



CHAMPAIGN UNIT 4 SCHOOL DISTRICT

Superintendent Search Summary Report

December 1, 2025

CONTENTS

DISTRICT COMMUNITY ENGAGEMENT STRATEGY	2
ONLINE SURVEYS & CORRESPONDING DATA	4
SUPERINTENDENT EXECUTIVE SEARCH: TIMELINE	5
BOARD MEMBER INTERVIEWS	6
COMPREHENSIVE INPUT OVERVIEW TO DEVELOP LEADERSHIP PROFILE	8
QUALITIES LISTED ON JOB ADVERTISEMENT	13
ADVERTISING PLAN	14

DISTRICT COMMUNITY ENGAGEMENT STRATEGY

Synopsis

JG Consulting facilitated community-based meetings which included members of the district and community members to inform the superintendent search process. These meetings were held November 5th - 18th. The superintendent search team also met with all board members August 18th - 25th. The data gathered during these meetings aided the development of the Leadership Profile. JG Consulting will continue to engage with the community stakeholders during the superintendent search process to the extent permissible by the board.

Communication Channels & Priorities

1. Weekly communication (email, phone and in-person) with the Board of Education and JG Consulting to discuss the progress of the superintendent search
2. The District will provide regular updates for community, staff and students
 - o District's Website
 - o Social Media: Facebook, X and other commonly used platforms
 - o Email
 - o Automated Phone Calls & Text Messages: district's messaging system
 - o Postal Communication (if applicable)
 - o Media Outlets: newspaper, radio and television

Original Recommendations

The Champaign Unit 4 School District Board of Education and JG Consulting shall create a consistent message when communicating with the community, staff and students with regard to the superintendent search. Additionally, the Board of Education should consider appointing a designated representative in an effort to address any and all media requests. These requests are typically managed by the School Board President, but each Board Member shall commit to communicating the same message relative to the stage of the superintendent search process. JG Consulting will provide status reports to the Board of Education when requested during the search process in anticipation of the following Board Meeting(s). Furthermore, JG Consulting will participate in the Board Meetings to provide updates for the community, staff and students. Ongoing communication will ensure transparency and inclusivity during each stage of the superintendent search.

Community, Staff and Board Meetings

JG Consulting conducted 19 virtual and in-person meetings between August 18th and November 18th with an estimated 114 stakeholders in attendance. These meetings engendered a positive and productive conversation representing a diverse group of district staff, families, students, and community stakeholders to solicit input regarding the qualifications of the next Superintendent to serve Champaign Unit 4 School District. The firm interviewed all seven (7) Board Members.

Breakdown of stakeholder groups:

INTERNAL GROUPS	EXTERNAL GROUPS	COMMUNITY GROUPS
<ul style="list-style-type: none"> • Cabinet • Principals • Certified Staff • Students • Parents 	<ul style="list-style-type: none"> • City of Champaign • Champaign Public Library • Champaign Parks District • Champaign Urbana Schools Foundation • Champaign Federation of Teachers • Champaign Educational Support Professionals 	<ul style="list-style-type: none"> • Boys and Girls Club • Religious Organizations • Concerned Citizens

Outcome

- Consistent message was created
- Designated media representatives: James Guerra from firm and Tony Bruno from the Board of Education
- Weekly status updates through email will be made at the end of each week
- The firm has been and will continue to be available during each board meeting for questions or further clarification of the work

