

**HAZARD, YOUNG, ATTEA AND ASSOCIATES**  
**Northbrook School District 27**  
**Superintendent of Schools Search**  
**Leadership Profile Report**

**January 14, 2021**

**INTRODUCTION**

This report presents the findings of the Leadership Profile Assessment conducted by Glenn “Max” McGee, Ph.D., Ken Arndt, Ph.D. and Sharon Frys, Ed.D. of Hazard, Young, Attea & Associates (HYA) in December 2020 for Northbrook School District 27. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in individual interviews, focus groups, a virtual forum with the following groups: of the Board of Education members, central office administrators, Superintendent, staff members, building administrators, parents and students, as well as, from the results of the online survey completed by stakeholders. These sessions and the survey were structured to assist the Board of Education in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder engagement elicited information about strengths and challenges the District faces both in the next few months as well as in the coming years. The online survey data were found to be consistent with the focus group interview data. It should be noted that the data are neither a scientific sampling nor do they necessarily represent the majority opinion of each respective group. The data presented in this report are representative of feedback from participants in the Zoom sessions and respondents to the survey.

**PROCESS**

The structure of the individual meetings, forums, and focus groups was open, allowing for participants to build upon each other’s comments. Due to the Covid-19 pandemic, all sessions were conducted via Zoom or telephone conference call. Additionally, the online survey was available to stakeholders for eighteen days and provided an additional avenue for stakeholders to participate in the process of determining the next superintendent’s qualifications and characteristics. Those involved in providing input into the selection of the superintendent of schools were asked to respond to the following questions:

- 1. What do you especially value regarding your schools and your community? What strengths do you desire to retain and build upon?**

2. **What are the challenges this District currently faces, and what are some they will be facing in the next three to five years?**
  
3. **What are the professional and personal qualifications and attributes you want to see in the district’s next leader?**

The chart below provides information regarding participants in individual Interviews, focus groups and survey.

**Individual Interviews**

<b>Stakeholder Group</b>	<b>Number of Participants</b>
Board of Education Members	7
Superintendent	1
Assistant Superintendent of Personnel and Student Services	1
Assistant Superintendent of Curriculum and Instruction	1

**Focus Groups**

<b>Stakeholder Group</b>	<b>Number of Participants</b>
Community	9
Middle School Students	14
Hickory Point Staff	8
Wood Oaks Staff	4
Shabonee Staff	6
Hickory Point Parents	7
Shabonee Parents	9
Wood Oaks Parents	17
Total Number	74

**COMMON THEMES**

In responding to each prompt, participants shared colorful personal narratives as well as big picture overarching themes. Nearly every story referenced positive experiences with the current district leadership. Participants shared they desired to see their next leader being collaborative in the decision making process, is an excellent communicator and listener and immersed oneself in the lives of the school and community. Participants also desired to see their next school leader as a visionary who looks at key success factors and is analytic about changes. They seek a proven leader who ‘leads with confidence’ and will stay the remainder of their career in Northbrook #27.

**The three top overarching themes that emerged were tradition of excellence, a culture of trust and collaboration and a sound strategic planning approach.** Stakeholders across the board recognized and valued NB D27's tradition of adherence to excellence with high expectations regarding student performance, offerings, financial health and responsibility. Northbrook District 27 was often described as "the district of choice" attracting residents and quality staff members. Several parents described being raised in Northbrook and returning here to raise their children due to the quality of the schools.

The district was lauded for its focus on quality core curriculum focused on both the academic and social emotional needs of students. Several stakeholder groups expressed appreciation that despite the tightening of fiscal resources, the district has continued to prioritize the arts and physical education for each of their students.

Critical to this tradition of excellence is the quality of the teaching staff with every stakeholder group remarking on both the expertise and caring nature of the teachers. It is abundantly clear that NBD27 has had a long past history and present evidence of valuing the teaching staff. It was often noted that the longevity of staff is often not based on highest salary amongst districts, but heavily on a culture of respect wherein there is ongoing collaboration, high levels of communication on major decisions, opportunities to provide input, strong professional development and a high degree of trust between the Board of Education, leaders, staff and community.

