

District Information:

Township High School District 214

IASB North Cook Division

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A. Adopting and communicating written mission/vision and goals. The Board has a responsibility to clarify district purpose through its unique mission, vision, and goal-setting process.

The Board's annually reviewed and approved mission, vision, goals, and parameters are part of the Board's policies. The goals are posted on the district's website, and physically posted along with the district's approved instructional goals throughout the district administration building, the specialized schools, and the six high schools, including a copy in each classroom. The "A Focus on Our Board of Education" brochure is available in all of the district facilities and Board members are provided copies for distribution to community members. The "A Focus on Our Board of Education" brochure includes as its centerfold page the mission, vision, goals and parameters. Orientation materials for all new employees include a copy of the Mission, Vision, Goals, and Parameters.

(Attached Mission, Vision, Goals and Parameters)

B. Connecting with the community on issues of importance to the district. Effective boards engage in two-way communication with district parents, staff and community members.

The Board of Education of High School District 214 utilizes a robust community engagement and outreach program that fosters two-way communication between the Board and the communities it serves. The Board utilizes various tools and tactics to connect with stakeholders - inviting emails and public comments at board meetings, sending news releases and attending school and community events.

Employing various stakeholder feedback mechanisms - including surveys, focus groups and listening sessions on specific topics, the Board has crafted innovative solutions to capital projects implementation, shifting the school calendar and the start times of the school day, as well as understanding the best methods for communicating with stakeholders and providing Community Education

programming. To reach taxpayers directly, the Board sends District information three times per year to 100,000 district residents via its Discover 214 Community Education Program Guide that is funded by program participants. Thousands of parents, staff and community members receive the Discover 214 electronic newsletter packed with stories, Board-related activities, news and general information about how District 214 is helping students discover their futures. During American Education Week, the Board has found creative ways to recognize the accomplishments of staff including the 2019 release of a gameshow styled appreciation video featuring Board members as guests with a building principal as host. Through social media platforms such as Facebook, Twitter and Instagram, the compelling stories about the students and staff of District 214 engage thousands of followers and provide another avenue to receive feedback for the Board and administration.

C. Having and implementing a superintendent evaluation process that culminates in a formal annual superintendent evaluation. The board has a responsibility to communicate expectations and provide meaningful feedback regarding performance.

The Superintendent evaluation process begins with the setting of performance goals and operational priorities each year that are discussed with and approved by the Board. Periodic reports are given by the superintendent when a significant event occurs or milestone is achieved in relation to the goals or priorities. A formal mid-year evaluation occurs in January when the Superintendent updates the Board on the progress being made toward the performance goals and operating priorities after first semester results are available. The Board discusses his/her progress and makes recommendations to the superintendent on the direction and emphasis of his/her work at the following meeting. The superintendent presents his/her annual year-end self-evaluation in May. The Board uses an evaluation tool designed to address each of the goals and operating priorities that each Board member completes and the compilation of those evaluations are presented by the Board president to the Board and the Superintendent for discussion. A number of years ago, several of the Board members took the online IASB course "Superintendent Evaluation" and made recommendations to the Board regarding the evaluation tool that was being used. Modifications to the evaluation tool were made for the year-end evaluation based on the input from the Board members. The Board takes any necessary action following the evaluation to modify the superintendent's multi-year contract to reflect satisfactory or unsatisfactory progress for the year on the district's and the superintendent's goals.

D. Conducting regular policy reviews and maintaining a current, updated policy manual. Good governance requires the board to maintain up-to-date policies in order to give direction to the district.

District 214 uses IASB's PRESS Plus service to update the Board on suggested revisions to policies. The Board President and one other Board member review all

suggested PRESS revisions with the superintendent for any district modifications to the revisions as well as discuss any administrative recommendations for policy revisions. Once they have reached agreement on the revisions, a Board agenda item is submitted to the full Board for review and to take action. The district also uses IASB's online policy service to provide timely updates to the online policy manual.

As soon as policy changes are approved, associate superintendents with oversight responsibility are notified of the approval of the policy revisions and are provided with any IASB suggested procedural revisions. Procedures are then reviewed with the appropriate staff members through shared documents where editing and suggestions can be communicated across schools and departments. Any procedural recommended changes based on the PRESS policy changes are then brought forward to the Superintendent's District Executive Council for approval.