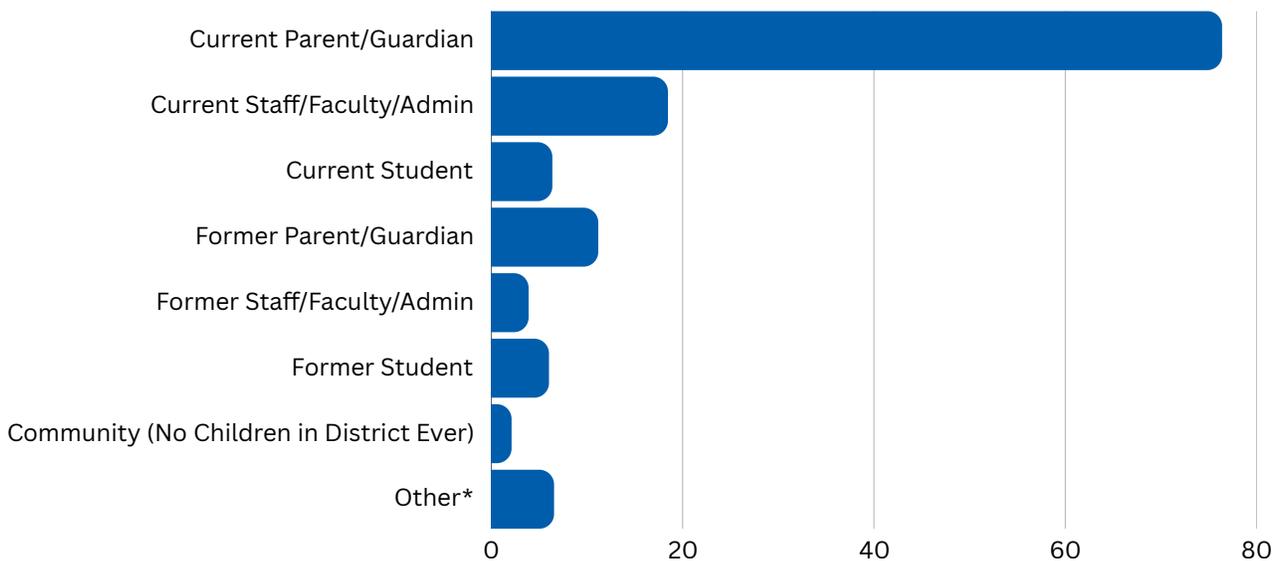
ONLINE SURVEYS & CORRESPONDING DATA

The district garnered 1,314 anonymous engagement surveys in English, Spanish, French, Vietnamese, Arabic, Chinese and Korean from October 1st to November 20th. The results of the survey and the breakdown of participants were as follows:

