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# **Superintendent of Schools**

**Oak Grove SD 68 (Lake County)**

**Green Oaks, Illinois**



## **MISSION:**

**“Ignite a passion for learning in pursuit of excellence.”**

**September 2024**

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## ANNOUNCEMENT OF VACANCY

The Board of Education of Oak Grove SD 68 (Lake County), Green Oaks, Illinois is seeking qualified applicants for the position of Superintendent of Schools. The Board wishes to select a superintendent who will begin work on July 1, 2025.

It is anticipated the total compensation package will be regionally competitive and based on successful experience and education. It is expected the initial contract will be for a multi-year period, as authorized by Illinois statutes.

## A PROJECTED TIMELINE

**Application Deadline:**

**October 15, 2024**

**Candidates Presented to Board:**

**October 22, 2024**

**Board Interviews Candidates:**

**Late October and Early November, 2024**

**New Superintendent Appointed:**

**November, 2024**

**New Superintendent Begins:**

**July 1, 2025**

## THE SCREENING TEAM

A Screening Team from the Illinois Association of School Boards has been selected to assist the Board of Education in securing and screening applicants. The team will include:

**Dr. Patricia Sullivan-Viniard**, Consultant, Executive Searches, Illinois Association of School Boards, Springfield, Illinois

**Dr. Carmen Ayala**, Consultant, Executive Searches, Illinois Association of School Boards, Springfield, Illinois



## APPLICATION INSTRUCTIONS

IASB has an online application process and does not accept mailed, emailed, hand delivered or faxed application packets.

Please begin your application process at: <https://www.applitrack.com/IASB/onlineapp>

Applicants will need to establish a username and password. Applicants will be asked to give consent to a limited background inquiry. Completed responses to statements identified in this announcement will be required.

All applicants must apply online by Noon (CST) October 15, 2024 and upload the following documents to receive consideration:

1. A formal letter of application indicating your desire to be a candidate for this position.
2. A formal resume that includes a summary of achievements in administrative positions, educational vision and goals, personal leadership philosophy and reasons for your interest in this position.
3. At least three recent letters of reference dated within the last 3 years.
4. Copies of transcripts from each college/university attended. (Be sure to redact/remove your social security number and birthdate before uploading any of these items).
5. Proof of qualification and licensure to be a superintendent in the state of Illinois (copy of the administrative licensure with all related endorsements\*) or other evidence showing qualification to be a superintendent in another state. (Please redact/remove your birthdate before you upload this document).

\*Information on certification and licensure can be obtained by contacting the Illinois State Board of Education, Division of Professional Preparation, 100 North First Street, Springfield, Illinois 62777 or by visiting the ISBE website at [www.isbe.net](http://www.isbe.net).

## GENERAL INFORMATION ON THE DISTRICT

**LOCATION** – Green Oaks is a village in Libertyville Township, Lake County, Illinois; the community is 32 miles Northwest of the Chicago Loop.

**TYPE** — PreK-8; 925 Students.

**OFFICE** — 1700 O’Plaine Road, Green Oaks, IL 60048.

**DISTRICT STAFF** — One Principal, One Assistant Principal, 95 Teachers, 48 Support Personnel, One Dean of Students, One Curriculum Coordinator.

**DISTRICT RECOGNITION** — The school was named a National Blue Ribbon Award for Academic Excellence by the United State Department of Education in 2016-17 and has been nominated again for this year’s award.

## THE DISTRICT

**CURRICULUM** — Our district utilizes a comprehensive approach to curriculum, instruction, and assessment—structured to ensure continual improvement and standards alignment. Job-embedded support and instructional coaching promote research-based practices. Through personalized guidance, instructional coaches support classroom practices and improve student outcomes.

Central to our philosophy is the conviction that assessment drives instruction. At data meetings educators collaborative to analyze student learning, set ambitious yet attainable learning goals, and determine how best to support learners' diverse needs.

In English Language Arts, integrated and standards-aligned literacy instruction encompasses the pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction integrates reading, writing, and content-area instruction, including science and social studies topics. Students engage with a rich tapestry of texts and writing opportunities that connect deeply with other core content areas. This holistic approach fosters knowledge building and develops comprehensive understanding.

Our mathematics curriculum, anchored in state standards, emphasizes the practices that foster conceptual understanding, procedural fluency, and problem-solving skills. The elementary core instruction allows students to problem solve and investigate in whole group, small group, and independently. Students in grades 6-8 explore rigorous math pathways that prepare them for high school and careers of the future.

Grounded in the Next Generation Science Standards, we teach scientific literacy by engaging students with high-quality, complex texts. Scientific thinking, curiosity, and critical analysis are promoted through active, relevant investigations. Assessments and project-based performance tasks that require reasoning and logical evidence evaluate students' understanding and application of scientific concepts.

