



Dr. Jack Barshinger, Superintendent

**MINUTES
BOARD OF EDUCATION
GLEN ELLYN SCHOOL DISTRICT 41
SPECIAL MEETING
MARCH 13, 2006, 7:30 P.M.
CENTRAL SERVICES OFFICE
793 NORTH MAIN STREET, GLEN ELLYN, ILLINOIS**

1. Call to Order: Board President, John Vivoda called the meeting to order at 7:30 p.m.
2. Roll Call: Members present: Kevin Cosgrove, Terra Howard, Debbie Hoffman, John Marcheschi, Carol McElvain and John Vivoda. John Kenwood entered the meeting at approximately 7:45 p.m.
3. Public Participation. There was no public participation.
4. Resolution to Support Glenbard District 87 Referendum Question on March 21, 2006.

(Attachment)

Kevin Cosgrove moved and Carol McElvain seconded to approve the attached resolution to support Glenbard District 87 Referendum Question on March 21, 2006 as presented. On a roll call answering Aye: Cosgrove, Howard, Hoffman, Marcheschi, McElvain and Vivoda. Answering Nay: None. Motion carried.

5. Leadership Profile Report for Superintendent's Search: Dr. Arthur Jones of Hazard, Young & Attea thanked all those who were involved in organizing the stakeholder focus group meetings on February 23, March 7 and March 9 for District 41's superintendent's search. Dr. Jones presented the Board with a report that outlined comments from the focus group interviews and questionnaires. Utilizing this information, the search firm developed the attached outline of the Board's desired characteristics for the next District 41 superintendent. Dr. Jones said that once the Board agrees upon these desired characteristics, this information would be used to establish an interview process and develop the Board's selection criteria for a new superintendent. The attached document reflects the characteristics agreed upon by the Board for the next superintendent.

(Attachments)

6. Adjourn to Closed Session to Discuss: At 8:35 p.m. John Marcheschi moved and Terra Howard seconded to adjourn to closed session to discuss:

The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1).

On a roll call vote answering Aye: Cosgrove, Kenwood, Howard, Hoffman, Marcheschi, McElvain and Vivoda. Answering Nay: None. Motion carried.

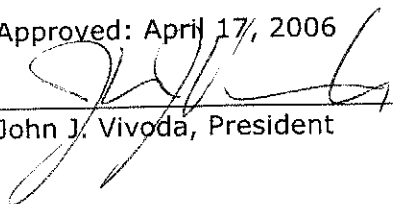
7. Adjourn Closed Session: Debbie Hoffman moved and John Marcheschi seconded to adjourn the closed session and return to open meeting at 8:46 p.m. On a roll call vote answering Aye: McElvain, Cosgrove, Kenwood, Howard, Hoffman, Marcheschi and Vivoda. Answering Nay: None. Motion carried.
8. Return to Open Meeting: At 8:46 p.m. John Marcheschi moved and Debbie Hoffman seconded to return to the Open Meeting. On a roll call vote Answering Aye: McElvain, Cosgrove, Kenwood, Howard, Hoffman, Marcheschi and Vivoda. Answering Nay: None. Motion carried.
9. Discussion Items: The Board reviewed the position of the TEE41 group and a curriculum challenge manner. The Board took no action.
10. Adjourn Special Meeting: There being no further business, John Kenwood moved and Carol McElvain seconded to adjourn the special meeting at 9:52 p.m. On a roll call vote answering Aye: Marcheschi, McElvain, Cosgrove, Kenwood, Howard, Hoffman and Vivoda. Answering Nay: None. Motion carried.

Recorded: March 13, 2006



Deborah M. Hoffman, Secretary

Approved: April 17, 2006



John J. Vivoda, President

Resolution in Support of
The Glenbard District 87 Referendum Question

March 21, 2006

WHEREAS, Glenbard District 87 students are limited to six classes a day due to budget limitations; and

WHEREAS, the entire student body of Hadley Junior High School feeds into Glenbard West High School; and

WHEREAS, Glenbard District 87 has placed a referendum on the March 21, 2006 ballot asking the community to approve the issuance of \$32 million in bonds, to pay off current bonds and to provide funding to increase learning opportunities, including the return of the 7 period day; and

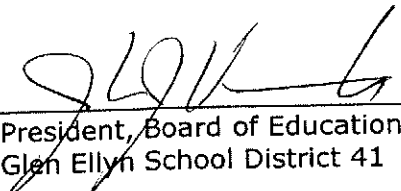
WHEREAS, the new bonds would minimally increase the Glenbard District 87 tax rate; and

WHEREAS, in addition to the 7 period day, voter approval would also allow Glenbard District 87 to increase programs that support special education and student safety.

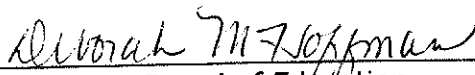
NOW, THEREFORE, Be It Resolved that the Board of Education of Glen Ellyn School District No. 41, DuPage County, Illinois, does hereby support the March 21, 2006 Glenbard District 87 referendum question and encourages its citizens to make a visible statement that we are a community that is strongly committed to the value of a quality education for all its students.

