

Lake Forest School District 67 and 115 Superintendent Search Survey

1. Welcome to the Lake Forest District 67 and District 115 Survey

The Lake Forest High School District 115 and Lake Forest 67 School District Boards of Education are entering into a search for a new superintendent. The Boards are requesting your input in this process which will provide valuable guidance as they select a new superintendent.

The Boards are requesting your assistance by asking that you complete the following on-line survey. It will take less than ten minutes to complete, and it is anonymous and confidential.

Thank you for your time. A summary of the survey results will be posted on the Districts' Website after January 26, 2011.

Please proceed by clicking the NEXT button below.

* 1. Please indicate which group BEST represents your interactions with the School Districts.

- High School Parent (Public Schools)
- K-8 Parent (Public Schools)
- Parent (Private Schools)
- Community/Business Member
- Student
- High School Staff Member
- K-8 Staff Member
- Shared Services Staff Member
- Administrator
- Shared Services Administrator

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2. Please indicate to what degree you believe each of the following statements is a **STRENGTH** of the school districts.

	1 not at all	2	3	4	5 average	6	7	8	9	10 very much
Stakeholders' opinions are welcomed in the Districts' decision-making process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to work with people who encourage innovation and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unique configuration of two districts that share services and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good financial resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic community that values education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talented and dedicated teachers committed to student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent, state-of-the-art facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong, up-to-date technology for student learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A positive approach to problem-solving on the part of all stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A forward looking vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An articulated, quality K-12 curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A clear focus on student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students well prepared for the next level of their education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A commitment to educating the whole child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships with civic and governmental groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High expectations of sophisticated and supportive parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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3. Please indicate to what degree you believe each of the following statements is a CHALLENGE for the Districts.

	1 not at all	2	3	4	5 average	6	7	8	9	10 very much
Majority (80%) of District residents do not have children in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The need to move from "very good" to "great"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retain and attract quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tax caps restrict income for future budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents sometimes advocate for their own children rather than for the good of all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up with technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching 21st Century skills (communication and collaboration; creativity and innovation; critical thinking and problem solving; and information, media and technology) within the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication and transparency with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating the whole child balanced with educating for high test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining focus on students' social/emotional wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting the requirements of No Child Left Behind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4. Please select the top THREE areas where you think the new superintendent should focus in the first two years.

- Learning about and solidifying the current shared services structure
- Infusing 21st Century Skills into the standard curriculum
- Communicating a clear agenda for parents, staff and the community
- Creating an air of transparency
- Developing a shared vision among all stakeholders
- Developing an efficient management structure for delivering K-12 curriculum among Districts 65,67,115
- Learning the culture of the Districts
- Building partnerships with civic and governmental entities
- Recruiting and retaining top quality administrators and staff

5. Please choose the top FIVE attributes that you believe are most important for a person to be successful as the superintendent of the Districts 67 and 115.

The new superintendent should be a person who:

- Has the ability to understand and develop meaningful community partnerships
- Is knowledgeable about curriculum and instruction with a deep understanding of how students learn
- Is politically astute and can interact with different stakeholders about multiple agendas
- Has excellent communication skills; speaks and writes articulately and listens carefully to others
- Has an inspiring vision for the future of education and can practically implement this vision through a long range plan
- Has financial acumen and understands the business side of Districts' management
- Is a team-builder who motivates and brings out the best in others
- Is a strong decision-maker who uses data and information and includes all voices in the process
- Has an executive presence that exudes confidence
- Is creative in problem-solving and collaboratively uses others' thinking and input for decision-making
- Has warm people skills; is easy to talk to and is approachable
- Is visible throughout the community; is well know and active with local officials and civic groups

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6. What else would you like the Board of Education to know as they enter into a superintendent search?