Social Studies instruction, anchored in the NGSS standards, allows students to deepen their understanding of history and civics while fostering responsibility towards the community and the world. Students engage in reading, writing, critical thinking, and discussions of historical and contemporary events. We empower students to explore, question, and analyze information independently. This comprehensive approach equips students with the skills and knowledge to be informed, engaged, contributing citizens.

**SPECIAL PROGRAMS** — We are committed to preparing students for the future through our STEM curriculum and college/career readiness initiatives, each grounded in the 4 Cs—communication, collaboration, creativity, and critical thinking. Our STEM program for younger students encompasses imaginative play and hands-on exploration, establishing a solid foundation in STEM principles. Project Lead the Way courses enrich the middle school experience through courses such as Medical Detectives, Flight and Space, and Automation and Robotics. We foster career technical skills through practical knowledge and hands-on experience in engineering and design processes to equip them with essential skills for future careers.

Our Social/Emotional Learning curriculum is a testament to our commitment to promoting students' emotional intelligence, well-being, and interpersonal skills. Standards-aligned SEL supports and lessons are provided at all levels and include dedicated time for students to deepen relationships and explore SEL skills collaboratively. By embedding SEL practices throughout the curriculum, with structured support, we foster an inclusive environment in which students can thrive academically, socially, and emotionally.

Exposure to other cultures is a priority. World language education begins with introductory exposure in elementary school through weekly instruction from a certified Spanish teacher. In middle school, world language is core class. Every student enrolls in a world language of his/her choice without competing against our robust fine arts offerings. These classes focus on communication, cultures, and connections.

Physical education and students' health are priorities; this is exemplified by offering PE five days a week, exceeding state requirements. Physical education teachers provide a unified and comprehensive curriculum focused on physical well-being, mental health, and informed lifestyle choices. We aim to ensure that students are physically active and equipped with the knowledge to lead healthy, balanced lives.

Our fine arts curriculum is a cornerstone of students' creative development. Students explore mediums that bridge traditional art forms with modern technology. Our drama program, highlighted by the annual eighth-grade play, engages students in every aspect of production, teamwork, and artistic expression. Music education is integral, beginning with general music classes and expanding to include band (jazz, symphonic, concert) in fifth grade. These bands prepare students for the award-winning high school program. The comprehensive fine arts offerings enrich students and cultivate an appreciation for the arts.

Our library is the heart of the elementary wing. In this inviting atmosphere, students are immersed in a world of reading and innovative technology. K students attend library class twice weekly, engaging in activities to promote a love for reading and explore informational resources. Elementary students are exposed to diverse authors and engaging read-alouds. As students transition to middle school, library opportunities are integrated into ELA classes. Digital literacy lessons equip students with essential skills for navigating and utilizing technology effectively. This integration facilitates seamless alignment between literacy skills development and information literacy. Our structured and comprehensive approach empowers students to gain the necessary skills to thrive in a digital age.

**SPECIAL SERVICES** — We provide a comprehensive continuum of support for students with disabilities, from early childhood through 8th grade. Through a collaborative partnership with SEDOL (Special Education District of Lake County), students receive the specialized services needed to succeed academically, socially, and emotionally. The majority of students with disabilities are served within their general education classrooms, promoting inclusion and providing opportunities for meaningful participation in the school community. To facilitate their success, dedicated paraprofessionals provide tailored behavioral and academic supports. Our team of highly qualified teachers, each with a minimum of five years of experience, ensures that instruction is delivered effectively and in accordance with our students' diverse needs. Additionally, a robust mental health team, including social workers and school psychologists, provide counseling and support services.

Dedicated reading and math interventionists provide targeted assistance to students. Interventionists actively collaborate with classroom teachers to ensure support is integrated seamlessly into core content curriculum. This collaborative approach allows for a holistic understanding of students' needs and facilitates targeted interventions that complement classroom instruction.

In addition, therapeutic services address students' physical and communication needs, including a full-time OT and three full-time SLPs. Our partnership with a physical therapist and a community-based Board Certified Behavioral Analyst further enhances the range of supports available to our students.

Through this comprehensive network of support services and dedicated professionals, we are committed to ensuring that students with disabilities receive the individualized attention and resources necessary to achieve their full potential and thrive within our school community.

Our English Learner TPI program is designed to meet the unique needs of students navigating the complexities of learning English as an additional language. With the support of dedicated EL Teachers, utilizing both pull-out and push-in supports, individualized assistance ensures we meet students' diverse linguistic/academic needs.

Instruction is aligned with academic curriculum, empowering students to develop English language skills while fully engaging with grade-level content.

We recognize some English Learners may require support in other areas. To comprehensively address needs, EL students may also receive support from reading and/or math interventionists and any necessary special education services.