Dated: 3/13/06

Dated: 3/13/06



President, Board of Education
Glen Ellyn School District 41



Secretary, Board of Education
Glen Ellyn School District 41

GLEN ELLYN DISTRICT 41 LEADERSHIP PROFILE OUTLINE of COMMENTS from INTERVIEWS and QUESTIONNAIRES

The following information was obtained from reviewing 60 completed Leadership Profile Assessment forms and through interviews with seven Board members and close to 60 people in either individual, focus group or community forum settings on February 23, March 7 and 9, 2006. It should be emphasized that the data are not a scientific sampling, nor should they be viewed as representing the majority opinion of the District's stakeholders or the respective groups to which they are attributed. The consultants felt the comments outlined below warranted the Board's attention as it develops the selection criteria for the District's next superintendent.

STRENGTHS

Consistent

- Actively engaged, well educated and supportive parents
- Commitment to and support of continuous improvement
- Community that values high quality education
- Culture of collaboration throughout the District
- Excellent, caring, hard-working teachers and support staff
- Extensive volunteerism
- Focus on educational excellence
- Focus on student learning
- Good resources
- Good communication between school and parents
- High academic standards and student achievement
- Improved special education, gifted and ELL programs
- Motivated students
- Neighborhood schools
- Partnership between school and parents
- Talented, dedicated administrators

BOARD

- Board members with varied backgrounds and strengths
- Board open to new ideas and approaches
- Class size ratios
- Competitive salary structure
- Innovative planning to address overcrowding
- Positive relationship between Board and GEEA

Strong parent organizations
Structure in place that encourages strategic thinking, new ideas and risk taking
Teams of Excellence

ADMINISTRATORS

Changes in central office with focus on service and hiring talented staff
Opportunity to work with multi-culturally and economically diverse students
Strong, effective organization of Central Service administrators provides firm foundation
Use of data to set direction

FACULTY

Accessible leadership
Commitment to technology
Evergreen nature of current teachers contract
Excellent instrumental music programs
GEEA's positive relationship with Board and District leadership
Strong leaders from each stakeholder group

PARENTS

Curriculum that meets diverse needs of students
Fiscally responsible management
Reduction in class size for primary grades
Strong, dedicated Board of Education

SUPPORT STAFF

Flexible staff, open to change
Major focus on improving student learning
Open and inclusive environment
Teams of Excellence contribute to feeling that all stakeholders are valued

ISSUES or CONCERNS

Consistent

Ability to deal with difficult issues and situations
District's over-reliance on property taxes to fund schools under current school aid formula
Examine more effective use of Teams of Excellence
Fiscal accountability
Gain community buy-in for change
Impact of increasing student enrollment on facility needs and class size
Importance of successful bond issue referendum to finance addition to Hadley and eliminate portable classrooms
Lack of clearly defined curriculum consistent with continuous improvement focus
Management of change related to growth
Need for both short and long term planning
Need to raise academic standards
Need to respond to public's perception of mismanagement of 2001 referendum
Potential changes in attendance boundaries to resolve overcrowding at some schools
Regain trust of community
Respond to special needs of increasing number of ELL, special education and refugee students
Sustain continuous improvement movement

BOARD

Educate community as to the disastrous effect of a reduction in District's levy
Implementation of GEEA contract related to teacher evaluation
Need to confirm and measure actual value added by focus on continuous improvement

ADMINISTRATORS

Ability to manage a very aggressive agenda
Community that wants quality education but opposes tax increases
Define and balance priorities
Difficult decisions ahead in allocation of resources
Eliminate barriers in the continuous improvement structure starting with restructure of Central Office
Increase staff training to meet the needs of a changing school population
Need to develop a cohesive Board as team players with a public image of civility and mutual respect
Sense by staff of systems overload, with too many initiatives and meetings

FACULTY

Allocation of professional resources
Application of continuous improvement at classroom level

Board's ability to limit its role to policy-making in the implementation of a shared vision for the District
Challenge of serving an increasing number of special needs students in an inclusive environment
Concern with systems overload felt by all staff
Deal with public perception that District is top heavy with non-teaching positions
Difficulty in getting answers from Central Office
Implementation of teacher evaluation process
Increased layers of administration and number of teams restrict ability to implement change
Lack of leadership and guidance in curriculum areas
Need for effective professional development of a very young staff
Public's perception of the Board as unable to work together
Time management/allocation
Unrealistic demands by parents

PARENTS

Community that is at cross purposes with itself
Important to provide appropriate programs for special education students within District
Inconsistency in implementation of middle school philosophy at Hadley
Lack of credibility of Board, given members' behavior at public meetings
Need for more effective evaluation of teacher performance with appropriate follow-up
Need to acknowledge limitations on community's ability to afford property tax increases
Perception that Hadley neither serves students well nor prepares them sufficiently for high school
Perception that parent involvement in principal selection process was cosmetic
Provide staff training to improve response to inclusion of special needs students in regular classrooms
Retain neighborhood schools
Staff at Hadley insufficiently trained to respond to students of that age
Update buildings' infrastructure
View of Hadley Junior High as the weakest link in the District

