arrive and start meetings on time.
- Raise your hand to be recognized when you wish to speak.
- Ask questions with respect. Speak one at a time, and listen when someone else is talking.
- Agree to work through disagreements and stay with the evaluation process from beginning to end.
- Stay focused on the principal's professional development as it impacts overall school achievement.
- Encourage participation by all. Encourage others who have not yet spoken to voice their opinions before those who have already spoken speak again.
- Be brief, avoid repetition.
- Respect each other and each other's points of view and time.
- Use an LCD projector (if available) to project PEOT and/or print out the LSC Principal Evaluation form in Appendix A for members to reference.

Organizing the Evaluation Process

- LSC meets in open session to decide on evaluation method (e.g. gathering information and completing the evaluation form as a council, as a subcommittee or an individual), decides whether to include non-LSC members in the Principal Evaluation Team (who will be limited to gathering the information and data the LSC will use in the evaluation process), and set ground rules for conducting the evaluation process (including a calendar).
- Principal provides monthly updates on activities related to the five competencies as part of the regular principal's report. The principal and LSC discuss the principal's progress.
- LSC monitors the principal's progress in the competency areas and gathers information to clarify the evaluation ratings.
- A member of the LSC principal evaluation team prints copies of the LSC principal evaluation form to refer to regularly at meetings.
- Contact your LSC Relations Facilitator to learn best LSC Principal Evaluation practices or to address questions.

How to Plan the Evaluation Process—Monitor Progress

What are the Different Evaluation Methods?

As already discussed, the LSC should create its Principal Evaluation Team in the way that it believes will be most effective, based on an analysis of how the LSC has worked together most effectively in the past.

What is the Calendar of Principal Evaluation Activities?

The LSC should agree on a specific calendar for carrying out the principal evaluation during the school year.

How Should the Principal Provide a Monthly Update?

It is recommended that the principal provide the LSC with written monthly updates to help keep the LSC informed about his or her performance throughout the year. This does not need to be an elaborate report, instead a simple listing of activities, under the corresponding competencies will work well. This can be a regular part of the principal's report. These lists will save time for the principal because the LSC should not have as many questions to ask during the information-gathering portion of the process.

Since many of the competencies involve how well the principal handles various types of problems involving relationships among people in the school community (in addition to tasks completed), LSC members should ask questions for clarification.

How Does the LSC go about Gathering Information to Rate the Competencies?

Make sure to review the steps listed below to ensure that you gather the necessary information to support your evaluation decisions. Leave plenty of time to gather information. A list of potential support materials appears in (Appendix G).

1. Decide what information is needed.
2. Determine who are the best people to gather the information. Members of the LSC will know different people who will be able to help in the process.
3. Determine the sources for the information. Evidence of principal achievement in the Competencies can also be found through:
 - Regular interactions with the principal, teachers and other staff, administrators, students, parents, and community members.
 - Documents available at the school or Network Office. Principals are obligated to make documents available to the LSC. If the LSC has difficulty getting documents, contact the Network or the Office of Local School Council Relations at 773-553-1400.
 - Data available about your school on the Chicago Public Schools Accountability website <https://cps.edu/performance>
 - Interview(s) with the principal
 - School and classroom visits arranged in cooperation with the principal.
4. Optional satisfaction surveys developed by the LSC and approved by the CPS Law Department (call 773-553-1700) may be used. Set a deadline for gathering the information. This will help ensure that the LSC stays on task and on time.
5. Organize and review the information.
6. Arrange a meeting with the principal to discuss any additional questions that the LSC was unable to answer and give the principal a chance to provide feedback on the information: (sometimes the principal is the best source of information, but it is always good to get other perspectives). Plan carefully for this meeting.

One of the best ways to gather information from the principal is to ask behavioral questions. If there are key behaviors under a specific competency that the LSC is having a difficult time rating, ask the principal for specific examples of how his actions demonstrate this behavior on the job. It is most effective to ask about real examples (omitting names or details that compromise confidentiality):

- Tell me about a time when you effectively...
- What was your role?
- What were the difficulties you faced and how did you overcome them?
- What did you learn from the experience?
- Where did you apply that learning?

Although these questions may sound like an interview, remember that the focus is on specific examples and stories that show how the principal has demonstrated skill related to a key behavior or competency. Use all the information gathered to complete the evaluation form.

How does the LSC Approach Rating the Competencies?

LSCs may go about the competency rating process in several different ways. Below is a list of suggested methods to complete the evaluation process:

- A subcommittee of the LSC gathers information, rates all the competencies and then brings the ratings back to the entire LSC for discussion.
- Subgroups of the LSC are assigned to competencies with which particular members are most familiar. These subgroups gather information about their assigned competencies, rate them, and bring them back to the entire LSC for discussion.
- Each LSC member rates all key behaviors and competencies independently and then brings the ratings back to the entire LSC. In a closed session, each member should share the evidence with other members. The LSC reviews the individual ratings as a group to reach consensus on one set of ratings. The LSC should avoid simply averaging the ratings together because averaging will result in a less meaningful overall rating.
- The LSC as a group discusses each competency and reaches a consensus on a rating for each competency.
- The ratings need to be voted on during an open session. The LSC chairperson or designee enters the approved ratings in the Principal Evaluation Online Tool (PEOT).

Reaching consensus is important so that all members have a voice in the rating process. Reaching consensus on competency ratings at this point in the process also helps LSCs to easily achieve the majority vote it needs to approve the evaluation at the end of the process.

- Use the key behaviors to help determine the rating on the competency.
- Make sure the rating can be supported with specific examples that describe the competency.
- Avoid rating the competency too high or too low just because the person being rated is a nice person or a difficult person. Remember, everyone has areas that can be improved and your responsibility is to improve the school's effectiveness for students.
- When rating the key behaviors, notice if there are certain categories that are rated much lower than the other(s).

How to Determine a Final Combined Professional Practice Score and Rating

1. The LSC will discuss and determine scores for each of the 28 Key Behaviors. The LSC will assign a numerical value to each Key Behavior using a 1-4 scale where 1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree (See Appendix B). Note that any discussions related to evaluating the principal's performance should occur in a closed session meeting in accordance with the Open Meetings Act.
2. Once consensus is reached and a vote is taken in an open session, the LSC chairperson or designee will enter the scores for each Key Behavior in PEOT and post them by May 1st. If changes to ratings occur after an optional feedback session, post the revised ratings by May 30th.
3. PEOT will automatically tabulate the combined score and performance level for each competency by adding together the scores entered for each Key Behavior and dividing by the total number of Key Behaviors listed for that Competency (See Appendix B).
4. PEOT will also automatically apply the weights enumerated for each competency to calculate the final overall Professional Practice score and rating (See Appendix B).

Ratings are based on the following range of scores. Rating designations are applied to each competency as	Performance Rating
3.5–4	Excellent
2.5–3.4	Proficient
1.5–2.4	Developing
1-1.4	Unsatisfactory

Working Toward Consensus

You can expect that there will be conflicts resulting from differences of opinion and points of view. Do not quit or back down when things get difficult. Stay in there and work out the disagreements. The evaluation will be much better as a result. To help resolve differences of opinions and points-of-view, remember that all assessments need to be based on observation of principal behavior. The key behaviors are an important reference point.

If the discussion of the competencies get time consuming and tense, keep these points in mind:

- Evaluation should be fair and based on behavior demonstrated by the principal, not on opinions.
- Valuable feedback is constructive and very important for the principal to improve the school and his/her skills.
- Try to keep the discussion on track.
- It is important for the LSC to reach consensus on ratings for each of the five competencies.

After the evaluation is approved by the LSC, a copy of the evaluation must be provided to the principal by May 1st. The principal can then complete a self-evaluation. The LSC can, but is not required to, revise the evaluation based on an optional feedback session. An important way to ensure the evaluation is fair is to conduct a feedback session with principal. The feedback session affords the principal an opportunity to respond to the evaluation and request revisions in the ratings. Thereafter, either the LSC or principal may request a feedback session, particularly if there are differences between the LSC's evaluation and the principal's self-evaluation.

After, 1) the LSC reaches consensus on evaluation ratings and completes the evaluation form and 2) the principal completes his/her self-evaluation, they should exchange their evaluations in preparation for the feedback session. The exchange should happen in advance of the feedback session to allow both the principal and LSC time to review and plan. Comparing the two evaluations provides information for discussion points during the feedback session.

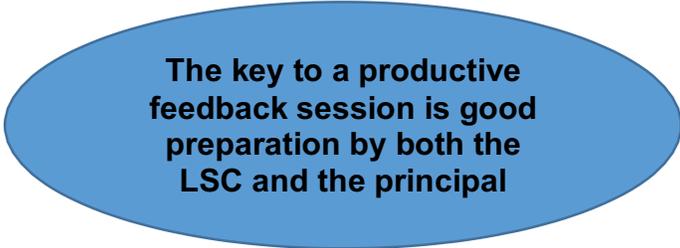
If the LSC revises the evaluation, it must vote to approve the revision in an open session.

Feedback Session

Prepare for the Feedback Session

The purpose of the feedback session is to discuss the principal professional practice score/rating and to define expectations for the following school year. After the feedback session, the LSC will finalize and submit the final principal professional practice score and rating in PEOT.

During each step of the feedback process, it is important to keep in mind the principles of constructive feedback.



The key to a productive feedback session is good preparation by both the LSC and the principal

For LSC Members

The LSC shares the ratings with the Principal in the Principal Evaluation Online Tool (PEOT) at least 48 hours before the feedback session. The LSC should meet before the feedback session to decide which members would like to discuss the ratings with the principal. Having a copy of the principal's self-evaluation and comparing it with the LSC evaluation may provide additional information that will be valuable to the LSC. Pay special attention to:

- Competencies rated very differently by the principal and the LSC
- Any competency rated significantly lower than other competencies
- Factors that the LSC feels were not covered in the evaluation

The LSC should come to the feedback session prepared to:

- Explain their ratings and give examples, in case the principal has questions.
- Give constructive, helpful feedback to the principal on his/her overall performance this year. For instance, what did they think the principal did especially well? What areas need improvement next year?

Preparing examples for any competencies that are rated differently by the principal and LSC in advance of the meeting will make the conversation easier.

In addition to comparing the evaluations, the LSC should decide on 3 to 5 most important points to discuss with the principal regarding the evaluation. This will help focus the discussion and prevent it from becoming emotional or heated. It is also helpful to designate one or two people who will provide the feedback to the principal during the meeting. The LSC should also come to the feedback session prepared to discuss priority goals that they would like to see the principal focus on during the next school year.

For the Principal

The principal should print a copy of the LSC evaluation of the Preliminary Principal Professional Practice Score/Rating from the PEOT and use the points listed in the previous section to compare the two evaluations in preparation for the feedback session. In addition, the principal should bring questions about any of the LSC's ratings and copies of progress reports and any other materials that might be helpful in the discussion. The principal should also come to the feedback session with some suggested priority goals of his or her own for the next school year.

Reminder The Feedback Session

- ✓ **It is a closed LSC meeting between the principal and LSC members only, unless the principal and LSC agree to include non-LSC members.**

If agreed to, it must occur within 30 days of the LSC submitting its preliminary principal professional practice score and/or the final summative score to the principal.

Conduct the Feedback Session

Principal and LSC meet in closed session to discuss the evaluation within 30 days of exchanging evaluation forms.

While the LSC'S evaluation is the definitive one, the principal may provide additional information that is valuable to the LSC during the feedback session. The LSC and principal should discuss the format they would like to use for the discussion, but outlined below are some recommended guidelines.

Three Key Steps of the Feedback Session

- The LSC and principal discuss each of the competency ratings that contained a discrepancy between the two evaluations. Both the LSC and principal should be prepared to give examples to support their ratings.
- The LSC presents the three to five important points that it has prepared.
- The Principal responds.

Guidelines for Giving and Receiving Constructive Feedback

If completed, the feedback session can be the most beneficial and most challenging part of the evaluation process. Done well, it facilitates communication, learning, and improvement. Done poorly, it can create misunderstanding and resentment.

For LSC Members

Here are some guidelines for giving constructive feedback:

- **Be well prepared** before the feedback session. Be sure that you have behavioral examples to support any low ratings you may have. Review the principal's self-evaluation and identify areas where your ratings are far apart. Be prepared to discuss those points.
- **Start with positives.** Talk about what has worked well during the year and the principal's strengths. Focus on behavior, not attitude or feelings.
- When discussing weak areas or areas for improvement, again, **focus on behavior, not attitude or feelings.** Identify the behavior and the effect or consequences of that behavior on the school. Stay as objective as possible. How would strengthening a behavior help the school? Provide suggestions for improvement, such as professional development training for school leaders or finding a mentor.
- Practice giving feedback to your LSC before your meeting with the principal, and give each other feedback. **Give the principal the opportunity to respond.**
- Avoid: blame, anger, and judgments of the person. Be objective about strengthening the behavior.
- Follow the golden rule, provide feedback to others as you would have them provide feedback to you!

For Principals

Receiving feedback will make a big difference in how the feedback session goes. It is challenging to stay objective and not get defensive, particularly when weaknesses or development areas are being pointed out. Here are some guidelines for receiving constructive feedback:

Listen to the feedback and reflect back what you have heard. This lets the LSC know you have heard what they have to say.

Acknowledge what was true about the feedback. Even if you disagree with the LSC rating on a particular competency, there is always some degree of truth in the feedback.

If you disagree with a rating or with some piece of feedback, state your own point-of-view and briefly share information that the LSC may not have had to clarify your point of view. Focus most of your comments on your own behavior during the school year.

Create a partnership with your LSC in developing improvement plans for the upcoming year. The best way to create a positive end of year feedback session is by having a strong partnership throughout the year.

Reminder

Set a date to approve the final evaluation. The LSC must take a public vote to approve the final evaluation before it can enter the final rating in the PEOT and share it with the principal and the CEO's designee by November 30th.