Parents and community members alike echoed NB D27's culture of collaboration. Each felt the district provides ongoing communication and opportunities to provide input through forums, surveys and parent advisory groups at each school. The recent COVID pandemic was an often-cited example of collaborative problem solving and communication with staff, parents and community members.

The District's long-standing use of the Baldrige Performance Excellence Framework enables it to perform at high levels and plan for the future. It is this framework that distinguishes NB D27 from other districts across the country. A sophisticated strategic development process along with mature processes and systems support the District's mission, vision, and values. All process and program improvement is based on the Research Design and Improvement Process (RDIM) with the entire mission as the cornerstone for all decisions.

Though the majority of those interviewed were pleased with curriculum and instruction, we did hear concern from some that the district needed to be more progressive and innovative in their approach, stronger in addressing the social emotional needs of students (especially in light of the pandemic) and the a desire to begin dialogue relative to equity and diversity. The new

superintendent will need to engage in conversations and deeper exploration of these areas.

Every group interviewed highlighted the District’s handling of the pandemic. Stakeholders felt the approach was safe for students and staff, logical and evidenced strong collaboration by the leadership, staff, parents and community. Clearly, the district understands the importance of ensuring students’ mental health and well being, and the efforts made to date to address this challenge have been appreciated. Many identified NB D27 as a “leader” in the handling of the pandemic. Equally, groups described that the handling of the post pandemic will be a priority and challenge for the new superintendent who will need to work with stakeholders to develop a sound transition plan that addresses safety protocols, student gaps in learning, some strained relationships with staff and the social emotional needs of students and staff.

The new superintendent will succeed to the extent that she or he shares the traditional cultural values of the district. Listening and learning; authentically engaging with staff, students, and parents; and eagerly immersing oneself in the life of the three schools and communities the district serves will be critical for both a good start and a long, productive tenure.

**FREQUENTLY NOTED**

In responding to the three prompts, several participants offered comments and made remarks that were similar. Those receiving multiple mentions are listed below:

**Strengths of the District:**

Community:

- Collaborative relations are valued
- Community has high expectations
- Exceptionally proud of their schools
- Multiple generations of graduates live within the township
- Relatively low taxes due to corporate base
- “Small, but not too small”
- Strong community emergency and preparedness plan
- Strong, engaged, supportive community
- The various political entities all work well with each other

Schools:

- All school operations support the district mission and vision
- High performing district with high test scores
- Math and science curriculum outstanding

- People move to Northbrook #27 because of the schools
- Strong parent advisory councils at every school
- Students come to school ready to learn
- Schools are known for excellence
- Schools have a strong partnership with the park district
- Staff truly cares about students

#### **Challenges and Issues Facing the District:**

- Attracting staff that will replace future retirements
- Continuing a tradition of collaboration and union relationship
- Effective return back to school plan coming out of the pandemic
- How to determine if students are meeting standards and provide the necessary support for those not achieving expected standards
- Inadequate space to house growing student population
- Increase staff diversity
- Long term facility needs and renovation.
- Provide a social and emotional support system for students and staff
- Upgrade technology

#### **Desired Professional and Personal Characteristics of the New Superintendent**

- Ability to sustain and strengthen current relationships with community partners
- Background of demonstrated success and experience with elementary schools
- A collaborative, coalition builder eager to engage all voices
- Confident decision maker
- A credible, excellent communicator
- Demonstrates ethical and personal integrity
- Desires a long tenure as Northbrook #27 leader
- Diplomatic negotiator and relationship builder
- Effectively manages District resources (human, fiscal and facility resources)
- Effective listener. Carefully listens before speaking
- Empathetic, kind, and with a high EQ (social emotional quotient)
- Exhibits multicultural and ethnic understanding and sensitivity and promotes cultural intelligence throughout the District
- Flexible, yet strong
- Humble
- Implement a performance excellence framework to empower the District to reach its goals, Improve results and become more competitive
- Keeps the Board informed of issues, needs and operations of the school system, and provide recommendations requiring its actions