Ranking the Importance of Superintendent Qualities



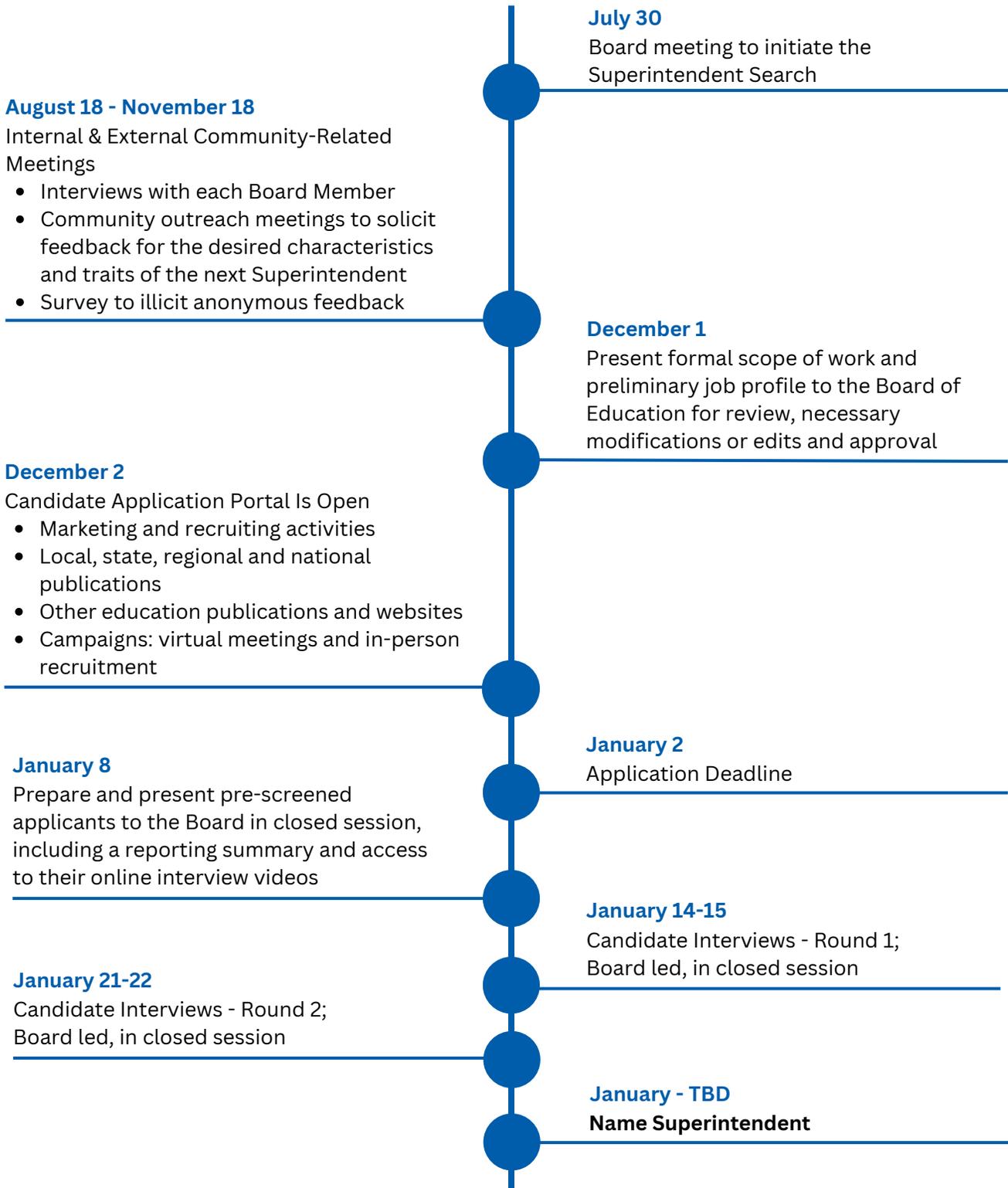
Demographics of Respondents



*Includes former PTA members, former school board member, spouses of staff, volunteers in schools, substitute teachers, community partners, educators outside of district, grandparents of students, etc.

SUPERINTENDENT EXECUTIVE SEARCH: TIMELINE*

*All dates are aligned to meet the deliverables of the Board of Education and are subject to change.



BOARD MEMBER INTERVIEWS

Synopsis

The Board of Education collectively agreed on several facets pertaining to the superintendent search needs with regard to the profile development. JG Consulting identified five important objectives consistent with each member of the School Board during the interview process that will, ultimately, support the campaign for a successful superintendent search. The team of consultants recommends that the Board of Education commit to these shared beliefs to serve as the primary objectives to ensure an effective executive search during each phase of the recruitment process leading to the selection of the Champaign Unit 4 School District Superintendent.

FIVE OVER-ARCHING OBJECTIVES

- 01 Rebuild Trust and Heal the District Culture**

The next superintendent must lead with humility, transparency, and empathy to rebuild the organizational culture. They will need to foster an environment grounded in mutual respect, open communication, and shared purpose among staff, families, and the community. Healing relationships, both internally and externally, will be essential to restoring trust and morale.
- 02 Strengthen Academic Rigor and Equity for All Students**

A central objective is improving academic outcomes, particularly for Black and Brown students, while ensuring rigorous, high-quality instruction across all schools. The superintendent should prioritize closing achievement gaps, addressing inequities in tracking and access, and aligning curriculum and interventions to promote measurable student growth in reading and math.
- 03 Build Systemic Capacity and Organizational Stability**

The district requires a proven leader who can bring operational coherence, stabilize staffing, and improve retention. This includes strengthening leadership at all levels, developing a strong and cohesive cabinet, and ensuring that systems, especially in special education and school choice, are functioning effectively. Consistency in programs and accountability for results will be key to sustaining progress.
- 04 Cultivate Inclusive and Collaborative Community Relationships**

The superintendent must be visible and accessible, capable of bridging divides and engaging authentically with students, staff, families, and community partners, including the University of Illinois, nonprofits, and civic organizations. They should champion diversity, equity, and inclusion by promoting anti-racist and anti-ableist practices, supporting all identities, and ensuring that every voice is valued in decision-making.
- 05 Lead Strategic Change Through Vision, Integrity, and Measurable Results**

The next leader should bring both strategic foresight and disciplined follow-through, someone who can refresh and execute a clear, measurable strategic plan aligned to district goals. Success should be defined by data-driven improvements in academic performance, student well-being, staff satisfaction, and community confidence, guided by integrity, consistency, and accountability.

Recommendations for the Transition to a New Superintendent

The Board of Education should consider requesting a 90-day entry plan from the newly hired Superintendent for the purpose of supporting the strategic planning process consistent with the collective feedback received by the search firm. The purpose of the 90-day entry plan is to support the current goals with continuous monitoring and reporting to the Board of Education as it pertains to the specific objectives Champaign Unit 4 School District is currently committed to (mission statement; staff retention; community and parental involvement, etc.). It is recommended that the Board of Education and Superintendent engage in a team building exercise (retreat, workshop, etc.) to develop communication and district management protocols as a foundation for operational workflow. Finally, it is recommended that during the transition and annually, the district host a community town hall(s) to support two-way communication and solidify community ownership in the education of its students.