When these steps are completed, the LSC will share the completed form with the principal and the CEO's designee by November 30th using the PEOT.

Some Guiding Principles for Good Evaluation

- A good evaluation is fair.
- A good evaluation supports the principal's performance. It determines areas for improvement and provides the LSC with a forum to provide valuable feedback. This feedback helps the principal focus and plan for improvement.
- A good evaluation improves communication between the principal and LSC. This evaluation process provides an opportunity for sharing information and discussing principal responsibilities in a clear and well-defined way.
- A good evaluation is objective. Do not base your evaluation on personal characteristics of the principal or any special treatment you receive.
- A good evaluation is a year-round activity that regularly assesses the principal's progress, not a sudden "gotcha" or letter of praise.

Evaluation is not

- based only on test scores.
- based on isolated incidents.
- based on personality conflicts.
- focused entirely on the negative.

Evaluation Requires the Principal's On-going Collaboration

Because evaluation is a year-round activity, it requires the on-going cooperation of your principal to make regular progress reports and to supply data and other information to the LSC. Your principal should provide monthly updates on progress concerning the five principal evaluation competencies.

In addition to state law, key provisions of Section II of the "Uniform Principal's Performance Contract reinforce your principal's obligation to collaborate with the LSC in providing information to the LSC in a timely fashion with respect to CIWP development, (ii-c), expenditure plan development (ii-f), and internal audits (ii-h).

Further, your principal should provide monthly updates on progress with respect to the five competencies that are the current focus of LSC's annual and end-of-contract principal evaluation, the key priorities of the School Continuous Improvement Work Plan and the status of the budget.

The principal shall perform faithfully his or her duties and obligations as a member of the Local School Council at the Attendance Center.

- The principal shall endeavor to establish clear lines of communication regarding school goals, accomplishment, practices, and policies with the Local School Council, parents, and teachers and unless prohibited by law or Rule of the Board of Education, shall provide to the Local School Council information necessary for the Local School Council to perform the duties under the Illinois School Code.

Evaluation Starts Early and Sticks to a Calendar

Evaluation cannot be a last-minute process. Start early. Set a calendar and stick to it.

Evaluation Follows a set of Ground Rules

Sample ground rules were highlighted earlier in this chapter.

Evaluation is Aided by High Quality Training and Assistance

The training you complete as a new LSC member should be supplemented by further high quality training and assistance when you are actually carrying out the principal's annual or end-of-contract evaluation.

Evaluation is Facilitated by Filling all LSC Vacancies

An LSC with no vacancies can provide a broader range of perspectives and more human resources to carry out LSC evaluation responsibilities. Further, an LSC with vacancies runs the risk of not having a sufficient number of members present to take crucial votes as the evaluation proceeds.

Completing an Effective End of Contract Cumulative Principal Evaluation

The LSC must complete and approve the end-of-contract cumulative evaluation before the LSC makes a renewal decision. This evaluation must focus on the same criteria that are spelled out in the Illinois School Code for both the annual and cumulative principal evaluation.

While many principles and practices for conducting an effective annual principal evaluation also apply to the end-of-contract cumulative principal evaluation, there are some important differences that distinguish the end-of-contract evaluation:

- The end-of-contract cumulative evaluation covers the roughly three-and-a-half years between the time the principal began his or her present contract and time of the evaluation.
- The end-of-contract evaluation must be completed before the LSC makes a decision about whether or not to renew the principal's contract. The decision to renew or not renew the current principal's contract must be made in time to notify the current principal in writing by February 1, for principals whose contracts expire on June 30. For contracts with other expiration dates, the principal must be notified about the renewal/nonrenewal decision in writing 150 days before the end of his or her contract.
- The LSC must complete and approve the end-of-contract cumulative evaluation; and the evaluation process may take several months. Further, if the principal's contract is not renewed, this decision may be subject to challenge through arbitration. One of the key justifications that an LSC can offer to support a non-renewal decision is a thorough end-of-contract principal evaluation.

Below, are recommendations for conducting a high-quality, end-of-contract cumulative evaluation. Steps required by law, CPS policy, or the Uniform Principal's Performance Contract contain a "must". These recommendations and requirements are presented in the format of a suggested calendar for LSC action. (This calendar assumes that the principal's contract expires on June 30th. If a principal's contract expires on another date, you can develop a calendar for LSC action based on the fact that the principal must be notified in writing on whether a new contract will be offered or not 150 days before the end of his or her contract).

Because of many important similarities between a thorough end-of-contract evaluation and a thorough annual evaluation, we often refer the reader back to relevant steps in the description of an effective annual evaluation process, in explaining how to carry out the end-of-contract evaluation.

The calendar of events listed below is based on contracts ending June 30th. In parenthesis are the month(s) of the last year of the contract if the contract does not end June 30th.

September-October (third to fourth month)

- LSC reviews the principal evaluation criteria and evaluation form for the end-of contract cumulative evaluation, reviews addenda that the LSC added to the principal's contract, and discusses this information with the principal. Refer to Step 1 of the annual evaluation process for more details. The LSC should request the following information from the principal:
 - ✓ The School Continuous Improvement Work Plan and school budget for the last three years.
 - ✓ The Network Chief evaluation report (if available) for each year.
 - ✓ The LSC's evaluations for the last three years.
 - ✓ Documentation of at least twenty (20) hours per year of professional development in accordance with his or her administrator's recertification plan, which may include but is not limited to attendance at education workshops, university conferences or other professional seminars and LSC training.

- LSC decides how they will structure their principal evaluation. Although the LSC may choose to carry out their evaluation in several ways (non-LSC members may assist in developing and disseminating the evaluation. However, they should neither review the responses, nor participate in substantive debate or discussions regarding the principal's performance or evaluation.)

- LSC endorses a code of conduct for the process (including confidentiality, non-discrimination, and compliance with the Open Meetings Act).

- LSC develops and begins to carry out a calendar of activities for completing the evaluation, which includes a strategy for gathering several different types of information for completing the evaluation from various stakeholders in the school.
- LSC members participate in training to learn more about how to carry out an effective end-of-contract evaluation. The LSC may also receive on-going assistance throughout the entire process.
- LSC fills any vacancies, so that they are not hindered in taking action while completing the evaluation.

November (fifth month)

- LSC completes the data-gathering process to prepare the principal's end-of-contract cumulative evaluation.

December (sixth month)

- LSC must complete the required ratings in the Principal Performance Evaluation form, with respect to the principal's performance during the contract to date (in closed session).
- LSC must vote to approve the evaluation in open session.
- LSC must deliver a copy of the evaluation to the principal.

January (seventh month)

- LSC must vote in open session on a motion to offer the current principal a new four-year contract. If the motion to offer a new four-year contract fails, the LSC may vote to begin principal selection. Note, these items must be on the agenda for a vote to take place on them.
- The LSC shall, if requested by the principal, provide reasons for its decision not to renew in writing. This statement of reasons will be important if the principal requests arbitration. These reasons must be provided at least 128 days before the expiration of the contract.
- February 1st is the deadline for the LSC to deliver notification in writing regarding the renewal or non-renewal of his or her contract for contracts that expire on June 30th (or the deadline is 150 days before the contract expires, if the contract has another expiration date)

Appendix A: LSC Principal Evaluation Form

LSC Evaluation of the Principal

Principal Name: _____

School Name: _____

Rating Period: _____

Principal Professional Practice

Enter a number for each of the Key Behaviors below using the following scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

Competency A: Champions Teacher and Staff Excellence Through a Focus on Continuous Improvement to Develop and Achieve the Vision of High Expectations for All Students

Key Behavior	Score (1-4)
<i>Standard A1: Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan (CIWP) and school-wide student achievement data results to improve student achievement</i>	
1	Identifies a diverse CIWP team (6-15 members including parents, teachers, school staff, and community leaders including LSC or PAC members) and involves them in the CIWP planning process
2	Provides timely updates on progress toward CIWP benchmarks to LSC

<i>Standard A2: Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate success</i>		
3	Delegates responsibility and empowers teams in the work of the school; and clearly communicates expectations and timelines (examples of teams can include ILT, Grade-Level Teams, Professional Problems Committee, etc.)	
<i>Standard A3: Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the CIWP targets</i>		
4	Maximizes existing school and district resources in order to support the achievement of CIWP priorities	
5	Provides LSC with budget and internal accounts reports on a regular basis	
<i>Standard A4: Creates a safe and orderly environment</i>		
6	Creates a safe and orderly environment (e.g., train staff on School Safety Plan, ensure orderly and timely start to school day, ensure orderly transitions between classes or during dismissal)	

After you have assessed each Key Behavior, add the points and divide the total by 6 to get the Competency Score.

Competency A Score: Rounded to the nearest tenth (Between 1.0 and 4.0) _____

Competency B: Creates Powerful Professional Learning Systems to Guarantee Learning for All Students

Key Behavior		Score (1-4)
<p><i>Standard B1: Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards-based curriculum relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom</i></p>		
1	Ensures curricular plans are driven by Common Core State Standards (CCSS) and implemented consistently	
2	Coordinates curriculum planning between educators within and across grade levels, including educators serving English language learners and students with disabilities to ensure alignment and consistency	
3	Ensures that English language learners and students with disabilities have access to quality instruction delivered by qualified teachers and are having learning needs met	
4	Provides professional development, instructional coaching, and other resources to support teachers implementing curriculum aligned to Common Core State Standards	
<p><i>Standard B2: Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely written feedback on instruction, preparation, and classroom environment as a part of REACH Students</i></p>		
5	Regularly observes teaching practice and provides timely and constructive feedback about instruction, preparation, and classroom environment grounded in <i>CPS Framework for Teaching</i>	

After you have assessed each Key Behavior, add the points and divide the total by 5 to get the Competency Score.

Competency B Score: Rounded to the nearest tenth (Between 1.0 and 4.0) _____

Competency C: Builds a Culture Focused on College and Career Readiness

Key Behavior		Score (1-4)
<i>Standard C1: Leads a school culture and environment that successfully develops the full range of students' learning capacities, creative, social-emotional, behavioral, and physical</i>		
1	Exposes all students to college and career experiences that are linked to students' aspirations (e.g., college visits, job shadowing, internships, Career Day, etc.)	
2	Works with staff to define and implement a process requiring students to create both short and long term academic and social-emotional goals (e.g., student portfolios, progress tracking, goal sheets, surveys, etc.)	
3	Reviews and monitors Student Code of Conduct to ensure a supportive discipline model, emphasizing corrective and restorative responses before moving to out-of-school suspensions (as appropriate)	
4	Ensures all students have equitable access to rigorous and enriching curriculum beyond basic literacy and numeracy (e.g., science, arts, etc)	
5	For High School Principals Only: Enables students to earn Early College and Career Credentials (e.g., Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment, and/or Career and Technical Certification)	
6	For High School Principals Only: Provides support for college enrollment and attendance (e.g., FAFSA completion, college match counseling, college applications, and counseling in the summer following graduation)	

After you have assessed each Key Behavior, add the points and divide the total by 4 (ES) or 6 (HS or K-12) to get the Competency Score.

Competency C Score: Rounded to the nearest tenth (Between 1.0 and 4.0) _____

Competency D: Empowers and Motivates Families and the Community to Become Engaged

Key Behavior		Score (1-4)
<i>Standard D1: Proactively engages families and communities in supporting their child's learning and the school's learning goals</i>		
1	Engages families in supporting their child's learning and the CIWP priorities (e.g., State of the School Address, PTA, PTO, PAC, BAC, parent-teacher conferences, etc.)	
2	Fosters home-school connections, with communications and events focused on student progress toward academic and social-emotional expectations (e.g., principal newsletter, open house, report card pick-up, literacy night, Career Day, teacher-parent phone calls, etc.)	
3	Responds to concerns of families in a professional and timely manner, providing resources to address concerns	
4	Engages LSC, parents, and community members in school governance, problem-solving, and decision-making to ensure student success (e.g., dealing with issues of academic performance, discipline, attendance, etc.)	
5	For Elementary School Principals Only: Develops and implements a comprehensive plan for families and children to successfully transition to kindergarten	

After you have assessed each Key Behavior, add the points and divide the total by 4 (HS or ES with no Kindergarten) or 5 (ES) to get the Competency Score.

Competency D Score: Rounded to the nearest tenth (Between 1.0 and 4.0) _____

Competency E: Relentlessly Pursues Self-Disciplined Thinking and Action

Key Behavior		Score (1-4)
<i>Standard E1: Creates and supports a climate that values, accepts and understands diversity in culture and point of view</i>		
1	Builds collaboration, understanding, and respect between different stakeholder groups (students, staff, parents, LSC, community)(e.g., partnerships to access community resources)	
2	Effectively responds and resolves concerns and issues of students, staff, parents, LSC, and community members	
3	Uses ongoing written and oral communication to effectively communicate with different stakeholders about school curriculum, activities, student achievement, and safety	
4	Motivates and inspires staff to contribute to success of school	
5	Maintains honesty, integrity, and professionalism in carrying out leadership responsibilities	
6	Fosters a school environment that embraces diversity and cultural differences (e.g., Diversity Professional Development, Community Service, Unity Month, Black History Month, National Hispanic Heritage Month, Women's History Month, etc.)	

After you have assessed each Key Behavior, add the points and divide the total by 6 to get the Competency Score.

Competency E Score: Rounded to the nearest tenth (Between 1.0 and 4.0) _____

Principal Professional Practice Summary

Complete the table below by entering the Competency Scores from pages 1 and 2 into the Competency Score column. These Competency Scores are then multiplied by the Weights listed below to calculate a Weighted Score. The Weighted Scores are then added together to determine the Principal's Professional Practice Score. This section of the Principal Performance Evaluation must be completed and voted on by the LSC by June 30th.