- Life long learner
- Literate in data analysis and can ask the right questions of data
- A strong advocate for students and staff
- Presents well and demonstrates passionate, vibrant, inspiring leadership
- Promotes academic rigor and excellence for students and staff
- Provides for the special needs of children
- Strategic thinker
- A transparent, visible, personable, approachable, warm, and welcoming leader who is frequently in schools, comfortable and supportive in visiting classrooms, and regularly attends school events
- Trusts staff, not a micromanager
- Trustworthy and trusting, demonstrating integrity, honesty, humility, compassion along with a sense of humor
- Works productively with local, state and federal officials
- Visionary

### **ONLINE SURVEY**

Turning to the quantitative data, we received 486 survey responses. We highlight the high number of student responses, which is commendable for an elementary school district.

### **Survey Groups and Number of Responses**

<b>Stakeholder Group</b>	<b>Responses</b>	
As a parent of a current District 27 student	34.23%	240
As a teacher or certificated staff member	16.38%	71
As a classified staff/support staff member	4.89%	23
As an administrator or supervisor	2.04%	10
As a student	40.59%	168
As a taxpayer without a student currently attending school in the district	1.71%	10
Total Respondents:		486

This survey does not represent a scientific sampling. It was a survey of convenience meaning that it was made available to a large public and individuals could choose to complete it or ignore it. However, because such large numbers responded to it, we believe the data is important to consider in the selection of the next superintendent as they speak both to the experiences, expertise, qualifications, and attributes the next superintendent will need to successfully lead Northbrook District 27.

Participants were asked to choose four statements from a list of fifteen that represented the

most important characteristics they want to see in a new superintendent. The top five were:

1. Foster a positive professional climate of mutual trust and respect. (Administrators, teacher, support staff and students rated this as number one)
2. Demonstrate a deep understanding of emerging educational research and best practices. (Parents rated as number one)
3. Establish (or sustain) a culture of belonging and connection for all students and personnel (teachers, support staff rated this as second of five choices)
4. Provide regular and transparent communication (teachers, support staff and parents rated in their top five choices)
5. Be visible throughout the schools and community, actively engaged in community life (teachers rated this a their 5th choice and students rated this as their second choice).

We also surveyed stakeholders on what they thought should be the top areas of focus for the next three to five years for the new superintendent from a list of ten. Consistent with our learning from focus groups, interviews, and forums, the top three were:

- Increasing attention to students' social-emotional needs and mental health issues
- Innovative curriculum and instructional practices in light of our virtual learning experience this fall
- Retaining and recruiting top quality teachers

To assist the Board in selecting a new superintendent and to assist the superintendent in assessing the state of the district, we asked participants to respond to these sixteen statements using a Likert scale of either Excellent, Good, Average, or Poor for statements one to nine and Strongly Agree, Agree, Disagree, or Strongly Disagree for questions seven to sixteen.

1. The overall quality of education in the District
2. The high school readiness of our eighth grade graduates
3. The effectiveness of the district in meeting the needs of my child (or meeting your needs if you are a student)
4. The effectiveness of the district in meeting the needs of students with disabilities
5. The effectiveness of the district in meeting the needs of English Language Learners
6. The district's effectiveness in meeting the needs of exceptionally talented students
7. The district's ability to attract and retain excellent instructional staff
8. The district's ability to attract and retain support staff
9. The quality of communication from the district
10. The district has high standards for student performance.

11. The district is working successfully to help students feel they are welcome, connected to, and belong at District 27 schools.
12. The district provides a well-rounded educational experience for all students.
13. The district is meeting the social emotional needs of the students.
14. The district engages parents as partners in the education of their children.
15. The district is fiscally responsible
16. If a family were considering moving to the district because of the quality of District schools, I would encourage them to do so.

It should be noted that while we provide a “No Opinion” option, by design we do not have a “Neither Agree nor Disagree” option for questions eight to fifteen. In analyzing the data, we exclude “No Opinion” answers and recalculate the percentages for each response. The two tables below show the percentage of respondents rating the district “Excellent” or “Good” on questions one to seven and “Strongly Agree” or “Agree” on questions eight to fifteen.

