THE JOSEPH SEARS SCHOOL

KENILWORTH SCHOOL DISTRICT NO. 38

To: Board of Education Members

From: Dr. Crystal LeRoy, Business Services and Human Resources Manager

Date: November 17, 2014

Re: Discussion of Potential Administrative Organizational Restructure

This memo represents a collaborative effort between Ms. Jones, Mrs. Wallace and myself to provide a recommendation towards the potential administrative organizational restructure. Currently, the District has a traditional administrative structure in place, which includes four administrator positions: Superintendent, Business Services and Human Resources Manager, Principal and a Director of Student Services. Based on the enrollment size and current needs of the District, we are recommending restructuring the administrative team to include three administrative positions: Superintendent, Principal and Director of Student Services. The new Superintendent position would include the Business Services and Human Resources responsibilities. The attached chart, *Administrator Roles and Responsibilities,* further outlines the specific job duties. After careful review of the administrative needs, we are also recommending the addition of two non-administrative positions: Communications Coordinator and Instructional Facilitator.

We identified the Communications Coordinator position because the job responsibilities would reduce the workload across the administrative and support staff personnel. Additionally, with one person being responsible the District's communications, the content should be consistent, as well as timely. The Communications Coordinator would be a support staff position. The attached job description, *Communications Coordinator,* further outlines the responsibilities.

We also identified the Instructional Facilitator position because the job responsibilities would reduce the workload specifically for the Principal position. The primary duties and responsibilities of this position are to provide leadership in the teaching profession, facilitating and guiding curriculum and instructional initiatives, facilitate management of the curriculum renewal process and professional development program. The Instructional Facilitator would be a teacher position, plus fifteen days. The attached job description, *Instructional Facilitator,* further outlines the responsibilities.

It is important to mention that even with the addition of the new positions, we are confident that the increase will be offset by with other potential reductions. With this administrative restructure, along with an instructional full-time equivalency (FTE) analysis, we expect the following FTE changes:

Communications Coordinator:	+ 1.0FTE
Instructional Facilitator:	+ 1.0FTE
Administrator Position:	- 1.0FTE
Other Reductions:	TBD
Approximate Net Difference:	Cost Neutral

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The following chart, *Administrative Restructure* outlines our final recommendations:

Administrative Restructure

Goal: To redesign the current administrative structure maximizing both instructional and operational efficiencies.

Objectives:

1. Define and establish clear administrator roles and responsibilities to include:
   - Superintendent will primarily be responsible for operational duties and ensure District compliance
   - Principal will be primarily responsible for instructional duties and building compliance
   - Director of Student Services will be primarily responsible for student services duties and Special Education compliance

2. Outlining an administrative structure that meets the needs of the stakeholders while ensuring fiscal responsibility

3. Foster a collaborative team-based administrative environment

Areas of Consideration:	**Resolution:**
Administrative Workload	*Communications Coordinator* ✓ This position will support communications and committee responsibilities for Administrators *Instructional Facilitator* ✓ This position will support the Principal with curriculum, professional development responsibilities and evaluation
Segregation of Duties	*Reassign Treasurer responsibilities to the Director of Student Services* ✓ Superintendent will no longer have the ability to wire, withdraw or transfer funds ✓ Superintendent will only be a co-signor for $10,000+ checks ✓ Superintendent will only have access to the $5,000 revolving account ✓ The proposed *Segregation of Duties* resolutions have been reviewed and approved by the District Auditor
Ensuring Building Level Autonomy	✓ The Principal will have full responsibility of instructional and building level decisions in collaboration with the Administrative Team ✓ The Superintendent will have full responsibility of the District and operational decisions in collaboration with the Administrative Team ✓ The Director of Student Services will have full responsibility of instructional and program planning for the Student Services Department in collaboration with the Administrative Team
Evaluation Process	*The evaluation process for the Administrative Team will include a 360 Degree feedback component or similar format* ✓ The Superintendent will be evaluated by the Board of Education, in collaboration with the Administrative Team