Competency	Description	Competency Score	Weight (%)	Weighted Score
Competency A	Continuous Improvement and School Vision		0.25	
Competency B	Professional Learning Systems		0.25	
Competency C	College & Career Readiness		0.20	
Competency D	Family & Community Engagement		0.20	
Competency E	Self-Disciplined Thinking		0.10	
Preliminary Principal Professional Practice Score				
Preliminary Principal Professional Practice Rating Level (See Rating Key)				
Final Principal Professional Practice Score				
Final Principal Professional Practice Rating Level (See Rating Key)				

Date the LSC Voted to Approve the Principal Professional Practice Score and Rating Level: _____

LSC Chair Signature: _____

	Number of Votes
Yes Votes	
No Votes	
Abstained from Vote	

Comments

If the Final Principal Professional Practice Evaluation Rating is different from the Preliminary Principal Professional Practice Rating above, please provide an explanation below.

Principal Responses:

Student Growth and Other Measures

The Student Growth and Other Measures score is calculated by the CPS Office of Accountability based on the scoring found in the Board's School Quality Rating Policy (SQRP) for those SQRP metrics specified by the CEO. The same SQRP metrics and scoring used for the CEO's Principal Evaluation will be used for the LSC's Principal Evaluation. The SQRP metrics specified by the CEO and related scoring are itemized on the Student Growth and Other Measures report provided to LSCs by the CPS Office of Accountability in the Fall. Please enter the Score and Rating Level from the CPS Student Growth and Other Measures report below.

Indicator	Description	Score (1-4)
Student Growth and Other Measures	Score from SQRP metrics specified by the CEO and itemized in the Student Growth and Other Measures Report for LSCs	
Student Growth and Other Measures Rating Level (See Rating Key)		

Preliminary Summative Rating

Complete the table below by entering the Principal Professional Practice Score and the Student Growth and Other Measures Score into the column labeled Score. Then multiply each Score by .50 to determine a Weighted Score. These Weighted Scores are then added together to determine the Preliminary Summative Rating. If for any reason a SQRP report is not issued to a school for a particular school year, the final rating shall be determined based on the Principal Professional Practice Score only, which shall include any Additional Indicators. This Preliminary Summative rating is subject to final review and determination by the LSC. In the event the LSC awards a Final Summative Rating that is different from the Preliminary Summative Rating, the LSC shall include an explanation on page 5.

Component	Score	Weight	Weighted Score
Principal Practice		0.50	
Student Growth and Other Measures		0.50	
Preliminary Summative Rating Score			
Preliminary Summative Rating Level			

Additional Indicators (Optional)

The Additional Indicators section is optional. The LSC and principal may decide to include Additional Evaluation Indicators to the principal's annual performance evaluation. All Additional Indicators must be agreed upon by the LSC and principal and recorded by November 1st or such later date as specified by the CEO. If more than two Additional Indicators are specified, please attach additional pages. For each indicator included below, write a description of the indicator. Please use these indicators to inform the Final Summative Principal Evaluation Rating.

Indicator	Description
Indicator 1 (optional)	
Indicator 2 (optional)	

Rating Key

Rating	Min. Score	Max. Score
Excellent	3.5	4
Proficient	2.5	3.4
Developing	1.5	2.4
Unsatisfactory	1	1.4

Final Summative Principal Evaluation Rating

The LSC shall determine the Principal's Final Summative Evaluation Rating after considering all scores in the Preliminary Summative Rating section of this form along with the additional indicators and other factors deemed relevant. Please check the box below to record the Final Summative Rating issued to the Principal. If the Final Summative Rating is different from the Preliminary Summative Rating, the LSC shall indicate the reasons and rationale for the differences in the Comments section provided below.

	Rating	
Final Summative Principal Evaluation Rating	Excellent	
	Proficient	
	Developing	
	Unsatisfactory	

Date the LSC voted to approve the Final Summative Principal Evaluation Rating Level: _____

Number of Votes

Yes Votes	
No Votes	
Abstained from Vote	

Comments

LSC additional Principal Evaluation comments below.

If the Final Summative Principal Evaluation Rating is different from the Preliminary Summative Rating on page 3, please provide an explanation below as well.

Principal Responses:

Signatures

LSC Chair Name (print)

Date

Signature

Principal Name (print)

Date

Signature

Appendix B: Principal Evaluation Online Tool (PEOT)

The **example** below illustrates how the online tool will tabulate the LSC's individual scores.

Directions: The LSC will assign a numerical value to each Key Behavior using a 1-4 scale where 1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree.

Key Behavior		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	N/A
Standard E1: Creates and supports a climate that values, accepts and understands diversity in culture and point of view						
1	Builds collaboration, understanding, and respect between different stakeholder groups (e.g. students, staff, parents, LSC, and community) (e.g., partnerships to access community resources)			3		
2	Effectively responds and resolves concerns and issues of students, staff, parents, LSC, and community members		2			
3	Uses ongoing written and oral communication to effectively communicate with different stakeholders about school curriculum, activities, student achievement and safety			3		
4	Motivates and inspires staff to contribute to success of school		2			
5	Maintains honesty, integrity and professionalism in carrying out leadership responsibilities			3		
6	Fosters a school environment that embraces diversity and cultural differences (e.g., Diversity Professional Development, Community Service, Unity Month, Black History Month, National Hispanic Heritage Month, Women's History Month, etc.)		2			

This step will be completed by PEOT:

TOTAL POINTS	15
COMPETENCY SCORE	2.5

Appendix C: Sample Calculation for Combining Competency Scores into a Final Principal Professional Practice Rating

When calculating the final overall Principal Professional Practice Rating, each of the 5 competencies are assigned its own weight. Competency A and B carry the most weight.

Competencies		Weight
A	Champions teacher and staff excellence through a focus on continuous improvement to develop and achieve the vision of high expectations for all students	25%
B	Creates powerful professional learning systems that guarantee learning for all students	25%
C	Builds culture focused on college and career readiness for all students	20%
D	Empowers and motivates families and the community to become engaged	20%
E	Relentlessly pursues self-disciplined thinking and action	10%

In the example below, a performance level is identified for each competency based on the scores recorded for the Key Behaviors. The performance level is multiplied by the weight and then the weighted points are totaled to determine the overall Principal Professional Practice

Score. The Principal Professional Practice Score is then converted into a “Proficient” rating according to the Summative Rating Key on the next page.

Competency	Performance Level	Weight	Points
Competency A – Champions teacher and staff excellence through continuous improvement	3	25%	.75
Competency B – Creates powerful professional learning systems that guarantee learning for students	3	25%	.75
Competency C – Builds a culture focused on college and career readiness	3	20%	.60
Competency D – Empowers and motivates families and the community to become engaged	4	20%	.80
Competency E – Relentlessly pursues self-disciplined thinking and action	3	10%	.30
Principal Practice Total Points			3.2
Overall Principal Practice Rating			Proficient

Rating	Principal Practice Rating
3.50-4.0	Excellent
2.50-3.49	Proficient
1.50-2.49	Developing
1.0 – 1.49	Unsatisfactory

Appendix D: Process for Including Optional Additional Indicators

In some cases, LSCs may want to identify areas of focus for the principal that are not included in either the Professional Practice or Student Growth and Other Measures sections. **Additional Indicators** are appropriate when a LSC feels that there are goals unique to the school that are important for the principal to prioritize.

If additional indicators are developed, they must be mutually agreed upon (agreement between the LSC and the Principal) no later than November 1st or such later date as specified by the CEO. Please use these indicators to inform the Final Summative Principal Evaluation Rating.

Appendix E: Legal Requirements for Principal Evaluation

For the annual evaluation, the LSC must meet with the principal at least once as it gathers information for the evaluation, as required by the Uniform Principal's Performance Contract.

- The LSC's evaluation of the principal must be approved by an affirmative vote of the majority of the serving members of the LSC in an open session.
- The ratings and contents remain confidential unless the principal wishes to release them to the public.
- High school student LSC representatives may voice their opinions and participate in the evaluation process but not vote on the approval of the evaluation or be counted to achieve quorum at any meeting addressing principal evaluation.
- The LSC and its committees must comply with the requirements of the Open Meetings Act during the evaluation process.
- Within 30 days after the principal's receipt of the LSC's annual evaluation, the LSC and principal may meet to discuss the evaluation (in a feedback session).
- The LSC may, but is not required to, adjust the evaluation ratings on the basis of the feedback session.
- The LSC must send a copy of its final annual evaluation to the principal and the Network Chief.

When in the Principal Performance Evaluation Process are Closed (Executive) Sessions Appropriate?

As stated above, the LSC and its committees must comply with the requirements of the Open Meetings Act during the evaluation process. However, when the LSC or its committees are discussing confidential personnel information, the LSC should meet in a closed or "executive"

session of the LSC. Some examples of occasions when executive sessions are appropriate include:

- Evaluation committee meetings when a Principal Evaluation Committee is discussing evaluation ratings or the LSC is discussing or making decisions about the evaluation ratings.
- LSC meetings when members wish to discuss the content of the evaluation before voting to approve the ratings or to prepare for the feedback session; and the feedback session.
- Meetings to discuss confidential input from members of the school community.

Appendix F: Confidentiality Agreement and Code of Conduct for Principal Evaluation

There are some key specifics your Principal Evaluation Team must abide by when they are involved in the evaluation process, which are incorporated into the agreement below.

You may want to have each of the individuals who will be involved in your principal evaluation process sign this agreement, which incorporates these requirements. Your LSC Chairperson should collect the signed agreements during your first LSC meeting regarding principal evaluation. In addition, members should also monitor each other to ensure that all members are adhering to the following conditions.

- I agree that I will not make any evaluation decisions on the basis of a person's race, color, ethnicity, national origin, religion, age, sex, marital status, parental status, mental or physical disability (unrelated to job performance), finances, or sexual orientation. Furthermore, I will not ask any questions or make any comments during the evaluation that pertain to these topics.
- I agree to adhere to the requirements of the Open Meetings Act.
- I agree that I will conduct the principal evaluation process and make a retention decision based on the best interests of the school as determined by the standards stated in the Illinois School Code.
- Furthermore, I agree to keep all discussion, documentation, and information related to the principal evaluation process completely confidential.

Name: _____

Date: _____

Agreement based on materials developed by Designs for Change and PENCUL.

Appendix G: Principal Performance Evaluation Support Materials

This list of support materials is provided to assist LSCs as they look for evidence of work in the 5 competencies. This list contains examples and suggestions. It is not all inclusive. The exact types of supporting materials will vary from school to school. LSCs should consider both the quantity and quality of these materials and the activities and programs they reflect.

Competency A: Continuous Improvement and School Vision

Standard A1: Develops, implements, and monitors the outcomes of the CIWP

- List of CIWP team
- Team meeting sign-in sheets and/or minutes from meetings

Standard A2: Creates a continuous improvement cycle

- Minutes from grade-level team meetings
- Written vision and/or mission statement
- Principal's monthly reports to the LSC
- Sample of student data analysis with goals identified

Standard A3: Collaborates with staff on budget and to achieve CIWP targets

- List of CIWP meetings and attendance rosters
- List of budget meetings and attendance rosters

Standard A4: Creates a safe and orderly environment

- Safety and security plan is on file
- Facilities, safety and security reports

Competency B: Professional Learning Systems

Standard B1: Works with and engages staff in professional development

- Staff development agendas, attendance rosters and workshop evaluations
- List of completed staff development activities (conferences, workshops, etc)
- List of state-required and other in-services/conferences attended by the principal
- List of principal's professional memberships
- List of principal's mentoring activities

Standard B2: Teacher Evaluation

- Record of teacher goals
- Calendar of pre-conference, observations, and post-conference meetings
- Copies of teacher lesson plans

Competency C: College & Career Readiness

Standard C1: Develops the full range of students' learning capacities, creative, social-emotional, behavioral, and physical

- Technology plan
- List of innovative supplemental programs
- Lists of student clubs/ school activities and samples of minutes from meetings, as appropriate
- Lists and descriptions of student recognition or award programs
- Sample student learning contracts
- Discipline reports

Competency D: Family & Community Engagement

Standard D1: Engages families and communities in supporting students and school

- List of parent activities/volunteer opportunities/meetings and names of participants
- Parent surveys and corresponding summaries of responses
- Newsletters, bulletins or flyers sent to parents
- Number of parents who attended report card pick-up days
- Lists and descriptions of community partnerships
- List of community use of school
- Community surveys and corresponding summaries of responses
- Visitor sign-in book
- Copies of letters and flyers sent home with students
- Bulletins and emails to staff

Competency E: Self-Disciplined Thinking

Standard E1: Creates and supports an accepting and understanding educational community

- Professional learning activities to support diverse student needs
- Intra-school conversations for students to explore culture and diversity
- Partnerships with schools that may have different populations
- Building staff development plan
- Utilization of arts and culture as a tool for understanding and communicating with students and communities
- Professional learning conversations to develop staff capacity to initiate conversation about culture and diversity

Appendix H: The Cumulative Evaluation

A cumulative evaluation is conducted at the beginning of the fourth year of a principal's contract. The same evaluation form that is used for annual evaluations is used for the cumulative evaluation, except that the LSC takes into account the principal's performance during the previous three years, rather than just assessing one year's performance. In most cases, LSCs review the evaluation forms (if they are available) from the previous three years as the primary basis for the cumulative evaluation.

The rating scale is: "Excellent," "Proficient," "Developing," or "Unsatisfactory."

Please consult with your LSC Facilitator if you need assistance.

Local School Council Resource Guide

Part 6. Principal Selection

Office of Local School Council Relations

<https://cps.edu/lsc>

High Quality.

Rigorous Instruction

Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact

Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



Talented and Empowered Educators

Talented teachers and administrators are a catalyst for student learning.

Safety and Support

Safe and supportive schools create an environment for successful learning.

Financial Stability

A "student first" budget builds a stronger financial future.