By providing a range of support options and integrating EL services with other intervention and enrichment opportunities, we aim to create a supportive and inclusive learning environment where all students thrive academically, linguistically, and social-emotionally.

**FACILITIES** — Oak Grove School District 68 is a single-school K-8 school district in the central Lake County village of Green Oaks, Illinois.

**TRANSPORTATION** — [Provided by Durham School Services.](#)

**FOOD SERVICE** — Oak Grove School PTO uses Marla's Lunch as our school lunch partner. Marla's works with national chains as well as local restaurants to provide quality lunches.

**MEMBER OF** — Illinois Association of School Boards.

**DISTRICT WEB SITE** — <https://www.ogschool.org>

**COLLEGES** — There are numerous colleges, universities, and technical institutes in the region and greater Chicago area.

**RETAIL** — Rich and varied shopping and retail options are widely available in and near our community.

**MEDICAL** — Our community and Chicago region offer an extensive range of exceptional medical facilities.

**CULTURAL/RECREATION** — Within our community, in Chicago, and throughout the region, limitless cultural and recreational opportunities are available; these include forest preserves, art institutes, museums, festivals, zoos, botanical gardens, and much more.

**PLACES OF WORSHIP** — There are places of worship for all faiths and denominations within our community and Chicago area.

## IDEAL CANDIDATE

Candidates will be evaluated on their professional merits and successful experience that demonstrates a good match for the district, with emphasis on the following, specified by the Board of Education. The Superintendent of our district should be an educational leader of high integrity who:

- Has a proven track record of effectively balancing the “science” of educational leadership—being knowledgeable and strategic, making decisions—with the “art” of leadership, including being responsive and genuinely collaborative.
- Fosters a positive and respectful professional culture for educators focused on equity, engagement, accountability, and empowerment
- Consistently demonstrates clear and transparent two-way communication skills, with a caring and relationship-focused approach.
- Is visible and highly invested in the school community, attending activities and events beyond the school day, while facilitating meaningful, authentic, and ongoing family and community engagement.
- Develops and works cooperatively and effectively with the Board of Education
- Has facilities experience and expertise, including analyzing space utilization.
- Ensures an inclusive and safe school environment that is culturally responsive.
- Develops and supports rigorous, clear systems for curriculum, instruction, and assessment
- Has expertise to enhance personnel and human resources, ensuring employees’ knowledge and skills continually grow
- Develops and enacts a shared mission, vision, and core values to advance a high-quality education

**Previous successful teaching and administrative experience (preferably at K-8 level) is required.**

**Successful central office and/or superintendent experience is preferred.**

**Applicants will be required to provide responses to the following online application statements:**

1. Describe your experience in curriculum development and instructional implementation.
2. Describe your experience in school finance and budgeting.
3. Describe your experience in developing and monitoring goals for school improvement.
4. Describe your experience in building and sustaining productive relationships with stakeholders (board, staff, students, parents and community members).
5. Describe your experiences in working with a diverse population (socio-economic, cultural, ethnic, etc.).
6. Having read the ideal candidate section of the Announcement of Vacancy, why do you feel you are a match for this district?

**FINANCIAL DATA**

EAV .....	\$ 596,209,159
Bonds Outstanding .....	\$
Total Budget Revenue .....	\$ 22,322,400

**TAX RATE —**

Education .....	\$ 14,820,501
Operations & Maintenance .....	\$ 1,740,000
Transportation.....	\$ 825,005
I.M.R.F .....	\$ 140,001
Tort Immunity.....	\$ 100,002
Social Security.....	\$ 205,000
Special Education .....	\$ 10,988
Other PTAB/Recapture.....	\$ 35,581
<b>TOTAL .....</b>	<b>\$ 17,877,081</b>

**THE BOARD OF  
EDUCATION**

The Oak Grove SD 68/Green Oaks Board of Education is comprised of citizens dedicated to providing the best education possible for every student it serves. Board members establish sound written policies and expect the superintendent to function as the chief executive officer in implementing those policies.

<b>Name</b>	<b>Years</b>
Raabia Khan, President .....	5.5
Emily Savino, Vice President.....	3.5
Henry Liu, Secretary .....	3.5
Cathie DeMoon .....	7.5
Krysia Ressler .....	7.5
Kim Rihman.....	3
Nuriddin Saratore.....	1.5

**APPLICANTS ARE REQUESTED NOT  
TO CONTACT BOARD MEMBERS**

**Oak Grove SD 68 Green Oaks is an equal opportunity employer  
and the Illinois Association of School Boards is an  
equal opportunity employment search agency**

This Professional Superintendent Search is being conducted by the Illinois Association of School Boards, Patricia Sullivan-Viniard, Ed.D., Director, Executive Searches, (630) 629-3776, ext. 1240.