The first table shows these percentages and the second table color codes these same percentages. Green indicates that 84% or above gave the district a positive rating. We use 83% because this percentage means the ratio of positive to negative responses is greater than 5:1. That is a goal to which most districts aspire.

Red indicates an area of concern because the negative responses outweigh the positives. These areas require near term attention.

As indicated, there are no “Red” areas of concern wherein respondents' negative responses outweigh the positive. This is to be applauded, as this has never occurred with other districts utilizing the survey.

The two tables below in a landscape format follow the report that makes for somewhat easier reading.



Table One

QUESTIONS	ALL (n=486)	Parents 204	Teachers 71	Support 23	Admin 10	Students 168	Taxpayers 10
<i>The overall quality of education in the district</i>	96	96	100	100	100	95	100
<i>HS readiness of our 8th grade graduates</i>	93	94	100	100	100	82	100
<i>The district's effectiveness in meeting the needs of my child</i>	89	90	100	100	100	81	88
<i>The district's effectiveness in meeting the needs of students with disabilities</i>	84	71	95	94	100	82	100
<i>The district's effectiveness in meeting the needs of English Language Learners</i>	91	92	90	93	100	88	100
<i>The district's effectiveness in meeting the needs of exceptionally talented students</i>	84	77	93	88	100	84	86
<i>The district's ability to attract and retain excellent instructional staff</i>	92	90	98	95	100	87	83
<i>The district's ability to attract and retain excellent support staff</i>	90	91	89	90	100	88	83
<i>The quality of communication from the district</i>	89	91	98	90	100	77	100
The district has high standards for student performance.	96	96	100	100	100	94	100
The district is working successfully to help students feel welcome, connected to, and belong.	96	94	100	100	100	97	100
The district provides a well rounded educational experience for all students.	94	93	98	100	100	90	100
The district is meeting the social emotional needs of students	87	86	92	94	100	81	100
The district engages parents as partners in the education of their children	92	90	100	100	100	85	86
The district is fiscally responsible	98	97	100	100	100	98	100
Recommend moving to district because of schools	97	96	100	100	100	96	100

Table 2

QUESTIONS	ALL (n=486)	Parents 204	Teachers 71	Support 23	Admin 10	Students 168	Taxpayers 10
<i>The overall quality of education in the district</i>	96	96	100	100	100	95	100
<i>HS readiness of our 8th grade graduates</i>	93	94	100	100	100	82	100
<i>The district's effectiveness in meeting the needs of my child</i>	89	90	100	100	100	81	88
<i>The district's effectiveness in meeting the needs of students with disabilities</i>	84	71	95	94	100	82	100
<i>The district's effectiveness in meeting the needs of English Language Learners</i>	91	92	90	93	100	88	100
<i>The district's effectiveness in meeting the needs of exceptionally talented students</i>	84	77	93	88	100	84	86
<i>The district's ability to attract and retain excellent instructional staff</i>	92	90	98	95	100	87	83
<i>The district's ability to attract and retain excellent support staff</i>	90	91	89	90	100	88	83
<i>The quality of communication from the district</i>	89	91	98	90	100	77	100
The district has high standards for student performance.	96	96	100	100	100	94	100
The district is working successfully to help students feel welcome, connected to, and belong.	96	94	100	100	100	97	100
The district provides a well rounded educational experience for all students.	94	93	98	100	100	90	100
The district is meeting the social emotional needs of students	87	86	92	94	100	81	100
The district engages parents as partners in the education of their children	92	90	100	100	100	85	86
The district is fiscally responsible	98	97	100	100	100	98	100
Recommend moving to district because of schools	97	96	100	100	100	96	100

The open-ended comments reflected much of what we heard in focus groups, interviews, and forums. There were a total of 171 individual comments. The comments evidenced predominate themes that respondents believe that the new superintendent will need to address as immediate priorities. The first predominant theme was addressing post COVID-19 pandemic impacts. Associated concerns included “gaps in learning,” and safety, but embedded in the post pandemic planning was the need to address the social emotional and mental health (trauma and anxiety related) needs of students and staff. Several respondents mentioned the need to continue efforts on communication, as well as the forward movement regarding

innovation in curriculum and technology to effectively support teaching and learning. Additional comments include prioritizing the recruiting and retention of quality staff along with addressing some issues of staff moral. The new leader will need to engage the full community in tackling the challenges and solving the challenges identified.