Introduction

In 1988, the Illinois General Assembly passed the “Chicago School Reform Act” which delegates the school principal selection authority to the school community’s elected Local School Council. Therefore, Principal Selection is one of the most important responsibilities of a Local School Council (LSC).

Principals are key to the success of all schools. Their role is complex and must be carried out effectively to ensure student success. The District understands the critical role of the principal to ensure all students reach their highest potential. The role of the LSC in the selection process is vital to ensure there is a high quality principal in every District school. The Chicago Public School District appreciates the time and dedication of LSC members to select a quality candidate who is the best fit for the school as the “contract principal”.

The Office of LSC Relations, Department of Principal Quality and the Chiefs of Schools are key resources to assist LSCs in the selection process. This section provides information necessary for the selection process.

Contents

Guidelines for Principal Selection	p. 231
Steps to Select a Principal	p. 232
Legal Responsibilities and Definitions	p. 243

Resources

Forms and Information Sheets	p. 248
Tip Sheets—Practical Advice for the Process	p. 271

Each item in the Contents is linked to the page listed for that topic. Click on the title and you will get directly to that page.

GUIDELINES FOR PRINCIPAL SELECTION

This section outlines both the required and highly recommended steps in the principal selection process and is designed as a guide for the LSC. Each step of the process provides the Council with information that will offer a framework for selection.

Principal Selection Sequence

1. Organize the Selection Process
2. Prepare and Post Principal Position Advertisement
3. Review Resumes and Identify Candidates to Advance to Interviews
4. Conduct Candidate and Conduct Reference Checks
5. Hold Principal Candidate Forum
6. Select Finalists and Award Contract

LSC Responsibilities for Principal Selection

To select a new contract principal:

- Complete Principal Selection training with OLSCR..
- Work closely with the Chief of Schools to understand the current school and student performance, review the CIWP and identify the skills and qualifications needed of the best candidate to lead the school.
- Create a principal position advertisement to be posted on the CPS website, following approval from the Chief of Schools.
- Create the principal selection process timeline, including steps and activities including but not limited to review the submitted candidate materials, candidate interviews, candidate school site visits, candidate forum, and reference checks.
- Approve any desired contract addenda and obtain Law Department's approval.
- Achieve consensus of seven or more LSC members to vote in favor of the contract principal.

STEPS TO SELECT A PRINCIPAL

The LSC must select a new principal if:

- The current principal's contract is not renewed
- The current contract principal leaves the position based on retirement, resignation, transfer, or other reason
- The principal is on extended leave and has exhausted the Family Medical Leave Act job-protected timeframe

If the LSC does not begin or complete the process of selecting a new contract principal, the CEO will appoint an acting and/or interim principal for the school until the LSC selects a new contract principal. The LSC must award a contract within 90 days of the former contract Principal's departure and seven (7) votes are needed for approval.

Prerequisite: Training

Confirm that all members of the Local School Council have completed Training Module 6, Selection of a Principal, before beginning the process. That training is required to be completed within six (6) months of the first year of membership in the LSC. Go to <https://cps.edu/lsc> for information about that Training Module or contact the Office of Local School Council Relations at 773-553-1400.

The Sequence to Select a Principal

Step 1. Organize the Selection Process

The discussion of the process for principal selection must be conducted during an open session of the LSC meeting or LSC committee meeting (including approving the candidates who will be moving on in the process). The use of closed sessions in the principal selection process is available only for review and discussion of individual candidate's qualifications and interviews.

A. Define the Structure of the Selection Process:

- Create a timeline for completing the selection process.
- Choose a Principal Selection Committee of LSC members and possible non-LSC members.
- Develop the steps and activities of the Selection Process (including conduct interviews, phone screens, school visits, candidate forums, etc.)
- Identify LSC members roles in the selection process.
- Follow the Code of Conduct: The intent of the Code of Conduct Agreement is to ensure confidentiality and professionalism throughout the selection process. Each LSC committee member completes and signs the Code of Conduct Agreement (Form 1 in the Resources Section).

B. Selecting Participants for the Selection Committee

The LSC determines who will be on the selection committee. There are several options:

- All of the LSC members
- Subset of the LSC members
- Some LSC Members and non-LSC school community stakeholders (for example parents, community, school staff, etc.)
- Non-LSC Member Participants (Non-LSC members serve in an advisory capacity and provide recommendations to the LSC. Non-LSC members may vote on any Principal Selection Committee decision.)

The LSC must vote in open session to approve non-LSC Members as part of the Principal Selection Committee. (While the LSC may establish a Selection Committee which may include non-LSC members, we refer to the “LSC” as carrying out all selection activities and procedures in this section).

Step 2. Prepare and Post Principal Position Advertisement (Required)

A. Assess Needs of the School

Conduct a comprehensive school and student performance assessment to identify the necessary skills and qualifications that the principal should possess to achieve school and student goals. Review school and student performance assessment results and identify experience, skills and qualifications necessary for a principal candidate to best meet the needs of the students and school community.

Meet with Network Chief to review the school performance data and discuss the strengths and needs of the school. This meeting is a public meeting that has been properly posted. The Network Chief is an excellent resource to assist in understanding school performance data and student learning needs.

Utilize the “School Needs Questionnaire” (Form 2 in the Resources Section) and “School Strengths” (Form 3 in the Resources Section) to identify school strengths and needs. This information is important for the position advertisement and interview questions.

B. Draft advertisement including a list of required and preferred criteria of candidate experience, education, and other qualifications that are essential to student success and the school’s progress.

C. Identify the documents the candidate must submit, usually just a resume and cover letter. The cover letter is an opportunity for candidates to express their intent and explain how their experiences, knowledge and attributes qualify them for the position.

D. Vote to approve the position advertisement. **Note: this vote is required.**

Process to Post the Position Advertisement

1. Email position advertisement to Chief of Schools, LSC Facilitator, and CPSPrincipals@CPS.edu for approval and posting on the CPS website. Note: Chief of Schools approval and 10-day posting on CPS website are required.

2. Email **approved** ad to Department of Principal Quality, CPSPrincipals@cps.edu using the template in the link CPSPPrincipalE-Bulletin.

The LSC may decide to advertise the position on additional sites. The LSC must pay for any additional advertisement costs. There are several different sources the LSC can use to find candidates for the principal's position. Targeted education sites can be helpful to promote the opportunity and expand the applicant pool. Sites to consider for additional posting include:

- Educational Magazines (Education Week)
- Professional and Educational Websites

*Note: The deadline listed in the CPSPPrincipalE-Bulletin controls the end date of the application period. It is advisable to make sure that ads in other publications will be published **at least several weeks prior to the deadline** in the CPSPPrincipalE-Bulletin.*

Step 3. Review Resumes and Identify Candidates to Advance to Interviews

Process to Review Resumes and Identify Candidates

A) The Department of Principal Quality will email to the LSC Chair the complete list of eligible candidates and materials submitted by the candidates approximately two days after the advertisement closes. After the LSC receives the list of eligible candidates and materials submitted by candidates from the Department of Principal Quality, the LSC conducts a review of the submitted materials. It is recommended that the resume review is conducted in a closed session.

B) Resume review is required and includes analysis of application and resume compared to the position criteria detailed in the advertisement. Recommended Sorting categories include:

- **Meets** Meets all required and preferred skills, qualification and experience detailed in the advertisement and will advance to interview step;
- **Requires Further Review** Meets all required skills, qualification and experience detailed in the advertisement and requires further review by LSC to advance to interview step;
- **Does not Meet** Does not meet the required skills, qualification and experience detailed in the advertisement and will not advance to interview step.

C) Additional Research: It is recommended that the LSC conduct additional research, if applicable, on the candidate's current school and position, including position title confirmation, review student performance data of applicant's current school with emphasis on student growth using the School Quality Rating Policy (SQRP) and School Report Card which can be found on the CPS website under "Find A School"/School Report which is at this link:
<https://cps.edu/findaschool>.

D) Identify candidates to advance to interviews based on resume, cover letter review and additional research if conducted. In closed session, discuss the candidates and select three (3) to five (5) candidates to recommend to the LSC for advancement to interviews.

E) In open session, LSC votes on which candidates will be interviewed.

Note: Resume review is required. Seven votes in favor of one candidate are required to award a contract. However, it is strongly recommended that a Principal contract not be awarded based solely upon resume review.

Step 4: Conduct Candidate Interviews and Conduct Reference Checks

Process for Conducting Interviews

LSCs should follow the agreed upon interview and selection activity structure.
Following are key steps for interview and selection activities.

A) Identify committee members who will participate in interviews. Choose at least four to six people to ask the interview questions during the first round of interviews. The interviewers should be objective and non-biased when asking questions and writing notes.

In deciding who should be part of the first interview team, think about whether or not there is anyone who has had previous interviewing experience, and who has the available time to participate in all the interviews. All interviewers should participate in all interviews to ensure consistent assessment of candidates. Remember to follow the established operating agreements to help make the best decision.

Prepare objective, non-biased interview questions based on the criteria outlined in the position advertisement and school needs. Questions should be formatted in the behavioral interview style in order to have candidates articulate their experiences and accomplishments versus sharing what the candidate might do in the future. “Best Practices for Successful Interviews” (Form 6 in the Resources Section).

If the structure includes multiple rounds of interviews and site visits, the interview questions should be tailored to the activity. The initial interview typically focuses on learning about the candidate’s experiences, gaining information about the candidates’ leadership presence and style, as well as, communication skills analyzing how the candidate talks about their work and engages with the LSC members.

If there is a panel of interviewers, one committee member should serve as moderator and timekeeper of the panel interviews. Determine who will ask questions. For example, one person could ask all the questions and others observe or multiple interviewers can ask questions.

Phone screens are an efficient step for the initial interview screen of candidates.

B) Do not ask **discriminatory** or **illegal questions** (Form 7 in the Resources Section). Illegal and discriminatory questions can lead to legal challenge of selection process.

C) Define the rating criteria to objectively assess each candidate from the interview. An interview note sheet and rubric should be developed to ensure consistent rating and analysis of candidates by each interviewer.

D) Schedule interview days and times according to the selection process timeline. One committee member should be the point of contact for the candidates. This person should send the interview invitation, interview confirmation and all follow-up communications with the candidates.

E) Conduct initial interviews – phone screen or in-person. All candidates must be asked the same questions. Interviews must be the same length of time for each candidate.

Prepare candidate materials for each interviewer including candidate resume and cover letter, interview questions and interview notes and rubric sheets.

Remember that the LSC is gathering information about the candidate, but the candidate is also gathering information about the LSC and the school. Prepare materials for candidates, such as school paper, local news articles on the school, information about interesting school programs.

During interviews, engage the candidate and be objective, consistent and do not pre-judge candidates.

Following are tips for the interview:

- Introduce - Begin the interview with each interviewer introducing themselves and their relationship to the school and LSC. After the introductions, let the candidate do most of the **talking** while the interviewers **listen**.
- Inform - Provide an overview of the selection and interview process.
- Educate - Tell the candidate about your school and school community.
- Rapport - Establish a rapport with the candidate. When candidates feel relaxed and comfortable in an interview, they often reveal more about themselves. The more information the interviewers learn about the candidates, the better the decisions will be.
- Engage - Involve students in the process. For example, have students welcome candidates to interviews and lead candidate on tour of school. How candidates engage with students can be very informative of the candidates' leadership and communication style

At in-person interviews, have each candidate complete the "Reference Authorization Form" (Form 9 in the Resources Section)

The purpose of the post Interview process is to debrief each interview and determine which candidates:

- Advance to next round of interviews or selection activity
- Need further review before advancing to next round of interviews or selection activity
- Do not advance in the selection process

In **closed session**, interviewers should individually compile notes and ratings. After individual interviewer notes and ratings are complete, the LSC discusses the candidates and the information that has been gathered about them to narrow the candidate pool to one (1) to three (3) finalists.

In open session, LSC votes to select one (1) to three (3) finalist candidates for next round of interviews or selection activity.

F) Notify applicants who do not advance to initial interview should be notified by phone or email by the LSC Chair. The notification should state appreciation for interest in position and that the individual is not being considered for the principal position with the school at this time. This notification should be sent within three (3) to five (5) business days of the decision/ recommendation.

Notify applicants who are selected to advance to interviews should be notified by phone or email by the LSC Chair of their advancement and the next steps in the selection process.

G) Conduct **second round of interviews** if needed (optional). In addition to steps established for initial interviews, the LSC should employ the following steps for **the second round of interviews**:

- Preparation of questions
- Structure of interview and which committee members will ask questions
- Post interview debrief discussion
- Determine which candidates to advance to next step in process

H) **Conduct Reference Checks** (Recommended)

Use the **Tip Sheet** on “Conducting Reference Checks” and utilize the “Competency-Based Form for Reference Checks” (Form 10 in the Resources Section). Decide who will conduct the reference checks. This should be done when meeting to select the candidates to invite for second interviews. Conduct reference checks during the same time period that the second round of interviews are taking place. Members of the committee who are not participating in the interview can do the reference checking.

- Utilize the “Competency-Based Form for Reference Checks” (Form 10 in the Resources Section)
- Prepare list of questions to ask references.
- Assign reference checks.
- Preview reference check procedures.
- Check references of candidates.
- Get references from three (3) sources:
- Contact the references the candidate provided.
- Contact an LSC member or members at the candidate’s former school to get references.
- Contact one or more individuals at the candidate’s school not named by the candidate. The names of such individuals may be obtained from the candidate's references.
- Prepare reports on reference checks.

I) **Conduct School Site Visits** (optional)

Use the **Information Sheet** on “School Visit to Your Candidates’ School” and worksheet for “School Visit at Your School” (Form and Information Sheets 11 and 12 in the

Resources Section). Be observant and pay attention to how well the candidate communicates and relates to staff, students and parents.