COMPREHENSIVE INPUT OVERVIEW TO DEVELOP LEADERSHIP PROFILE

BOARD, STAFF, STUDENT AND COMMUNITY FOCUS

Board Members

- Proven experience as a sitting Superintendent in a large, diverse, and complex district preferred
- Demonstrated success leading a PreK–12 system or comparably structured organization with a wide range of academic and operational responsibilities
- A practitioner by trade—with experience as a teacher, principal, and central office leader—who understands the daily realities of schools
- Doctoral degree preferred or equivalent advanced professional credentials
- Demonstrated ability to lead strategic and financial operations effectively; strong background in organizational management and fiscal oversight is a plus
- Experience rebuilding organizational culture, improving staff retention, and developing strong leadership teams
- Engaged and visible leader who is accessible to all schools, students, and staff, and deeply connected to the community
- Proven success working in university-centered communities or districts with strong civic and higher education partnerships
- Experience leading special education reform, improving compliance, and promoting equitable access for students with disabilities
- Demonstrated commitment to data-driven decision-making and continuous improvement
- Bilingual or Spanish-speaking preferred
- A strong, decisive leader who owns their decisions, acts with confidence, and can pivot as needed in complex environments.
- A healer and bridge-builder who fosters trust, transparency, and collaboration across all levels of the organization.
- Demonstrates humility, empathy, and authenticity, leading without ego and empowering others to succeed.
- A servant leader who centers humanity in every decision and creates an inclusive, respectful culture for staff, students, and families.
- A visionary thinker who can turn ideas into measurable, strategic action while maintaining consistency and focus.
- An excellent communicator, both oral and written, who is accessible, visible, and authentic in engaging all stakeholders.
- Transparent, honest, and accountable, willing to admit mistakes and model continuous learning.
- Culturally competent and equity-driven, demonstrating a strong commitment to anti-racist, anti-ableist, and inclusive practices that affirm all identities.
- Inspirational and motivating, with the ability to lead through challenges and restore morale and optimism throughout the district.
- Ability to update and execute a new strategic plan with clear, measurable goals aligned to the district's vision and priorities.

Board

- Skilled in strategic planning and systems-level improvement, balancing long-term vision with operational discipline
- Demonstrates the ability to stabilize programs and curriculum, reducing turnover in initiatives while maintaining high expectations
- Focused on improving academic rigor and equity for all students, particularly Black and Brown learners who have been historically underserved
- Capable of aligning staff, community, and board goals through transparent communication and shared accountability
- Committed to rebuilding relationships with the University of Illinois, local nonprofits, civic organizations, and community partners

Staff

- Able to refocus everyone on student growth, staff support, and improving reading proficiency by 3rd grade
- Brings strong organizational skills with the ability to clarify roles, streamline processes, and eliminate silos across the district
- Demonstrates technological competence and uses data systems to increase efficiency and support decision-making
- Understands and values the Champaign community, its history, politics, and unique dynamics; preferably chooses to live in the community
- Maintains a visible presence in schools and the community, practicing bi-directional communication with students, staff, and families
- A strong listener with high emotional intelligence who treats staff with respect, follows through on commitments, and communicates clearly
- Demonstrates integrity, honesty, courage, and the ability to make and defend difficult decisions
- Skilled at coalition-building and navigating complex board–superintendent dynamics with diplomacy and steadiness
- Able to stabilize the organization, rebuild trust in leadership, and strengthen relationships between the Board and senior administration
- Brings deep knowledge of special education, including compliance, staffing, culturally relevant practices, and support for 504 processes
- Committed to early literacy, rigorous academics, equitable ML support, and consistent instructional expectations across all buildings
- Understands the benefits and challenges of School Choice and works to ensure diversity, equity, and transparency in the system
- Recognizes the need for competitive programming as the district competes with 14 private schools, especially in middle school and elementary offerings
- Supports high-quality programming, including AP courses, workforce pathways, and options beyond college for students
- Addresses critical issues such as chronic truancy, family engagement, and early childhood readiness