Below are several representative, verbatim comments of each group submitted through the online survey? These responses have been copied directly from the survey so as not to alter the data. To that end, there have been no revisions to grammar or punctuation.

### Parents

- Ensure that students are taught how to be critical thinkers.
- Students' social-emotional and mental health issues after the pandemic.
- Retaining excellent and highly qualified teachers -Gaining the trust of the community with frequent and early communication
- Education during time of pandemic
- Improving communication. Many districts have active social media presence on twitter allowing parents a glimpse into classrooms. Not all teachers communicate regularly with parents so it is difficult to know what is happening in school. Refreshing outdated curriculum (Reading Street) providing professional development and a commitment to differentiation to meet the needs of all learners, SEL curriculum review
- Educational philosophy--teachers need to help and motivate students to do their best and reach their full potential, not just measure them by a grade. A.K.A. even if a student is getting a B, but can this student do better? If a student is getting an A, what else can the teacher do to challenge this student? - Full transparency of school curriculum with parents. With Covid, it helped me better with what my kids are learning in school, but before this, I had no ideas what kids are learning in class and how they are doing. If they needed any additional help.
- Continue to build on efforts to drive engagement and motivation in staff especially during virtual times. 2. More on how do we bring students together virtually to feel connected.
- Continuing safety health and well being while also maintains high learning standards,

- SEL & mental health
- Continue to enhance COVID safety protocols during this year and develop more innovative ways for students to stay emotionally/mentally engaged with peers in a safe manner.
- Academic performance. Survey how many kids have tutors
- Student mental health due to the changes forced on them by this pandemic
- Post COVID/pandemic action plan, communication transformation
- Retaining faculty and finding safe ways for them to return to the classroom. I suspect a leaning towards retirement after dealing with this past year. As a parent in the district, there is no doubt that teachers (especially in the junior high) make all the difference in the world as to why D27 provides my children with a top tier education.
- Retaining top quality teachers
- What the going forward education model looks like in terms of use of technology, innovation in in person and virtual models, etc. Recruitment and retention of high quality staff and administration

**Staff (teachers, support staff and administrators) on-line comments**

- Continue our developed culture as a district that values teachers and all programs.
- Appreciation for quality and nature of staff. Respect needs of community. Very strong communication skills. Able to adapt to needs of stakeholders.
- Innovation - Dr. Kroeze has lead this district brilliantly for 20+ years. We need new thinking, new ideas, new motivation. It's been the same thing for the last 20 years. We need to think outside the NB27 bubble we've existed in for too long!!!

- Realistic, honest & open communication with staff & community; not hyper focused on curriculum & student achievement while neglecting to look at social well-being of students & staff; well rounded in overall thinking & flexibility; not rigid
- Has a vision Is future oriented Respects the opinions of teachers, parents, and students Has an open door policy Keeps abreast of educational changes and best practices Communicates with other district superintendents throughout the state Is a member of a variety of professional organizations; is a leader in some of the organizations Recruits and hires exceptional administrators and staff; does not settle Has expertise in at least one subject area Has teaching experience Excellent communication skills Political skills Leadership skills Charismatic; outgoing Ability to get along with all A clone of Dr. Kroeze
- He/She makes an effort to meet all of the staff from every building. He/She understands our population and encourages appropriate programming. He/She understands upcoming trends and plans for them. He/She talks with a variety of people to get their opinions on important topics. He/She is willing to tie a kindergartener's shoe.
- Knowledgeable, personable, empathetic, has vision for the future, willing to do what is best for students and staff, understand the importance of work/life balance.
- Work experience within schools Educated and continuing to be educated on emerging research & best practice Communication & Social skills Effectively manage and plan for the future of an outstanding district
- Professionalism, Respectful, Caring, Hardworking, Basically- clone Dave Kroeze.
- A strong leader who actively involves the teachers in decision-making. A leader who displays compassion and love for the incredible teaching within the district. A leader with experience in the classroom, and knowledge of all of the progressive changes, strategies, and tools available for schools. An active and visible

member of the schools. A supportive leader who respects the balance of work and home life.