(District website for access policies <https://www.d214.org/Page/522>)

E. Monitoring progress toward district ends (mission/vision, goals) with the use of data.

The Board of Education conducts two annual workshops as part of their regular meeting schedule that focus on current issues facing the district and on current levels of performance, be it financial, operational, or academic student achievement. The district research and evaluation team provide reports and use Tableau to extract data for analysis by the administration and the Board for decision-making. At the Superintendent's mid-year and year-end evaluation, data is provided to demonstrate progress on the operating priorities, along with reports on overall district progress. The interactive D214 Leadership Dashboard provides immediate insight into student participation and performance on a number of academic, social-emotional, and student-preparation indicators. Leadership can view high level summative data, reflect on evolving trends, and drill-down to view additional detail, and demographic differences. The dashboard is a launching point to additional related reports for leadership to explore further questions and gain insight for data-driven decision making.

Furthermore, with any agenda item that is presented to the Board that requires historical information or future projections, the Board is provided with data to inform them for their decision-making. Externally generated data reports from consultants are shared with the Board regarding financial projections, facility management and updating, and other operational programs.

F. Implementing an orientation process for newly seated board members that minimally includes an overview of the district and board processes and involves both the superintendent and veteran board members.

Each Board candidate is provided an orientation manual consisting of current information on curriculum and instruction, student services, finance and

operations, human resources, community relations, district organization, and the community education program. Information specific to being a Board member such as roles and responsibilities, the Board Member Oath of Office, and Code of Conduct are included along with the current Mission, Vision, and Goals.

New Board members meet individually with each of the Associate Superintendents as well as with directors and the principals of each of the schools to discuss and provide answers to questions regarding their area of oversight.

The Board executive assistant arranges for training on the district's Email system and Board calendar, and provides them with background information throughout the year on events and activities, including IASB, NSBA, and Ed-Red functions.

New Board members meet with the Board President. The agenda for the meeting(s) includes such things as the Board's modus of operation, the expectations of serving on the District's Board, an overview of the "key players" in the District, the recent personnel history, and current major topics. Each new Board member is also paired with an experienced Board member with whom they meet who serves as a mentor.

New Board members are registered for IASB online coursework to complete the New Board member training within the appropriate timeframe. All Board members complete the Open Meetings Act training either by attending an IASB workshop or completing the Illinois Attorney General's online training.

(Attach copy of Orientation Meeting Agenda)

G. Having an agreed-upon, written and adopted Code of Conduct
(Attach copy of Code of Conduct)

H. Collectively and individually, taking responsibility for continuous learning and development as a board.

IASB Board Workshop October 2021 with Sandra
Andrea Rauch new Board member training
Alva Kreutzer, chair of north cook, co-chair of conference 2022
Mark Hineman, north cook division meetings
IASB Conference 2021: Alva Kreutzer, Mark Hineman
IASB Webinars: Alva Kreutzer

I. Positively impacting outcomes for students and improving organizational effectiveness.

The District 214 Board of Education is continually identifying and implementing policies or projects to improve outcomes for students and improve organizational effectiveness. In addition

to its nationally recognized Career Pathways Program, which is showcased in a newly redesigned 348-page Academic Programs and Pathways Guidebook, several strategic initiatives are undertaken annually.

One current example is a major construction and renovation project that will consolidate our six specialized schools programs into one physical area of our Forest View Educational Center, enhancing the ability to share and maximize resources and learning opportunities and includes significant educational technology upgrades.

The Board continues to advance vital Diversity Equity and Inclusion work. A recently completed Equity Audit – based on extensive research, an inventory of District practices and initiatives, focus groups and surveys – has been completed by our vendor, shared with the community and will be one element to inform the Board’s next steps.

Finally, like all districts across the nation, District 214 felt the effects of Covid disruptions. Board and administration are working assertively and creatively to mitigate these effects. In July of 2021, 214’s Board approved the Learning Renewal Plan, which expanded academic interventions through the 2024 school year. The plan includes embedded access to instructional supports during the school day, expanded mental health supports, summer language arts and math interventions for incoming and returning students and small-group and individualized academic interventions for specialized populations including students of poverty, English learners and students with disabilities.

J. Summary

Our Board of Education expects each Administrator, Employee and Board Member to be aware of and comply with the recognized “best practices” in education and educational governance. We believe it is incumbent upon us, as Board Members, to identify “best practices” and confirm that we are, in fact, following same. After all, we need to set an example for the rest of our team.

IASB offers a program that explains “best practices” for Board Members and the rationale behind each. We believe going through the IASB program allows us to identify what we, as a board, are doing right, and what “practices” we need to improve upon. Fortunately, we have been operating in compliance with the recognized “best practices” for Boards of Education. Additional value was added in discussing what we do and why. The why was particularly important because we had new board members.

I believe the program was very worthwhile and would recommend that we continue to evaluate our performance in the future.

William Dussling, President