When planning a visit to the candidate's current school, clear two or three possible visit days with the principal but do not disclose the exact date of the visit. When inviting the candidate to visit the LSC's school, involve some students to assist in conducting the tours.

a) Visit to Finalist Schools:

- Prepare site visit checklist based on CPS Performance Standards and school's criteria for principal.
- Utilize the "Worksheet for School Visit to the Candidate's School" (Form 11 in the Resources Section).
- Preview site visit procedures.
- Complete site visit.
- Prepare report on site visit.

b) Visit to LSC's School:

- Utilize the "Worksheet for School Visit at Your School" (Form 12 In Resources).
- Prepare site visit checklist based on CPS Performance Standards and school's criteria for principal.

Step 5: Hold Candidate Forum for School Community (optional)

Utilize the "Scheduling Form for Community Forum" (Form 13 in the Resources Section) and the Information on "Conducting Community Forum" (Tip Sheet 9) found in the Tip Sheets to schedule and conduct the forum.

A) Prepare for Community Forum

The LSC presents the finalists in a structured public forum and allows those interested to ask questions of candidates. The LSC Chair should confirm the schedule with LSC members and candidates.

- Preview procedures for forum
- Announce the Forum
- Conduct the Forum

Step 6: Select Finalists and Award Contract (Required)

A) Select two (2) to three (3) finalists

- Review documents and reports
- Adjust plan if candidates do not meet criteria
- Vote in open session to select finalists Note: this vote is required.

Note: While the Open Meetings Act allows the LSC to discuss, consider, and come to a tentative agreement, the action to hire a candidate must be made in an open meeting. These discussions must include a public recital of the nature of the matter being considered and other information that will inform the public of the business being conducted. The finalists must be identified by name during this meeting.

B) Addenda to Contract (optional)

In closed session, the LSC discusses any possible addenda to be added to the principal contract. In open session, the LSC discusses and votes on addenda to add to the principal contract. The LSC sends the draft addenda to the Law Department. If the Law Department changes the addenda the LSC needs to vote in open session on the revised addenda. The LSC informs the candidates of the contract addenda.

B) Conduct Final Vote

LSC discusses final candidates in closed session and makes a final selection in open session. Note: This vote in an **open session** of the LSC meeting is required.

In a **closed session**:

- Discuss the candidates' traits as observed during the interviews, school visits and community forum.
- Review all the information gathered about each candidate to assist in making the final selections.
- Take a straw poll on the candidates, ranking them in order from 1 to 3, with 1 being the top candidate.
- Discuss what addenda to the contract, if any, would be appropriate, either for all candidates or for particular candidates.

In an **open session**:

Approve the final recommendations on the matters discussed in closed session of the LSC. In open session make a motion to award to the principal selected a four-year principal contract (read any addenda to the contract) into the motion. Obtain a second to the motion and open discussion of the motion. Call the question and vote on the motion. The motion requires at least seven (7) yes votes for a new principal contract and a majority of the serving LSC members if this is a contract renewal.

C) Complete five (5) original Uniform Principal Performance Contract forms, making sure all spaces are completed and vote tally is recorded accurately, and all LSC members voting affirmatively sign the Certification of Principal Selection By LSC form.

D) Obtain signatures of the LSC Chairperson, LSC Secretary and the new Principal on the five (5) original copies.

E) Provide an original signed contract to: 1. Principal, 2. LSC Record Keeper, 3) Department of Principal Quality, 4) Office of LSC Relations and 5) Network Office. The individual delivering the contracts should receive a receipt from the Office of LSC Relations, the Department of Principal Quality and the Network Office. See Principal Position Ebulletin for details about contract delivery.

F) Review of Contract

- Department of Principal Quality manages the review of the signed contract by the Board of Education's Law Department.
- If the Law Department identifies issues with the contract, the Office of LSC Relations works with the LSC Chairperson and Principal to correct issues and submit a revised contract to the Department of Principal Quality.

G) Presentation of Contract to the Board of Education

- Once the principal contract has been reviewed by key District departments, the contract Board Report is presented to the Board of Education to accept and file. The Board does not approve contracts. The Board's role is to accept and file.

If the LSC does not reach consensus to award a contract, the LSC completes the following process:

- If LSC cannot select a new contract principal with seven (7) votes, the LSC shall submit a list of three (3) candidates in order of preference to the Department of Principal Quality to submit to the CEO.
- The CEO may then select one (1) of the candidates to be offered the contract.
- If the CEO declines to select a candidate as contract principal, the LSC may vote in open session to offer a contract to the candidate of their choice, including a contract with any addenda approved by the Law Department.
- Thereafter, the LSC submits five (5) original contracts to the appropriate Board Departments for acknowledgment.

If the LSC does not submit the list or the CEO declines to select a recommended candidate, the LSC may begin the principal search process over in lieu of selecting one of the previously considered candidates as the principal. If the LSC fails to submit three candidates in order of preference to the CEO or the CEO declines to select a recommended candidate as the principal, the CEO will appoint an interim principal for the school until the LSC awards a contract.

If the LSC selects a candidate with seven (7) votes, execute the following:

- The LSC Chairperson, LSC Secretary and the candidate selected sign five (5) original contracts as well as any approved addendum to the contract.
- Determine who will send the certification form and the signed contracts (including approved addenda) to CPS.

Make sure that CPS receives documentation of the selection on or before the stated deadline.

LEGAL RESPONSIBILITIES AND DEFINITIONS

LSC without Authority to Award Principal Contract

If a school is on probation, the LSC does not always lose their authority to select and award a principal contract. If the Chicago Board of Education (the Board) has removed a school's contract principal after making a determination pursuant to Illinois School Code 34-8.3, the LSC does not have the authority to award a principal contract. The LSC's authority will be reinstated after the school is off probation pursuant to District Policy. To find out more information about a school's performance, consult the CPS website or the Network office.

Qualified Candidates

- Candidates must have satisfied the Board's current CPS Principal Eligibility Policy ([Board Policy 14-0723-PO1](#)) requirements in order to be awarded a four-year principal contract.
- The Principal Talent Office manages the CPS principal eligibility process. If a candidate has satisfied requirements of the CPS Principal Eligibility Policy, the person is deemed Eligible and added to the list of eligible candidates. Only candidates who have met the eligibility requirements can apply for a principal position and be awarded a contract.

Legal Requirements for the Selection of a New Contract Principal

If a LSC has voted not to renew the contract of its current principal, the Illinois School Code 105 ILCS 5/34-2.3 provides that the LSC "shall" select a new contract principal no later than 45 days before the current principal's contract expires (May 15 if it expires on June 30.)

If a vacancy in the contract principal's position arises due to death, resignation, or other reasons, the Illinois School Code requires that the LSC "shall" select a new contract principal no later than 90 days after the vacancy arises.

The Code also requires that seven (7) members must vote "yes" to select a new principal, regardless of the number of LSC vacancies. Like all formal votes of the LSC, the vote to offer a four-year contract must be taken in an open meeting.

The current principal and student members of high school LSCs cannot participate in the vote. The LSC is accountable to maintain membership quorum required to conduct votes including voting to award a principal contract.

If a teacher LSC member decides to become a candidate for the principalship, he/she must abstain from voting on the renewal of the current principal's contract and must resign from the LSC prior to the start of the principal selection process. Otherwise, the teacher shall be ineligible to apply for the principalship.

The Illinois School Code (105 ILCS 5/34-2.3-1.C.ii) further provides that if the LSC fails to select a new principal no later than 45 days before the current principal's contract expires or within 90 days of the date a vacancy in the position arises, it "shall" submit a list of three candidates for the position in order of preference to the CEO.

After receiving the list, the CEO has thirty (30) days to select one of the candidates as the school's new contract principal for the next four years. If the LSC fails to select a new contract principal and fails to send the list of candidates to the CEO or the CEO does not select one of the candidates as the new contract principal, the CEO shall appoint a principal for the school on an interim basis to serve from year to year or until the LSC selects a new contract principal with seven "yes" votes.

The Uniform Principal's Performance Contract

The Uniform Principal's Performance Contract was adopted by the Board of Education in June 2014, [Board Report 14-0625-EX12](#) and is effective for all contracts signed after June 25, 2014.

In addition to this standard contract, the LSC may negotiate additional criteria with the selected principal candidate, to be added to the contract. The Illinois School Code permits the LSC and principal to add "additional criteria", the addenda, to the principal's contract of a rehired or new contract principal, but only when the contract is negotiated. Proposed addenda must be consistent with other provisions of the Uniform Principal's Performance Contract, cannot be discriminatory and be aligned to provisions of state law concerning the authority and responsibility of the principal.

Proposed addenda must be approved by the CPS Law Department.

Addenda may focus on a key practice or initiative that the LSC wants the principal to follow or complete during the contract.

Here are two examples of contract addenda:

- The principal agrees to develop a comprehensive computer technology program that engages fourth to eighth graders in activities designed (1) to develop student competence in the use of computers as research tools and (2) to perform demanding academic tasks, such as the preparation of research papers, using computers. The program proposal must be developed within the first year of the contract and presented to the LSC review and approval and implementation no later than the second year of the contract.
- The principal agrees to develop a comprehensive discipline program reflecting input from all stakeholders and specifically addressing classroom management, school discipline in all areas of the school and its grounds, related education for all staff, and the reduction of suspensions. The plan must state clear roles and responsibilities of the assistant principal, staff, students, parents, and other pertinent parties. The program proposal must be developed within the first year of the contract and be presented to the LSC for review and approval and implementation no later than the second year of the contract.

If the LSC decides to renew the incumbent contract principal, the principal receives a new contract and addenda may be added to the standard contract.

Alternative and Small Schools

Pursuant to 105 ILCS 5/34.2.4(b), schools designated as alternative or small schools have governing bodies appointed by the Board. These appointed bodies (Appointed LSCs and Boards of Governors [ALSCs and BOGs]) recommend up to 3 candidates to the Chief Executive Officer to select a candidate as their school's contract principal. The appointed bodies do not award principal contracts. For further details please contact the Office of LSC Relations or the Board's Law Department.

Types of Principals

Contract

Selected or retained in four-year terms. The contract principal may displace the incumbent assistant principals and hire new assistant principals.

Interim

Appointed to fill the position if the LSC does not have the authority to award a principal contract, the contract principal is out of the school for an extended period, or the LSC does not come to consensus to award a contract. The interim principal may displace and hire assistant principals.

Acting

Assigned to cover the principal position for up to 100 school days, which can be renewed at the discretion of the Chief Executive Officer. The acting principal cannot displace incumbent assistant principals.

Administrator in Charge (Retired Principal)

Assigned retired principal to cover a principal position on a temporary basis who serves at the discretion of the Chief Executive Officer. An administrator in charge is not a member of the LSC and therefore, does not count for quorum and is not permitted to vote on or influence LSC business.

Resources

Forms and Information Sheets

p. 248

Tip Sheets – Practical Advice for the Process

p. 271

FORMS AND INFORMATION SHEETS

Form 1--REQUIRED Code of Conduct and Confidentiality Agreement	p. 249
Form 2 School Needs Questionnaire	p. 250
Form 3 School Strengths	p. 251
Form 4 Worksheet for Resume Screen	p. 252
Form 5 Resume Screening Guide	p. 253
Form 6 Best Practices for Successful Interviews	p. 254
Form 7 Illegal and Discriminatory Questions	p. 257
Form 8 Interview Competency Assessment Form	p. 259
Form 9 Authorization for Reference Check	p. 261
Form 10 Competency-Based Reference Form for Reference Check	p. 262
Form 11 Worksheet for School Visit to the Candidate's School	p. 264
Form 12 Worksheet for School Visit at Your School	p. 265
Form 13 Scheduling Form for Community Forum	p. 267
Form 14 Certification of Principal Selection by Local School Council	p. 268
Form 15 Certification of Principal Selection by ALSC	p. 269
Form 16 Certification by LSC to Submit a List of Principal Candidates to the CEO	p. 270

Form 1

Code of Conduct and Confidentiality Agreement

I agree that I will not make any selection decisions on the basis of a person's race, color, ethnicity, national origin, religion, age, sex, marital status, parental status, mental or physical disability (unrelated to job performance), finances, or sexual orientation. Furthermore, I will not ask any questions or make any comments during the evaluation that pertain to these topics.

I agree to adhere to the requirements of the Open Meetings Act.

I agree that I will conduct the principal evaluation process and make a selection decision based on the best interests of the school as determined by the standards stated in the Illinois School Code.

I agree that I will not conduct this principal evaluation process or make a retention decision based on personal issues not related to standards stated in the Illinois School Code.

Furthermore, I agree to keep all discussion, documentation, and information related to the principal selection process completely confidential.

Name: _____ Date: _

Agreement based on materials developed by Designs for Change and PENCUL

Form 2
School Needs Questionnaire

1. What are the school's biggest challenges, or needs?
2. How do you think a principal can best help us overcome those challenges or needs?
3. What are our school's greatest strengths or success?
4. Is there anything else you can think of that will help us to find the best possible principal for our school?

Form 4

Resume Review

Using the “Worksheet for Resume Review” (Form 5), have all members of the LSC or a subgroup of the LSC review all of the resumes and cover letters submitted and discuss them to help ensure consistency.

A) Review the Candidates’ Resumes and Cover Letters

Look for the established key characteristics in the resumes and cover letters to identify 3 to 5 candidates to interview. Below are some steps to assist the LSC in making decisions based on these written materials.

- Avoid bias and discrimination in the screening process.
- Refine, as necessary, the “Worksheet for Resume Screen (Form 5),” so that the revised form lists the “Top Priority Principal Competencies” that are specific criteria for the LSC principal selection search.
- Rate each candidate (looking at both the resume and accompanying cover letter) on the indicated scale on the form from 1 to 4, with “1” representing “no evidence that the candidate possesses this skill” and “4” representing “strong evidence that the candidate possesses this skill.”
- Tally the points for the chosen set of skills that the candidate was given. Since all skills may not be equally important to the school’s needs, this total should not be used as an absolute guide. Nevertheless, the total score gives some indication as to whether there is a good match between the school’s needed skills and the candidate’s skill.
- Review resumes and cover letters for errors in spelling, grammar, job history and performance data that could provide additional information on the candidate to be used in consideration of advancement in process.
- Select candidates to interview, require further review before advancing to interview and not advancing to interview. Indicate category at bottom of form.