- I would love for our next superintendent to have many of the same qualities as our current superintendent. Dr. Kroeze is present, positive, and acknowledges the work we do constantly.
- Maintain professionalism in all aspects of life: relationships with parents, staff, and students, attire, community representation. Curriculum background, compassionate, using research based programs - not just bending to ideas of parents or fads. Ability to work with other area superintendents - realizing that we is both a system, but D27 does have unique culture. Confidence to stand up to staff but in a compassionate way.
- Kind, Caring, Smart, well liked, compassionate, engaged, knowledgeable, hard working
- Excellent planning and problem solving. A nurturing person who gets along with employees.
- Big picture, long term thinker/strategist -Promoting positive climate, connection, and working relationships -Effective communicator to staff and community -Leader with ability to create and foster a team of leaders within the administration they can delegate to and collaborate with - Effective problem-solver (especially seen in the current pandemic) to find creative ways to address problems and flexible thinking to allow for changes needed for staff and students in real time.
- Team player
- Honest communicator Motivating/Inspiring Strong interpersonal skills  
Someone who will work well with other administrators
- A visionary leader who has deep relationships with all of the

stakeholders.

- Very good intelligence, and care for the students.
- Positive and respectful to all
- The most important professional and personal qualifications include being able to communicate with staff, and parents regularly and openly. Additionally, staffing the district with employees that are willing to go above and beyond for the well being of the school district. As well as, an individual that understands the financial budget and allocation of designated funds appropriately.
- Our superintendent should be an intelligent, approachable leader who knows how to listen, make good decisions, is equitable in his/her decision making and treats all with respect.
- 1. Ability to be a continuous and discerning learner, to study and adapt to changes and advances in education. 2. Lack of arrogance - ability to respect and interact with all the employees and parents in the district in a kind and professional manner. Must possess enough humility to listen to and work well with others. Must value cooperation and collegiality. No autocrats please! 3. Ability to plan; to understand the mission of the district regarding educating children to thrive in a changing world, and to move ahead and pivot when necessary to further that mission. 4. Ability to communicate clearly.
- To maintain the Key Success Factors developed by the District and adhere to the Core Values. Value the highest of ethical behavior and ensure professionalism and respect for and by all administrators and staff.
- Community oriented, strong presence in all schools and buildings. Highly knowledgeable about all realms of instruction (special education, gifted, gen ed)

### Students

- Educational leadership, personal integrity, honest and engaged with

students

- I would like the next superintendent to make plans regarding the next school year and try and keep an in-person plan in mind. To continue to look towards and accept parent feedback. I would also like them to be enthusiastic about their position.
- To be kind, and understand what it is like to be a student.
- The new superintendent should be able to communicate with the students as well as the parents. They should also implement class levels that are more difficult than the current honors classes.
- I think the most important responses is inspire and motivate all stakeholders. Be an effective operational manager. Foster a positive, professional climate of mutual trust and respect. Lastly be visible throughout the schools and community, actively engaged in community life.
- I would just like to have someone who is qualified and up for the job.
- I think they need to be able to hold up our community and be able to know what is right.
- I believe that as a superintendent, the candidate needs to think about ways to make learning more interactive and engaging. I also believe that the candidate should value Honors programs.
- -understanding -outgoing -courageous -fun -helpful -resilient -perseveres
- Professional qualifications: a masters degree or higher, experience of 5+ years, and a good background. Personal qualifications: adaptable, determined, intelligent, and cooperative.
- Coming to the schools more often and interacting with the students.
- Has a good education and doesn't make a stupid dress code with no leggings and hoodies and oversize t-shirts because people should get to wear whatever they want. And is not too strict but not too goofy