- ✓ The Principal and Director Student Services positions will be evaluated by the Superintendent, in collaboration with the Board of Education

Administrative Restructure

Superintendent	Director of Student Services	Principal
District Leadership • Serves as the chief administrative officer of the School District; • Has charge of the administration of the school under the direction of the Board of Education; • Evaluation of Administrators and 12-Month Staff; • Makes recommendations to the Board concerning the budget, building plans, the selection, retention and dismissal of teachers and other employees; • Directs the public relations program and messages designed to enlist the understanding, support and participation of the residents of the community in matters relating to the School District; • Overseer of the Strategic Plan/areas of focus related to organizational, financial and facility needs. • Ensuring completion of Illinois Board of Education reports and applications • Assumes responsibility for the safety and administration of the school plant; • The Superintendent is also responsible for the following areas: ✓ Finance ✓ Building and Grounds ✓ Field Trip/Transportation ✓ Risk Management ✓ Personnel ✓ Board of Education Tasks	*Instructional Leadership* ▪ Oversees, leads and manages the psychological, health, social work, speech/language, gifted, special education, homebound/hospital instruction and English Language Learner services of the District; ▪ Supports the Principal to ensure high quality educational outcomes for all students; ▪ Applies experience and knowledge of best instructional practices and programs for students receiving support from Student Services; ▪ Provides leadership and expertise for the identification, as well as best instructional practices and programs for students identified as Gifted; ▪ Establishes procedures for placement, evaluation, assignment and reappraisal of students' needs with regard to the Student Services program. ▪ The Director of Student Services is also responsible for the following areas: ✓ Management of School Culture and Environment ✓ Management of Personnel ✓ Leadership with Parents and Community ✓ Professionalism ✓ School District Treasurer	*Instructional Leadership* ▪ Applies experience and knowledge of best curriculum practices; ▪ Chairs and supervises the curriculum implementation and renewal processes, and makes appropriate recommendations regarding the selection of textbooks, instructional materials and courses of study as related to curricular goal; ▪ Collaborates with the District Leadership Team, Teachers developing curriculum, instruction and assessment practices consistent with the District goals; ▪ Ensures that the curricula are in line with the Illinois Common Core State Standards and ▪ Utilizes data and appropriate indicators in the goal process for individual students, a grade level and the total school setting. ▪ The Principal is also responsible for the following areas: ✓ Professional Development ✓ Monitoring of Student Performance ✓ Management of School Culture and Environment ✓ Management of Personnel ✓ Leadership with Parents and Community ✓ Professionalism

In conclusion, we feel strongly that a "hands on" transition into the new administrative restructure is imperative to the success of this reorganization. We would like to recommend the transition to the new administrative structure begin in December 2014.

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KENILWORTH SCHOOL DISTRICT NO. 38

JOB TITLE:	Communications Coordinator
ORGANIZATIONAL UNIT:	District
ORGANIZATIONAL RELATIONSHIPS: Reports to:	Superintendent
LENGTH OF POSITION:	Twelve Months – 7. 5 Hour Workday
TYPE OF POSITION:	Exempt

GENERAL RESPONSIBILITIES:
Fulfills the duties of a Board Secretary, which include attending, recording minutes and posting documents for all Board and Committee Meetings. Plan, organize and prepare internal and external Building and District communications.

QUALIFICATIONS: The following skills and certifications/licensures are preferred for this position:

- Demonstrated success in the field of communication, public relations or closely related field
- Extensive experience in the use of technology
- Ability to write clear, concise, grammatically, and factually correct information in standard print and electronic media
- Ability to work individually, in partnerships and with minimum direction at a variety of simultaneous professional task and responsibility levels
- Maintain integrity of confidential information relating to students, staff, or district patrons
- Any combination equivalent to: bachelor's degree in communications, public relations or a related field and two years experience in public relations or communications

SPECIFIC DUTIES:

1. Attends all Board of Education and Committee Meetings.
2. Records minutes for all Board of Education and Committee Meetings.
3. Assist in coordinating and posts all documents associated with the Board of Education and Committee Meetings.
4. Handles general Board of Education correspondence.
5. Arranges logistics for Board and Board Committee meetings and special Board events.
6. Assists the Administration in communicating with staff, parents, and community through written correspondence.