Staff

- Values teacher autonomy, professional judgment, and the district's strong, diverse teaching staff
- Appreciates and celebrates the diversity and liberal, inclusive culture of the district and its student population
- Understands the district's space and facilities challenges and can advocate for long-term solutions
- Brings strong strategic planning experience, able to align goals across buildings and refresh the district's plan with measurable outcomes
- Able to shape a positive narrative for Unit 4, counteracting external criticism and highlighting the district's strengths
- Demonstrates visionary leadership, prioritization, and the ability to stay the course when facing pressure
- Leads with data-driven decision-making, reflection, competence, and a commitment to equity
- Builds strong community and university partnerships and expands workforce development opportunities
- Has a background in public education with proven leadership experience and validated references
- Brings energy, optimism, and steady professionalism, modeling a commitment to unity and high expectations

Students

- Strong communicator who is transparent, listens to students, and answers questions instead of leaving concerns disregarded or unanswered
- Prioritizes student safety—safety in classrooms, hallways, bathrooms, lunchrooms, buses, and safety against other students and home life
- Able to fix broken trust at all levels and rebuild confidence between students, staff, and leadership
- Makes and defends difficult decisions while acting with accountability and honesty
- Treats all students fairly, stops bullying, enforces rules consistently, and supports a stable school community
- Understands special education needs, increases SPED staffing, and ensures teachers receive appropriate training and support
- Supports student mental health, provides mediation, and offers programs for students who “feel rejected”
- Values and supports teachers, encourages excellence, and ensures teachers are properly trained, especially in technology and curriculum
- Improves curriculum quality, particularly in math, reading, college readiness, and supplemental support for talented/gifted and “advanced” students
- Addresses significant inequities between schools, neighborhoods, and courses; ensures diversity, belonging, and inclusion for all racial groups
- Brings experience as an educator and shows respect, patience, kindness, and genuine care for students

Students

- Engages students, makes school feel safe and “fun,” and avoids relying solely on punitive measures (e.g., taking phones)
- Communicates exceptionally with families, students, and the wider community
- Addresses concerns around School of Choice, assignment boundaries, transportation, and disparities between primary and middle schools
- Demonstrates financial responsibility and directs resources toward classrooms and student programs
- Invests in arts, theater, shop, coding, and other departments
- Improves school facilities—including cleanliness, lunchrooms, pest control, and building conditions
- Ensures students have qualified teachers who communicate clearly, explain concepts effectively, and don’t rush instruction
- Strengthens college and career readiness, increases graduation preparedness, and supports pathways that lead to scholarships
- Makes decisions that prioritize what students and families actually need and “will like,” rather than politics or adult agendas
- Demonstrates approachability and visibility by visiting schools regularly and talking directly with students and staff
- Holds high expectations, maintains standards of excellence, and uplifts marginalized students without limiting high-achieving students
- Promotes fairness, discourages extremist political messaging, and keeps the school environment focused on learning rather than ideology
- Improves student services—better lunches, better bathroom policies, improved supervision, reduced missing property, and better rules around phones
- Acts as a “truthful” leader, with an open-door policy and consistent follow-through (“It’s not what you say that matters, it’s what you do”)
- Committed to improving Unit 4 rankings, performance, diversity, and collaboration to ensure a top-class education in a university town
- Brings fresh perspectives, positivity, and a desire to create meaningful, lasting improvement for students

Community

- Leads with integrity, honesty, and ethical behavior, modeling transparency and humility
- Demonstrates a deep commitment to equity, ensuring all children thrive regardless of background, language, race, or socioeconomic status
- Able to improve academic outcomes, particularly literacy, math, and 3rd-grade proficiency for Black and Brown students
- Skilled at building an inclusive climate, strengthening family engagement, and ensuring equitable access to resources