SUPPORT STAFF

Confusion as to role of some central office administrators and value derived from their assignments
Increase focus and clarify direction in regard to curriculum design and change
Need to address problems of low performing and more needy students
Need to examine the principal selection process and role of committee interview
Need to set priorities and limits when planning new initiatives
Overstressed staff caused by focus on process and unclear goals of continuous improvement
Perception that professionalism and contributions of support staff are not respected

CHARACTERISTICS

Consistent

Ability to deal with difficult issues
Child-centered focus for all students
Exceptional interpersonal skills; approachable, pragmatic
Experience with successful passage of referenda
Fiscal management skills
Knowledge of trends in research-based curriculum and best instructional practice
Strong communication skills; articulate, good listener and writer
Strong instructional leader
Team builder, consensus builder
Trustworthy, collaborative, inclusive
Understands and supports culture of continuous improvement and its initiatives
Visible in schools and actively involved in the community
Visionary

BOARD

Ability to delegate, effectively manage people and hold them accountable
Ability to recruit, retain and evaluate high performing personnel
Comfortable working with an actively engaged community
Confidence and ability to respond to confrontational situations
Conflict resolution skills
Decisive, confident, strong leader
Demonstrated success in dealing with issues related to special needs and ELL students
Embraces data driven decision-making
Establishes positive working relationships with community agencies and governmental units
Experience with growth related issues in a district of similar size and culturally diverse composition
Experience in working successfully with all members of a Board
Sets high standards and holds individuals accountable
Values professionalism of teachers and relates effectively with them

ADMINISTRATORS

Ability to communicate, lead and model a strong vision of continuous improvement
Courage and composure under fire
Life-long learner
Long-range planning skills
Sense of humor; patience; common sense
Willing to take risks, within the parameters of the District's mission and goals

FACULTY

Experience with developing a Board to work as a team and defining its governance role
Hands-on leadership style; unquestioned integrity
Keeps faculty and community informed; no surprises
Promotes professional development
Respects teachers as professionals
Strong support for fine arts programs
Views District as a service provider not a business

PARENTS

Ability to address student discipline issues consistently
Courage in defending decisions that serve best interests of all students when challenged by vocal groups
Enjoys interacting with parents, values their views, considers them in partnership with the District
Long-term commitment to the District
Models six pillars of character
Motivator who sets high expectations for self, staff and students
Sensitive to multi-cultural issues and changing communities
Strong supporter of effective special education programs and staff training to implement them

SUPPORT STAFF

Ability to engage with internal and external communities
Ability to give leadership to continuous improvement process
Dedicated to the District's vision
Effective time management skills
Strong, compassionate, confident and competent leader
Values and respects input received

Respectfully submitted,

Bill Attea
Art Jones
Joan Levy
Hazard, Young, Attea & Associates, Lts.

Glen Ellyn School District 41
Superintendent Search
Characteristics Desired

Utilizing input received from parents, faculty, support staff and administrators, the Board of Education of Glen Ellyn School District 41 seeks an educational leader who is an advocate for children, and who has many of the following characteristics:

The ability to:

- Be a team builder, consensus builder and facilitator who inspires others to strive for excellence and holds them accountable for the achievement of district goals.
- Communicate with all stakeholders in a clear, confident, decisive and purposeful manner.
- Create and foster a culture of exceeding expectations.
- Deal with difficult issues, conversations or situations with poise while maintaining his/her focus on students and their educational needs.
- Establish an ethos of trust by being transparent in his/her interactions with all involved in, or impacted by, decisions made related to the utilization of the district's human and financial resources.
- Lead with vision and execute that vision in a timely and efficient manner.
- Manage a complex school organization in a community with high expectations.
- Select, develop and retain well qualified, high performing personnel at all levels of the school organization.
- Work effectively with the Board of Education and administrative staff to establish a strong, cohesive partnership.

Possession of:

- A clear understanding of the political realities of the role of superintendent, and skill in working with local and state level entities and organizations.
- A collaborative leadership style, which is open and inclusive.
- Background and knowledge of curriculum design and development, and instructional best practices.
- Experience with leadership and management of referenda related activities.
- Experience with districts which have dealt with overcrowded facilities.
- Knowledge of, and experience with, continuous improvement systems and initiatives, and commitment to advancing District 41's current efforts in partnership with the Board, administrators, faculty/staff and the community.
- Integrity and high standards for self and others.
- Respect for the interdependent nature of the roles performed by the Board, administration and faculty/staff.

The individual selected is expected to be highly visible in the schools and engaged in the community. Successful experience as a superintendent or district level administrator, and an earned doctorate from an accredited university are preferred.