B) Categorize the Candidates

- Once each member of the group has read the applications individually, divide them into three (3) groups – **Meets; Requires Further Review; Does Not Meet** based upon enthusiasm about interviewing the person.
- Identify applicants for which the decision to interview is unanimous or nearly unanimous.
- Decide on others to be interviewed, with the group reaching consensus through discussion.

Discussions about a specific candidate’s qualifications should take place in a **closed meeting** but any candidate selections for interview must be voted on in an **open meeting**.

Form 5
Worksheet for Resume Screen

Complete this form as you review the resumes of potential candidates. Your Name: _____

Candidate Name: _____

Chicago Leadership Collaborative (CLC) Graduate: Yes No. Date:

Top priority principal skills Points:

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 _____

1 2 3 4 Quality of Candidate Letter _____

1 2 3 4 Quality of Candidate Writing _____

1=low to 4= high

Total Score =

Categorize the candidate in one of the following three groups by writing a letter on the line below:

- **A Meets** Meets all required and preferred skills, qualification and experience detailed in the advertisement and will advance to interview step;
- **B Requires Further Review** Meets most required skills, qualification and experience detailed in the advertisement and requires further review by LSC to advance to interview step;
- **C Does not Meet** Does not meet the required skills, qualification and experience detailed in the advertisement and will not advance to interview step.

Candidate Rating: _____

Form 6

Successful Interview Best Practices

- ✓ To help the applicant focus, begin by saying something like the following:

“We have reviewed your resume, and we are familiar with the major steps in your career. Could you discuss the major competencies we seek and give examples of how you have demonstrated them?”

 - Does the applicant focus on providing a comprehensive response to this question, or does he or she simply summarize a set of experiences in his or her career?
 - Politely press the candidate for specific examples of real events from his or her experience. Turn the need into a question that begins with a phrase like: “tell me about a time when...,” or “Give me an example of...” or “Describe a situation where you...”
- ✓ Ask **follow-up / probing questions** to get more detail about the candidate’s experience.
 - For example: *“What was the context that told you there was a problem?”*
“What was your role in resolving it?” *“On what resources did you rely?”*
“What was the result of your efforts?” *“What were the difficulties you faced?”*
“What did you learn?” *“What, if anything, would you do differently if given the chance?”*
- ✓ Repeat this same process of selecting and developing questions and follow-up questions for all the key skills that the LSC has identified.
- ✓ Another useful area to explore is to ask: *“What are some of the things you would like to know about our school that would allow you to be an effective leader here?”* The interviewer can pursue this line of questioning by providing some data and/or by citing some specific real problems the LSC is trying to solve.
- ✓ Spend most of the interview time listening to what the candidates have to say.
- ✓ End the interview by asking whether there are questions that the applicant would like to ask about the school that he or she hadn’t had a chance to discuss.
- ✓ Ask each candidate to sign the “Authorization for Reference Check” (Form 8) to ensure that the LSC has the candidate’s permission to interview individuals familiar with his or her past experience.
- ✓ Also see Form 7 (illegal and discriminatory questions).

Successful Interview Best Practices (continued)

After the Interview

Assess the School's top priority principal skills for each candidate directly after each interview while the information the candidate shared is still fresh. Build in 5 to 10 minutes to discuss initial impressions.

Utilizing the “**Interview Competency Assessment Form**” (Form 8 in the Resources Section) or one created by the LSC provides the interviewers with a place to score candidates on the competencies, technical skills and specific experiences the LSC has chosen as selection criteria. In addition, it provides a place to write observations about the candidate's strengths and weaknesses, any concerns about the candidate and recommendation for whether or not the candidate should be invited back for another round of interviews.

Discuss the Results:

Hold a closed meeting to discuss the results of the interviews. Keep the following questions in mind throughout the discussion.

- Does the candidate meet the needs and requirements the LSC has established? (Be prepared to discuss specific evidence.)
- If yes, what are the candidate's strengths and weaknesses?

Process for discussing the interview results and selecting candidates for the next round of interviews:

- Each interviewer should review his/her interview notes (from Interview Worksheets if used) in order to reacquaint themselves with the candidates' qualifications.
- Each interviewer should determine which candidates are not worth pursuing before the discussion begins.
- Each interviewer should bring all notes, including their Interview Competency Assessment Forms and Interview Worksheets, to this meeting so that they can cite specific stories or examples given by candidates if necessary.

During the meeting to select candidates for the next round of interviews, keep these hints in mind:

- Review the summary of survey data (including school strengths, issues, problems and needs) as a reminder of what the LSC has identified as the school's priorities and the leadership skills needed in the new principal before the candidate interviews began.
- Have everyone briefly share their opinions about how the interviews went. Solicit comments on how using the competency-based interview questions felt and in general what “worked well” and what “needed improvement.”

Successful Interview Best Practices (continued)

- Determine which candidates received the highest ratings. Usually, time can be saved by eliminating the lowest rated candidates and only concentrating on discussing the highest rated individuals. Utilize the technique employed for initially screening the candidates' resumes.
 - A = Candidates that meet the needs of the school and the LSC is definitely interested in pursuing.
 - B = Candidates that meet many requirements but the LSC is uncertain about.
 - C = Candidates that do not meet the needs of the school and therefore the LSC is not interested in pursuing

Discuss "A" candidates first, then the "B" candidates, and if necessary, move on to the "C" candidates.

- Discuss the positive attributes with regard to these candidates. Interviewers who gave the candidates a particularly high score in certain areas should explain why they did so by sharing some of the examples of specific answers the candidates gave during the interviews.
- Discuss the negative attributes with regard to these candidates. Interviewers who gave a candidate a particularly low score in certain areas should explain why they did so, based on what the candidate said or how she/he behaved during the interview.
- Discuss any factors that might have affected the scores given.
- Discuss and record any concerns, questions, or issues about each of the candidates so that these things can be addressed in the next round of interviews.
- Determine which candidates to invite back for the next round of interviews.
- Remember: All votes related to candidate selection must be taken at an open meeting. Is it not necessary, however, to refer to candidates by name until the final decision. Rather, the candidates may be referred to by a number.

✓ **Notify Candidates of Next Steps**

Decide who will call and send letters to inform the candidates who have not been selected for a future round of interviews and who will be invited for another interview. After each round of interviews, inform every candidate whether or not they will be invited back for the next round. Inform them by telephone or by mail within 3-5 days of the LSC's decision.

Form 7

Illegal and Discriminatory Questions

Engaging the candidate and gleaning important information regarding skill and fit is instrumental in identifying the successful candidate. In this process it is easy to unintentionally ask a question or have a discussion that may seem harmless but opens the LSC to a discrimination suit/action.

Remember to plan ahead and think carefully about the questions to be asked. Also, keep in mind that sometimes it is the indirect question may actually be the hot button.

Whether in a casual conversation with the candidate or during the actual interview the LSC should not discuss the following topics or ask the listed questions.

Age

- How old are you?
- When did you graduate?
- How many years do you plan on working?
- How long have you been working?

Ethnicity & Place of Birth

- That is an interesting name, where does it originate from?
- What is your native language?
- Where were you born?
- What kind of accent is that?

Religion & Politics

- Do you go to church?
- Do you celebrate a <<insert>> holiday? What holidays do you observe?
- What political party do you support?

Marital Status, Children & Lifestyle Choices

- Are you married or have a partner?
- Do you have children? How old are they?
- Do you plan to start a family? Are you pregnant?
- Are you gay?
- What organizations or groups are you engaged with?
- What does your spouse or partner do for a living?
- With whom do you live?
- Do you own a car?
- Do you have outstanding debt?
- Do you have any tattoos or piercings?

Form 7 Illegal and Discriminatory Questions (Continued)

Health

- Do you smoke?
- Do you have a disability?
- Do you drink socially?
- How many days have you taken off from previous positions?
- “What’s wrong with your leg”
- When was the last time you used illegal drugs?

Military Service

- Are you a part of the National Guard?
- What type of discharge did you receive from the Military?
- Did you experience any combat?

Criminal Records

- Have you ever been arrested?

Occasionally, a candidate may inadvertently volunteer information in these areas. Should this occur do not pursue it further and politely steer the conversation back to a neutral subject. Asking the same questions of each candidate also helps to eliminate the risk of entering into a conversation where taboo information is disclosed and keeps all applicants on an even playing field.

Form 8

Interview Competency Assessment Form Page 1

PRINCIPAL

Your School: _____

Interviewer: _____

Candidate's Name: _____

Chicago Leadership Collaborative (CLC) Graduate: Yes No.

Date: _____

Stage of process just completed: _____ 1st round interviews _____ 2nd round

interviews Technical Skills and Specific Experience:

Please rate the following skills according to this scale:

0 = None 2 = Minimal 4 = Moderate 6 = Good 8 = Excellent 10 = Exceptional

_____ :

_____ :

_____ :

_____ :

_____ :

Behavioral Competencies

Please rate the following competencies using the competency scales:

- _____ 1. Educational/Curriculum Leadership
- _____ 2. Administrative Skills
- _____ 3. Community Awareness/Involvement
- _____ 4. Visionary Leadership/Change Management
- _____ 5. Prioritizing, Planning, and Organizing
- _____ 6. Communication Skills
- _____ 7. Influencing/Motivating
- _____ 8. Interpersonal Sensitivity
- _____ 9. Results Orientation

Interview Competency Assessment Form (Continued)

SUMMARY

Candidate Strengths

Candidate Weaknesses

Key Concerns

Recommendations

_____ Recommend to continue interviewing

_____ Recommend not to continue interviewing

FORM 9

Authorization for Reference Check

This form is to be signed by candidates during the first interview.

I hereby authorize _____(name of your school) to investigate, discuss and verify my educational and employment background, including but not limited to information regarding my character, general reputation, and professional characteristics.

Candidate's signature

Date

FORM 10

Competency-Based Reference Form for Reference Check

Use this form in contacting the references of your active candidates. You will be conducting the reference checks for those candidates you have chosen to invite back for a second interview.

Reference Name: _____ Candidate's Name: _____
Chicago Leadership Collaborative (CLC) Graduate: Yes No.

Completed by: _____ **Date:** _____

Phone number of reference: _____

Nature and length of the relationship:

What are [Candidate's Name]'s strengths?

What are [Candidate's Name]'s weaknesses?

One of our most important school needs is _____, so we are looking for someone who has a strong competency in _____.

How well would [Candidate's Name] help us meet this need, and in what ways?

Competency-Based Reference Form, continued

What difficulties would [Candidate's Name] have in helping us meet this need?

Would you hire [Candidate's Name] if you were in our position? Yes No If no, why?

If you were going to give us advice about how to work well with [Candidate's Name], what would it be?

[Ask about any concerns, issues or questions that arose during the interview process here.]

Do you have any additional comments about [Candidate's Name]?

FORM 11

Worksheet for School Visit to the Candidate's School

This worksheet is to be filled out by the individuals who visit the candidate's school.

Your name: _____ Date of Visit: _____

Candidate's Name: _____

Chicago Leadership Collaborative (CLC) Graduate: Yes No.

Name of School: _____

What observations did you make about the ways in which the candidate interacted with other members of the school—administrators, teachers, and students?

How did the other members of the school seem to react to him/her?

In what ways did the candidate conduct him/herself that you particularly liked?

How did the candidate conduct him/herself differently than you would have liked?

Are there any concerns or questions you had that were addressed during the visit? If so, what were they, and how were they addressed?

FORM 12

Worksheet for School Visit at Your School

This worksheet is to be filled out by the individual who escorts the candidate on the school visit at your school. The worksheet contains two sections: the first section should include the escort's impressions of the candidate and how he/she conducted themselves throughout the visit; the second section should contain the general impressions of those people who met the candidate during the visit.

Your Name: _____ Date of Visit: _____

Candidate's Name: _____

Chicago Leadership Collaborative (CLC) Graduate: Yes No.

For the escort:

In what ways did the candidate conduct him/herself well? (For example, the way that he/she interacted with the children, the initiative he/she took in introducing themselves to the staff)

How did the candidate conduct him/herself differently than you would have liked?

Do you have any concerns that arose from the school visit about the candidate and his/her ability to be an excellent principal for your school?

Worksheet for School Visit at Your School, continued

For those who met the candidate during the visit:

Name: _____ Role (teacher, student, etc.): _____

Comments:

FORM 13

Scheduling Form for Community Forum

The following worksheet is to be used when you call the finalist candidates to schedule the community forum. You should write in the dates and times your LSC is available to host the community forum before you call the candidates. Then, present those options to each of the candidates to see when they are available. Finally, once you have matched everyone's schedules, write in the final date, time and location of the forum at the bottom of the page.

Your name: _____ Date: _____

To be completed before you call the candidates:

Dates and times LSC is available to host the community forum:

_____	_____
_____	_____
_____	_____

To be completed with

Names of Candidates

_____	_____	_____
CLC Graduate: Y N	Y N	Y N

Dates & times from the above list that each candidate is available for the forum:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Final date and of forum:

Location of forum:

FORM 14 Certification of Principal Selection by Local School Council

14-0625-EX12 FINAL

EXHIBIT A

Certification by a Traditional Local School Council of a Principal Selection

(Please type or print)

School: _____

Principal Candidate's Name: _____

Contract Type: New Renewal

We, the members of the Local School Council, hereby certify that at our meeting of _____ (date) a quorum of 7 members was physically present and we voted to select _____ as Principal and we further certify that the following is a true and accurate record of this vote:

	Number
LSC Members Currently Serving	
LSC Members Present at Meeting <i>(exclude Principal & H.S. Student Representative)</i>	
LSC Members Absent From Meeting <i>(exclude Principal & H.S. Student Representative)</i>	
Yes Votes*	
No Votes	
Abstained from Vote	

Further, we certify that we complied with the Open Meetings Act by posting public notice and an agenda for the meeting at least 48 hours in advance (and, if a special meeting, provided written notice to each member); and that the principal (and student representative if a high school) did not vote in the selection process and was (were) not counted for the purpose of determining whether a quorum existed at the above meeting.