- They should be able to connect with the students and personnel of the district. They should have a high understanding of education and welfare. They should be a strategic thinker and be able to work out problems with ease.
- They need to be responsible, understand and address what our community needs, and also actively be a part of it.
- They need to think how to fit each school needs such as if the gym needs a renovation or adding new clubs. They also need to find out if there are problems and find out how to fix them.
- Them to be very helpful and understanding of the difference students and staff
- Able to think like a student can and will employ good staff
- Foster a positive, professional climate of mutual trust and respect
- 5+ years of teaching Has experience with helping children learn and grow as learners
- To understand the students, and create a stable running school. To be nice and not to strict but still have rules.
- A leader Someone who engages in the community
- I think a leader of a district needs to show the importance of accepting everyone for who they are. I also think that they should be able to demonstrate how to educate students, teachers, and parents.
- I am a student. I am new to the district so I don't really know what the superintendent does.
- 1. Understand the emotional and all-around life of a student, and have to ability to create a safer environment for students in that regard. 2. Sway the climate of this district to be focused on learning rather than getting an A+.
- social/emotional issues in the school. fostering community. its been hard with the remote learning. retaining and recruiting personnel that fit in with the 27 family



- Support for students and families. Working with staff and addressing their needs.

#### Taxpayers Without Children in School

- Social/emotional issues in the school. Fostering community. its been hard with the remote learning. retaining and recruiting personnel that fit in with the 27 family
- Support for students and families. Working with staff and addressing their needs.
- I don't know. My youngest finished 8th grade last year. Possibly addressing the academic needs of those students who do not do well in the remote learning environment.

#### **Summary**

Having sought the input from students, parents, teachers, administrators, support staff, community members, and Northbrook stakeholders via focus groups, interviews, community forums and surveys, the Northbrook District 27 Board of Education has a clear picture of the desired characteristics and qualifications for the district's next Superintendent of Schools. The Board seeks a personable, approachable leader who will work collaboratively with the Board, school and district leadership teams, faculty, staff, and community partners in maintaining Northbrook's excellent programs and services and further strengthening the high quality of education. The ability to communicate clearly and frequently and genuinely connect and engage with all stakeholders is of paramount importance.

An authentic commitment to the students and their families; faculty and staff; and community partners and the associate schools must guide the new superintendent. He or she must be able to demonstrate evidence of being an excellent two-way communicator, successful collaborator, a regular and visible presence, and a role model. Additionally, the selected individual should thrive in being a positive presence and immersed in the life of the community. This leader will demonstrate a combination of excellent leadership skills and emotional intelligence traits and be a learner of the district and community's culture.

The superintendent candidate must have documented evidence and recent and relevant experience in establishing a culture of trust, capitalize on opportunities from within the community, communicate frequently and clearly, and have the strength, confidence, and expertise to make challenging decisions.

A recommended list of the “top” qualification and characteristics is:

- Set a vision and direction for the District with the Board of Education
- Implement a performance excellence framework to empower the District to reach its goals, improve results and become more competitive
- Promote academic rigor and excellence for staff and students that includes innovation of programs and services, creativity, and agility
- Provide for the special needs of children in the District
- Demonstrate organizational and operational innovation, creativity, and agility
- Exhibit strong decision making and creative problem-solving
- Promote cultural intelligence through the organization
- Promote a culture of collaboration with the Board, community, staff and students
- Ensure the Board of Education governance style and practices are effective
- Ensure students are the District’s priority
- Ensure all departments manage the District resources effectively and efficiently (human resources, fiscal resources, and facility resources)
- Articulate the district mission, vision and priorities to the community
- Demonstrate ethical and personal integrity
- Exhibit multicultural and ethnic understanding and sensitivity and enhance the Districts cultural intelligence

In closing, HYA is committed to recruiting and screening candidates who fit the leadership profile and will provide Northbrook 27 the high quality of stable and successful leadership needed to sustain all that is special about the schools, programs, and personnel. HYA will seek to find the next superintendent who can provide the vision, has demonstrated hard work, and collaboration practices that will engage all stakeholders in moving the district on a trajectory from great to greater.

The consultants thank all the participants who attended focus groups, personal interview meetings, forums, and/or completed the online survey. Also, we thank all of the NB D 27 staff members and Board members who assisted with our meetings and particularly Dr. Theresa Fournier, Assistant Superintendent and Mr. Trevor Hope, Director of Technology for their efforts in facilitating this engagement phase.