Community

- Understands and values the district's rich diversity, including 50+ languages, international families, and large multilingual populations; ideally bilingual or highly supportive of bilingual education
- Possesses strong instructional knowledge, including supports for multilingual learners, culturally relevant teaching, and phonics-based reading intervention
- Brings experience addressing special education challenges, including compliance, 504 processes, and quality of support services
- Able to navigate complex board–superintendent relationships, mediate conflict, and build unity across competing interests
- A clear, strategic thinker who can prioritize effectively, see the bigger picture, and align resources with district goals
- Demonstrates a steady, courageous leadership style, willing to make tough decisions and remain consistent under pressure
- Approachable, visible, and engaged in schools; values relationships and builds trust with students, families, staff, and community partners
- Possesses strong communication skills, able to explain decisions openly, share information widely, and improve trickle-down communication
- Understands the local context, including the consent decree history, community politics, and the influence of surrounding towns
- Experienced in organizational effectiveness, improving onboarding, training, and internal systems to reduce inefficiencies and silos
- Committed to improving teacher and administrator recruitment and retention, countering negative narratives that harm applications and morale
- Brings financial savvy and the ability to manage resources wisely, including facilities planning and addressing middle school capacity issues
- Values the district's points of pride—diverse programs, strong arts and athletics, great teachers, public–private partnerships—and works to strengthen them
- Able to rebuild the district's reputation, create a positive narrative, and engage the community in meaningful ways
- Appreciates the opportunities and responsibilities of leading a major university-town district, including partnerships with the University of Illinois
- Forward-thinking and innovative, open to new ideas, emerging technologies, and imaginative approaches to teaching and learning
- Not overly bureaucratic; brings authentic leadership, strong work ethic, and a genuine desire to serve the community rather than seek a retirement role
- Holds or is pursuing appropriate educational credentials, with a preference for experience in a demographically comparable district
- Capable of uniting diverse communities—Bondville, Champaign, and Savoy—and earning their trust through accountability and transparency

QUALITIES LISTED ON JOB ADVERTISEMENT

- Demonstrated integrity, honesty, and transparency in all aspects of leadership
- A visionary, student-centered leader committed to improving academic outcomes, especially early literacy, mathematics, and college/career readiness
- Deep instructional knowledge with a proven record of raising performance across diverse student groups, including Black, Brown, multilingual learners, foster youth, and advanced learners
- A culturally humble leader who values and embraces the district's diversity and promotes equitable access to rigorous learning opportunities
- Strong commitment to inclusion, with a clear expectation to improve capacity across the district and address language barriers that hinder communication and access
- Demonstrably capable of building and sustaining a leadership team that mirrors the cultural diversity of the community
- Skilled at recruiting, retaining, and elevating fully qualified administrators and staff to ensure equitable representation in every school and department
- Ability to rebuild trust across the system, elevate community relations, and create a respectful, collaborative culture for students, families, teachers, and staff
- A visible, approachable, and empathetic leader who listens carefully, engages authentically, and communicates clearly and consistently
- Politically astute, able to navigate complex board and superintendent dynamics, mediate conflict, and foster a unified governance culture focused on students
- Strong organizational and operational leadership, with the ability to clarify roles, streamline systems, and improve efficiency across departments
- Adept in special education, including improvement planning, compliance, staffing, culturally responsive practices, and support for 504 processes
- Demonstrated commitment to teacher and staff support, professionalism, and retention, including valuing autonomy, judgment, and classroom expertise
- Ability to lead with courage, defend and make difficult decisions, and prioritize student needs
- Financially savvy, able to align resources with district priorities, invest strategically
- Experience managing complex facilities, enrollment, and capacity challenges
- Strong understanding of community context, including the expectations, assets, and challenges of a vibrant university town with diverse socioeconomic backgrounds
- Proven ability to develop, implement, and monitor a strategic plan with measurable goals, accountability systems, and transparent progress updates
- Skilled at building bridges across differing viewpoints, fostering civil discourse, and balancing progressive and conservative community values
- Dedicated to creating safe, supportive, and inclusive school environments, addressing bullying, mental health, discipline, and socioeconomic disparities
- Proficient in leveraging emerging technologies, including AI, to enhance teaching, learning, and communication
- Able to attract and develop strong site-based leaders and empower teams to lead effectively across buildings

JGCONSULTING

QUALITIES LISTED ON JOB ADVERTISEMENT

- Highly relational leadership style rooted in humility, work ethic, authenticity, and a deep commitment to the well-being of children
- Preference for candidates with experience in demographically comparable districts and a willingness to reside in and actively support the Champaign community
- Capacity to inspire confidence, foster unity, and articulate a compelling vision for excellence that reflects the values of Bondville, Champaign, and Savoy

ADVERTISING PLAN

Direct Recruitment of Administrators (National)	Supts./C-Level Admin.	✓
JG Consulting Website, LinkedIn & X	Countless Views	✓
Illinois Association of School Administrators (IASA)	30-Day Listing	✓
JG Consulting Newsletter	Length of Search	✓
SuperintendentSearch.net	Length of Search	✓