Signatures of the Local School Council Members Who Voted **Yes** for Candidate Named Above:

Date: _____

- | | |
|--|--|
| 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____ | 7. _____
8. _____
9. _____
10. _____
11. _____ |
|--|--|

Contract Type	* Votes Required to Award Contract
New Contract	7 Yes votes required
Renewal Contract	A majority of the members currently serving must vote Yes

Certification of Principal Selection by ALSC

Certification by an Appointed Local School Council of a Principal Contract Recommendation

(Please type or print)

School: _____

Contract Type: New Renewal

We, the members of the Appointed Local School Council, hereby certify that at our meeting of _____ (date) a quorum of members was physically present and we voted to recommend the following Principal Candidate(s) (up to 3) and we further certify that the following is a true and accurate record of this vote:

Recommended Candidate #1

Recommended Candidate #2

Recommended Candidate #3

	Number
ALSC Members Currently Serving	
ALSC Members Present at Meeting <i>(exclude Principal & H.S. Student Representative)</i>	
ALSC Members Absent From Meeting <i>(exclude Principal & H.S. Student Representative)</i>	
Yes Votes	
No Votes	
Abstained from Vote	

Further, we certify that we complied with the Open Meetings Act by posting public notice and an agenda for the meeting at least 48 hours in advance (and, if a special meeting, provided written notice to each member); and further, that the principal (and student representative if a high school) did not vote in the recommendation process and was (were) not counted for the purpose of determining whether a quorum existed at the above meeting.

Signatures of the Appointed Local School Council Members Who Voted **Yes** to Recommend the Candidate(s) Named Above:

Date: _____

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

FORM 16

Certification by LSC to Submit a List of Principal Candidates to the CEO

14-0625-EX12 FINAL

EXHIBIT A

**Certification by a Traditional Local School Council
to Submit a List of Principal Candidates to the CEO**

For use when an LSC does not have the 7 required votes to award a Principal's Contract

(Please type or print)

School: _____

Network: _____

We, the members of the Local School Council, hereby certify that at our meeting of _____ (date), a quorum of 7 members was physically present and we were unable to directly select a new contract principal with seven (7) affirmative votes. Therefore, we voted _____ to _____ to _____ to submit up to three (3) candidates for the position of contract principal, listed in order of preference, to the Chief Executive Officer, one of which will be selected by the Chief Executive Officer to serve as principal of the Attendance Center. We also undertook a separate vote to determine which candidate names would be submitted to the Chief Executive Officer and the order of preference and certify that the following is a true and accurate record of this vote:

Name of Candidates (In order of preference)	Number of "Yes" Votes
1.	
2.	
3.	

Further, we certify that we complied with the Open Meetings Act by posting public notice and an agenda for the meeting at least 48 hours in advance (and, if a special meeting, provided written notice to each member); and that the principal (and student representative if a high school) did not participate in any votes regarding the submission of candidate names to the Chief Executive Officer and was (were) not counted for the purpose of determining whether a quorum existed at the above meeting.

Signatures of the Local School Council Members Who Voted **Yes** to Submit Up to Three (3) Candidates to the Chief Executive Officer:

Date: _____

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

Tip Sheets – Practical Advice for the Process

Tip Sheet 1

What are Operating Agreements and How Do We Create Them? p. 272

Tip Sheet 2

How to Read and Analyze a Resume p. 273

Tip Sheet 3

Organizing Your Selection for Each Round of Interviews p. 274

Tip Sheet 4

Analyzing the First Round of Interviews and Selecting Candidates
For the Next Round p. 276

Tip Sheet 5

Conducting Successful Competency-Based Interviews p. 278

Tip Sheet 6

Conducting Successful Reference Checks p. 282

Tip Sheet 7

Conducting a Visit to Your Candidates' Current School p. 284

Tip Sheet 8

Conducting a Visit to Your School p. 285

Tip Sheet 9

Conducting a Community Forum p. 286

Tip Sheet 10

Negotiating Additions to the Contract p. 287

TIP SHEET 1.

What Are Operating Agreements And How Do We Create Them?

Definition and purpose of operating agreements:

Operating agreements are standards that a group establishes for itself

Some of the reasons a group should create operating agreements are:

- to foster accountability among members of the group;
- to ensure that its meetings and processes run as efficiently and effectively as possible.

Examples of operating agreements are:

- Be on time for meetings.
- Do not interrupt others while they are speaking.
- Tell the truth.
- Treat others with respect.

How to establish operating agreements

Think of operating agreements that you consider to be important in having a highly functional group. If you have trouble coming up with ideas:

- Remember a time when you were part of a group process that was frustrating to you. Why were you frustrated? What were the problems within the group?
- Remember a time when you were part of a group that functioned very well together? Why was the group so successful?
 - *Share your ideas with other members of the group.*
 - *Appoint someone to record everyone's ideas.*
 - *Brainstorm with the group about any other operating agreements that have not yet been mentioned.*
- After you finish brainstorming, review the list you have created to make certain that everyone agrees that each of the ideas listed is important and should become formal operating agreements for the group.
- Appoint someone to write the final list and distribute it to all the members of the group at the next meeting.
- Having this list should remind each of you of the conditions and standards you have agreed to follow throughout the selection process.
 - *Agree that the group will be governed by these agreements.*
 - *Agree that the agreements will be in operation at all meetings and will be enforced by the President or his/her designee.*

TIP SHEET 2.

How to Read and Analyze A Resume

Purpose of screening resume:

Most likely, your LSC will receive many resumes from candidates interested in your principal position. You will have to use those resumes as a tool for narrowing your pool of candidates. You need to be able to read and analyze a resume and identify whether or not a candidate meets the minimum requirements.

Tips for analyzing a resume:

- Notice the grammar and spelling on the candidate's cover letter and resume.
- Notice whether or not the person's career path seems to demonstrate a track record of advancement and successful leadership.
- Notice if the person is a Chicago Leadership Collaborative (CLC) graduate.
- Notice the length of time he or she has spent at all of his/her jobs.
 - *How many jobs has he had compared to the total number of years he has worked?*
 - *At how many jobs has she remained for less than 3 years? Why were those jobs so brief?*
 - *Notice the job titles.*
 - *Do the titles indicate advancement?*
- Pay attention to the detail of the position descriptions.
 - *Do the duties they describe seem to fit the duties of your opportunity?*
 - *Do their accomplishments indicate that they are superior performers?*
 - *Do the descriptions of their responsibilities match the level and seniority of their positions?*
 - *Can you see, feel, and understand what they did on the job from day to day?*
- Notice their educational background.
 - *Are their degrees listed?*
 - *What is the quality of the schools they have attended?*
 - *Compare the dates of their degrees with their career history.*
 - *Do they list their certifications?*
- Notice the date that they began their most recent job.
 - *Is it recent? If yes, then this triggers a lot of questions:*
 - *Why are they interested in leaving their current position so quickly?*
 - *Does this indicate a problem in terms of their decision-making process?*
 - *Did they exercise poor judgment in making their last move?*
- Is the candidate still employed? If not, is there any indication why?

TIP SHEET 3.

Organizing Your Selection for Each Round of Interviews

Now that you have begun screening candidates, it is time to get your selection committee organized for the interviewing process. The following is a step-by-step process for how to successfully organize your committee for each round of interviews.

- Decide which committee members will be conducting interviews.
- Block out times that those committee members are available to interview candidates.
 - Keep in mind that, committee members could use a Saturday to do all of the interviews for one round in one day.
- Decide who will call the candidates to schedule interviews.
- Decide how your committee would like to conduct the interviews: individual interviews or panels.
 - If you are conducting panel interviews, make certain that roles are assigned to members. There should be at least one member of the panel who is responsible for each of the following tasks:
 - Facilitating introductions between the candidate and the rest of the panel
 - Asking the technical skill and competency-based interview questions
 - Taking notes on the candidate's responses
 - Keeping time to ensure that all of the information is covered within the appropriate amount of time
 - Closing the interview, letting the candidate know when he/she should hear from the LSC, and thanking the candidate for his/her time
- Be sure that you have all of the interview materials you will need for each candidate you will be meeting:
 - The candidate's resume;
 - The **Worksheet for Resume Screen** (if you have particular issues or questions about the resume that you would like to address);
 - **Interview Competency Assessment Form;**
 - **Reference Authorization Form.**
- Make certain you know and have marked on the **Interview Competency Assessment Forms** which Technical Skills and Specific Experience and which Principal Competencies you are responsible for assessing for each candidate.
- Make certain you know which interview questions you are supposed to ask each candidate. Remember that all candidates should be asked the same questions.
- Make certain that you have received enough training and have a good understanding of how to conduct a competency-based interview. If you have any questions, now is a good time to ask!

Organizing Your Selection for Each Round of Interviews

- Make certain that you understand how you will be using the scales to score each candidate on the competencies.
- Remember that you are gathering information about the candidate but the candidate is also gathering information about you and your school.
- As you conduct the interviews, remember to do each of the following tasks:
 - Ask about all of the technical skills and competencies you are responsible for assessing;
 - Take good notes during the interview;
 - Complete the **Interview Competency Assessment Form** directly after the interview is finished;
 - Hold a meeting to discuss the results of the interviews. You can learn more about this in **Tip Sheet 4: Analyzing the Results of Your Interviews and Selecting Candidates**.
- The LSC Chair will call or mail candidates to inform them who has not been selected for future rounds of interviews.

TIP SHEET 4.

Analyzing the First Round of Interviews and Selecting Candidates for the Next Round

Now that you have conducted your interviews, it's time to decide which candidates you will invite back for the next round of meetings. Remember that all votes related to candidate selection must be taken at an **open** meeting.

This tip sheet will provide you with some hints about how to analyze the results of your interviews and select those candidates you would like to meet again. The information that follows applies to each round of interviews you conduct.

Through analyzing the interview results and discussing the candidates' qualifications, there are two questions that each of you will want to answer for yourselves about each candidate the committee has interviewed:

- Does he/she meet the needs and requirements your LSC has established?
- If yes, what are his/her strengths and weaknesses?

Keep these questions in mind as you proceed with your discussion.

Process for discussing the results of your interviews and selecting candidates for the next round of interviews:

- (i) Obtain the Interview **Competency Assessment Forms** and **Interview Worksheets**.
- (ii) Take a few minutes to review the scores given to each candidate and the comments written about each candidate in order to review the candidates' qualifications.
- (iii) Determine which candidates should not be pursued.
- (iv) Contact the candidates and let them know through appropriated correspondence whether or not you will be continuing the interview process with them.

During the meeting when you are selecting candidates for the next round:

- (i) Everyone briefly share their opinions about how the interviews went, how they felt using the competency-related questions and the kinds of problems or difficulties they had.
- (ii) Take a few minutes to review the compilations.
- (iii) Determine which candidates received the highest ratings.
- (iv) Usually you can save yourselves time by eliminating the lowest rated candidates and only concentrating on discussing the highest rated individuals in the group.

TIP SHEET 4 CONTINUED

Analyzing the First Round of Interviews and Selecting Candidates for the Next Round

You can have the same technique that you did when you were screening the candidates' resumes.

- A= Meets
 - B= Requires more Research
 - C= Does Not Meet
-
- Discuss the “A” candidates first, then the “B” candidates, and if necessary, move on to the “C” candidates.

 - Discuss the positive things about these candidates.
 - Interviewers who gave the candidates particularly high scores in certain areas should explain why they did so by sharing some of the examples the candidates gave during the interviews.
 - Discuss the negative things about these candidates.
 - Interviewers who gave candidates particularly low scores in certain areas should explain why they did so by sharing some of the examples the candidates gave during the interviews.
 - Discuss any mitigating factors that might have affected the scores given.
 - Share any concerns, questions, or issues you have about each of the candidates so that these things can be addressed in the next round of meetings.
 - Decide which candidates you would like to invite back or the next round of interviews/meetings.

TIP SHEET 5.

Conducting Successful Competency-Based Interviews

There are several steps to be taken in conducting a successful competency-based interview. The following information covers the basics you will need to remember as you begin interviewing candidates. Try to review this tip sheet before each round of interviews to refresh your memory about how to conduct a successful interview.

- When candidates feel relaxed and comfortable in an interview, they often reveal more about themselves. The more information you have about the candidates, the better informed your decisions will be.
- When you take the time to establish rapport, candidates feel more positive about you and the interview.
- Since one of these candidates could possibly be your next principal, you want to give them a good impression by showing that you are interested in them and what they have to say.
- Put candidates at ease by making “small talk” at the beginning of the interview.
- Treat them with complete respect.
- Establish frequent eye contact with them.
- Compliment them on anything appropriate that will encourage them to feel good about themselves in the interview.
- Listen and respond empathetically so that candidates feel as though you understand their circumstances, feelings, and actions.
- Encourage them to ask questions at any point during the interview.
- Avoid using body language that might indicate to candidates that you are not interested in them or what they are saying.
- Avoid using body language that might indicate to candidates that you are not interested in them or what they are saying.
- Often times interviewers get caught up in candidates’ opinions about certain issues, their wishes for what they will do on the job, or how friendly they are. None of these things represent the candidates’ actual experiences or abilities, which will be the best indicators of how they will perform as your principal.

TIP SHEET 5 CONTINUED

Conducting Successful Competency-Based Interviews

Draw candidates out as much as possible to gather information you need.