7. Monitors the District website for accurate and current data.
8. Composes and prepares independently or as directed a variety of related publications and materials including handbooks, calendars, newsletters, brochures, correspondence and memoranda; assist the Administration in coordinating and preparing media alerts, press releases and advisories.
9. Develop and implement public relation communications in coordination with the Administrative Team.
10. Serves as Board Secretary, to include postings, verifying legal documents and official filings.
11. Prepare all Freedom of Information Act (FOIA) requests provided by the Superintendent
12. Performs other duties as assigned by Superintendent.

Instructional Facilitator

Primary Function: Shall perform such duties and responsibilities associated with leadership in the teaching profession, facilitating and guiding curriculum and instructional initiatives, facilitate management of the curriculum renewal process and professional development program, and support and monitor instruction and curriculum guidelines as are required by the *Illinois School Code* and the *Illinois State Board of Education.*

Directly Responsible to: Principal

I. The Instructional Facilitator as a Professional

A. Facilitator shall affirm and accept their responsibility to practice their profession according to the highest ethical standards.

B. Facilitator shall demonstrate knowledge in in the principles of learning, instructional organization, curriculum management and best practice in instruction and child development theory.

The Facilitator as an Instructional Leader

A. Work as part of the team coordinator committe, professional development committees, and building leadership teams with the building principal.
B. Identifies, plans, organizes, and conducts professional development relevant and identified by school needs
C. Schedule, facilitate and support various stages of curriculum renewal process within content and follow up support with grade level teams/departments
D. Research resources and make recommendations regarding strategies and materials during curriculum renewal, revise and revisit strategies.
E. Manage professional support for roll out of materials and provide modeling of instructional strategies.
F. Use data to monitor the over all instructional program
G. Facilitated the development of a quality and effective learning environment.

PERFORMANCE RESPONSIBILITIES

I. Facilitator as a professional

The Instructional Facilitator is knowledgeable in instructional practices, formative and summative assessment alignment and CCSS. For example, their will be a need to facilitate teachers through the unpacking of standards, monitoring of scope and sequence and culminate in curriculum renewal. The Instructional Facilitator is also knowledgeable in the principles of learning, habits of mind and 21st century standards and effectively applies them. The Instructional Facilitator:

A. Experienced in desing, implementation and revision of scope and sequence of the curriculum at the appropriate level and relates plans to clearly defined objectives which are consistent with District curriculum and CCSS

B. Is receptive to new ideas and demonstrates evidence of professional growth and development and leading it for others

C. Responds constructively to recommendations made in periodic performance evaluations

D. Is willing to work and give additional time to teahcers outside of regular hours

E. Assumes a reasonable share of the responsibility for instilling a learning environment within the school

F. Selects appropriate channels for resolving concerns and problems

G. Establishes relationships with parents, colleagues, and administration which reflect mutual respect

H. Demonstrates a willingness to assume additional building and/or District-related responsibilities.

In Addition, the Instructional Facilitator will:

I. Attend and participate in all regularly-scheduled professional and other meetings, including: institutes, workshops, and staff meetings as requested by the Superintendent, Principal, or immediate supervisor

J. Work to maintain positive relationships with immediate colleagues and fully participate in all meetings, initiatives and expectations