- Ask questions such as:
 - “Would you tell me about a time when...”
 - “Give me a specific example of...”
- Ask follow-up questions that focus on the facts and details of the examples candidates have given:
 - “What was the situation?”
 - “What did you do?”
 - “How did you feel?”
 - “What happened?”
 - “Walk me through exactly what you did next.”
 - “Why did you do that?”
 - “What were the results?”
 - “What did you learn?”

Take detailed notes on what candidates say.

These notes will be invaluable when it is time for you to rate candidates on competencies, as well as when you discuss the candidates as a group to make decisions about which individuals to invite back for the next round of interviews. Write your questions down in advance of the interview so that you will be familiar with them.

Spend most of your time listening to what the candidates have to say.

Confirm your understanding of what they say by:

- Asking them questions
- Summarizing what they say and asking for confirmation. For example;
- “Let me make sure I understand. In the situation you described, first you... then you...?”

Manage the pace of the interview so that you have enough time to cover all of the areas that you are responsible for assessing.

Use compliments as a means of redirecting the conversation and moving on to other topics. For example:

- “Well it sounds like you did a great job with that. But I wanted to go back and ask you about...”
- Be silent when necessary. There are times when you will learn much more by silence than by talking.

TIP SHEET 5 CONTINUED

Conducting Successful Competency-Based Interviews

Recognize when candidates are not answering your questions directly and dig deeper for the facts

Why?

As you will probably experience, some candidates like to speak in generalities or tell you their opinions and wishes instead of telling you about specific experiences they have had. Frankly, their opinions and future plans might sound terrific, but you want to hear about what they have actually accomplished.

How?

When candidates speak in generalities:

- Ask them to describe exactly what their **own** role was in the situation
- You want to hear about what he/she did as distinguished from what other members of a group did.
- If candidates use terms like **“always”, “usually”, and “never”**:
- Try to steer them away from generalizing and move them back to the details of the particular situation they are describing.
- For both situations described above, use the question:
“Can you tell me exactly what **you** did in the situation you are describing?”

When candidates give opinions rather than facts:

- Sometimes candidates will express their philosophies by saying things like, “It is my belief that the student always comes first.”
 - When you hear statements like this, try to bring them back to specific stories or examples.
 - Ask them to provide a specific example that will show their philosophy in action.
- Sometimes candidates will offer opinions as a way to demonstrate their abilities. They might say something like, “I don’t think we handled the situation in the best way. I think we should have...”
 - When you hear statements like this, ask them to describe a situation or experience where they took a proactive role and acted according to their opinions.

TIP SHEET 5 CONTINUED

Conducting Successful Competency-Based Interviews

Final Tips about conducting competency-based interviews:

- Do not pre-judge candidates. Give every candidate a fair chance and listen with an objective ear.
- Always begin the interview by introducing yourself and your relationship to the school and LSC. But after introductions, let the candidate do most of the talking while you listen.
- Be aware of how much time you will be able to spend with the candidate during the interview so that you can manage the pace.
- Ensure that you get complete answers. You should feel comfortable asking follow-up questions or pressing for specific examples if something is not clear or if an answer is incomplete.
- Ask every candidate the same questions during the interview.
- **Do not ask questions about a person's race, color, ethnicity, national origin, religion, age, sex, marital status, parental status, mental or physical disability (unrelated to job performance), finances, or sexual orientation.** This is discriminatory and illegal.
- Have handouts available for candidates, such as: the school paper, website address, local news articles on your school and other, information about interesting school programs and activities.
- Thank candidates for taking the time to meet with you.

TIP SHEET 6.

Conducting Successful Reference Checks

References can provide meaningful insight to a candidate's ability to perform a job successfully. The types of candid insights you can obtain in the referencing process are difficult to learn from a resume or from the interview process. Just as with interviewing, gathering information from references is all about asking the right questions and listening closely to the answers.

Process for conducting reference calls:

1. Decide who will conduct the reference calls.
2. Conduct the reference calls on all active candidates between the first and second rounds of interviews.
3. Before you begin each of your calls, complete the top of the **Competency-Based Reference Form** with the candidate and reference's information.
4. Call the individual.
 - a. Tell him or her that you are calling to conduct a reference check on (candidate's name) and ask if s/he has about 10 to 15 minutes to spend with you. If not, ask when a better time would be to call back.
 - b. If s/he is not there, leave a detailed message about why you are calling to make certain that s/he call you back promptly.
 - c. If s/he doesn't call you back within a couple of days, call again.
5. When you begin the actual reference, introduce yourself, your relationship to the school, and, in case s/he doesn't know already, state the position for which (candidate's name) is being considered.
6. Give a little introduction to the type of referencing process you are conducting. Inform him/her that you will be asking him/her to talk about the candidate's strengths, weaknesses, and work style.
7. Ask the individual what his/her relationship to the candidate is-how long they have known/worked together, in what capacity, and specific projects they have worked on together.
8. Proceed to ask the individual all of the questions listed on the **Competency-Based Reference Form**.
9. Ask about any additional concerns, issues, or questions that your selection committee have that might have arisen during the interview process.
10. Ask the individual for any additional comments he/she might have.
11. Once the reference seems to be complete, thank the individual for his/her time.
12. As you conduct the reference, it will probably be easiest to write the information onto the **Competency-Based Reference Form**. But, if you choose to take notes on separate paper, it might be helpful to write the information into the form after the call is completed.

TIP SHEET 6 CONTINUED

Conducting Successful Reference Checks

Things to remember when making reference calls:

- There are legal issues involved in checking references, so the committee should consider formally notifying candidates of when their reference check period will begin. This clears up any confusion about who will be contacted and when private information about candidates may be shared with others.
- Don't allow written letters to serve as references. Letters rarely shed negative light on candidates, and in addition, phone conversations allow you to ask specific questions, hear verbal responses, detect emotional cues, and probe for candid opinions. This direct communication is important.
- When you call references, inform them that any information that they share will be confidential and discussed only among those individuals making the hiring decision.
- Plan your phone conversation well so that you can listen to the answers rather than think of the next question. Use the **Competency-Based Reference Form** to help you plan.
- Be friendly and courteous on the phone. If you do not have good phone manners, consider giving this responsibility to someone else. It is a rule of thumb that people are generally more helpful and open to those with whom they feel comfortable speaking.
- Don't let the first reference you contact set the tone for all other conversations. Regardless of how you feel about the candidate at the end of your first conversation, you should be objective in your approach to each reference.
- Don't be afraid to ask difficult and probing questions because they often provide the most information.

Common problems with checking references:

Some references **do not want to talk to you** about former employees because:

- They might be **following a policy that instructs them not to give any information** about former or current employees.
- They may fear that if they talk to you, they will reveal negative things about the candidate and damage his/her chances for getting the position. These are difficult situations. You should try to relax, remain positive, get as much information about the candidate as you can. If you are not able to properly conduct the reference interview, you might consider asking the candidate for someone else to contact.
- **"Smooth Talkers"** will make any candidates look like the candidate of your dreams. Listen closely to what these people are saying and detect instances where they side step your question. Side-stepping questions means the response to your question is positive but does not give you the information you requested. Keep track of the issues these people try to evade.
- **Be sure to check all the references**, especially if your candidate gets **mixed reviews**. If you feel one of your conversations was particularly unusual, either unusually negative or unusually positive, use other references to uncover inconsistencies.

TIP SHEET 7.

Conducting a Visit to Your Candidates' Current School

Visiting a candidate's school and observing him or her at work is a great way to do a first-hand reference check. It allows you to see how the candidate interacts with other school administrators, teachers, and students. You can obtain a better understanding of the candidate and the ways in which their experience at this school will or will not contribute to their success as the principal of your school.

This type of school visit is optional. If you feel that you need additional information about a candidate, then visiting the candidate's school and observing the person at work might be worthwhile. However, you might encounter some situations and schools where this type of visit would be very difficult to conduct. Remember, the more information you have to make your final selection, the better!

Process for conducting a school visit to a candidate's current school:

Before the school visit:

- Obtain permission from the building principal for the visit.
- Decide who will conduct the school visit.
- Agree on dates and times when you are all available to spend 2 to 3 hours at the candidate's school.
- Call and inform the candidate that a few members of your LSC would like to visit his or her school during a school day to observe them "on the job."
 - Tell him or her the dates and times that you are available and ask for the best time for him/her.
- Assure the candidate that he or she should not schedule any special meetings or affairs but that you are just interested in observing his/her everyday activity.

During the school visit:

- Notice how the candidate interacts with other administrators, teachers, and students.
- Pay attention to how people seem to react to the candidates.
- Note any ways in which they conduct themselves that you particularly like.
- Note any ways in which they conduct themselves that you don't like.
- Be aware of any questions or concerns that you have about them and try to use this as an opportunity to either eliminate or confirm those issues.
- Use the Worksheet for School Visit to the Candidate's School to write your observations.
- Although it may be difficult, try to take some notes as you make your way through the school visit. Your observations will be much easier to remember after you leave if you can jot down even small notes to remind yourself of what happened.
- If it is too difficult to take notes directly onto the worksheet during the visit, then use the questions as a guide for the kind of information you are trying to gather.

Write your notes and observations on the worksheet after the visit is over.

TIP SHEET 8.

Conducting a Visit to Your School

Conducting a school visit for each of the candidates at your school is a great way for you to see how well they interface with your school administrators, teachers, and students. It is also a good way to make the school community feel like they are involved in the principal selection process.

This type of school visit is optional, depending on the amount of time you have and whether the circumstances at your school allow for organizing this kind of event. If you are able to organize and conduct school visits for each of your candidates, keep in mind that they can include things like: visits to classrooms, a full tour of the facilities, and/or a meeting with top administrators. You should only include those aspects of a school visit with which you feel most comfortable.

Hints for conducting a successful visit:

- Discuss your plans to conduct a school visit well in advance with your current principal and your Area Instruction Officer.
- Decide who will escort each of the candidates during school visits.
- Schedule separate school visits for each finalist candidate and plan on the visits lasting up to three hours.
- Call candidates to schedule their visits to your school.

If you are including a classroom visit:

- Allow each candidate to select the classroom he or she would like to visit before they come.
- Suggest to the teachers of those classrooms that they sit down with their students and brainstorm about questions to ask the candidates ahead of time.
- If students are reluctant to stand up and ask these questions, present a list to the candidates and ask that they just speak to the students and answer their questions.
- Ask the teachers to allow the candidates to ask questions as well.

If scheduling a meeting with staff or school administrators:

- Plan in advance.
- Ask staff and administrators to sign up for the meeting ahead of time and limit the total number of attendees to 10 people.
- Have the candidates start by saying a few words about themselves and their vision for the school.
- Allow ample time for staff and administrators to ask questions.
- Allow the candidates to ask questions as well.

TIP SHEET 9.

Conducting a Community Forum

A forum is the best way for the community to get involved with the selection process. It is also a time when you can see how well your finalists interact with parents, business leaders, and other individuals from the community.

You should have a forum in which all of the finalists participate. The location and time of the forum should be publicized, in accordance with the Open Meetings Act, so that anyone who would like to attend and gather more information about the candidates can do so. The forum should take much the same form as a town hall meeting where individuals can ask questions of each of the candidates.

Process for organizing a community forum:

- Schedule one forum in which all of the candidates will participate. It is a good idea to stagger the candidates and bring them out in 15-minute intervals. This way, each candidate can be introduced separately and has the same amount of time in front of the audience.
- If you have not held a school visit, plan to take the candidates on a mini-tour of the facilities when they come for the forum.
- Decide who will call each of the candidates to schedule the forum.
- Try to establish several different dates and times when most of the LSC members are available to participate in the forum. This way, you will have some flexibility in trying to schedule the forum with the candidates.
- Call the candidates to schedule the forum.
- Be sure to announce the forum at least 3-5 business days before it is scheduled to occur.
- Post fliers at the school, around the community, at the location of the forum, and send the flier home with students.
 - Be sure to put the names of your finalists on the flier, as well as the location and time of the forum.
 - To guarantee attendance, call a few key community leaders, and request their presence.
- You might want to ask each of the finalists to write a one-page summary of their background, qualifications, and their vision for the school. If your community is a bilingual community, ask the candidate to submit the summaries in two languages. Hand out the summaries to all who attend the forum.

The selection committee should not attempt to write these summaries. Put the burden on the candidates to offer any personal information about themselves.

This is important because:

- Candidates are their own best advocates in the final round.
- Candidates must decide which personal information to disclose to the public.
- The selection committee must remain publicly objective, so that it cannot be blamed for writing a better summary for one candidate than another.

TIP SHEET 10.

Negotiating Additions to the Contract

At this point, your LSC has taken an in-depth look at your school's problems and needs, and has determined the kind of principal it will take to successfully lead your school. As a result of some of the things you have discovered during this process, you might wish to add your school's Uniform Principal's Contract. The following information provides you with some examples of the kinds of contract additions you might wish to make as well as the process you should follow in making these additions and negotiating them with candidates.

Examples of contract additions:

- The principal shall provide a budget performance report at each monthly LSC meeting.
- The principal shall provide a monthly report on progress made towards meeting the SIPAA goals.
- The principal shall visit each classroom at least two classroom periods in each school year.
- The principal shall, by the first day of school, receive training to increase his or her Spanish speaking proficiency.

Process for making additions:

- Based on what you have determined to be your school's problems and needs, brainstorm and discuss contract additions that you believe are integral to the success of your school's principal.
- Appoint one person to write down all of the ideas mentioned during the discussion.
- After your brainstorming is complete, read the list you have created to determine whether or not each of the ideas is truly important to add.
- Submit the contract additions to the **CPS Law Department** for review.
- Amend additions as necessary.
- Remember that any formal contract additions must be voted on in an *open* meeting of the LSC.
- Present these additions to the finalist candidate(s) you have selected. Candidates might disagree with some of the additions you have made, or might suggest that you word them differently. Remember that finalizing your contract additions should be a collaborative effort between you and the candidate, and approved by the Law Department.