K. Demonstrate consistency in attendance patterns by having a good attendance record

L. Practice punctual arrival and departure from the building, classes, and committee meetings

M. Practice punctual, timely, and accurate completion of required records and reports

N. Be knowledgeable of and follow all student/parent and personnel policies and procedures

O. Uses planning time appropriately for professional and personal needs

P. Provide clear plans to enable substitute Instructional Facilitators to maintain continuity of instruction

II. THE INSTRUCTIONAL FACILITATOR AS AN INSTRUCTIONAL MANAGER

The Instructional Facilitator shows an understanding of learning theory, organizes effective learning experiences, and achieves objectives. The Instructional Facilitator:

A. Impacts very positively upon, and is sensitive to, teachers and students within the school environment

B. Creates an environment of inquiry and professional respect effectively conveying the sense of urgency, clear purpose, objectives and outcomes.

C. Assesses the accomplishments of professional development and curricular work on a regular basis, and in a timely manner, correcting and adjusting according

D. Employs a variety of strategies to analaze, introduce and explore differentiation and alignment of instruction

E. Proactively probelmes solves and seeks appropriate support and guidance to assist with managing curriculum and staf involved.

III. THE INSTRUCTIONAL FACILITATOR AS A COMMUNICATOR

The Instructional Facilitator practices timely and appropriate communication techniques in dealing with teacher, parents and administrators. The Instructional Facilitator:

A. Provides clear proposals for Professional Development, Curriculum Renewall and monitoring and supporting the Strategic Plan Goals

B. Effectively conveys information, plans and goals as identified with supervising administrators, curriculum renewal, the Strategic Plan, and other identified inititaves to teachers and involved stakeholders

C. Remains professional in communicating with colleagues and upholds confidentiality and professionalism as outlined in Board Policy, professional standards for the teaching profession (Danielson)

D. Provide clear plans to enable continuity of instruction

IV. THE INSTRUCTIONAL FACILITATOR AS AN INSTRUCTIONAL MANAGER

The Instructional Facilitator shows an understanding of learning theory, organizes effective learning experiences, and achieves objectives. The Instructional Facilitator:

A. Impacts very positively upon, and is sensitive to, students within the school environment

B. Recognizes and responds appropriately to the academic, emotional and social needs of individual students

C. Encourages each member of the class to participate and be involved

D. Acknowledges correct responses and responds to incorrect or incomplete responses by providing opportunities for students to be successful

E. Creates an environment conducive to learning by maintaining a high level of time-on-task for all students

F. Assesses the accomplishments of students on a regular basis, and in a timely manner, corrects and returns assignments

G. Employs a variety of instructional techniques, human resources, and instructional media

H. Provides explanations, oral or written, that are adequate to helping students understand the contents of the lesson and their tasks

I. Relates new content to material previously presented and to students' prior knowledge

J. Adjusts pace and difficulty of lesson to assure students' understanding

K. Provides for efficient and well-organized opening and closing procedures and effective transitions from one activity to another

In Addition, the Instructional Facilitator will:

L. Exhibit and impart knowledge of subject matter.

V. THE INSTRUCTIONAL FACILITATOR AS A COMMUNICATOR

The Instructional Facilitator practices timely and appropriate communication techniques in dealing with teachers and administrators. The Instructional Facilitator:

A. Provides timely communication and updates of Professional Development Work

B. Effectively manages calendar of activities, pull outs, plannings, meetings and learning lunches and calendars accordingly

C. Expectations, resources and work as associated with the Curriculum Renewal and Strategic Plan

<u>Specific considerations for job posting description will include:</u>

Qualities expected of the applicant are as follows:

1. 5 or more years teaching in a classroom.

2. Extensive knowledge of Common Core State Standards, curriculum alignment, data and vetting instructional materials
3. Experience leading, designing and monitoring professional development
4. Experience writing, reviewing, aligning and monitoring assessments
5. Willingness to work with teacher groups and an understading of the standards of professionalism in working with adult groups
6. An understanding of Adult Learning theory and Facilitation skills
7. Commitment to continuous personal and professional growth.
8. Be able to effectively use computers, software, and technology in a classroom setting.