

# **SUPERINTENDENT SEARCH PROFILE**

**South Point Local School District**

**South Point, Ohio**

**June 8, 2022**



**Prepared for the Board of Education**



By  
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## **South Point Local School District** **Superintendent Search Profile Report**

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This report presents the summary of findings from the written Superintendent Search Profile documents submitted by numerous stakeholders to K-12 Business Consulting, Inc. (K-12) by June 3, 2022. Once the Board of Education selected K-12 to conduct the superintendent search, a search profile document was created to solicit input from staff and community various stakeholders. The Board and K-12 developed a list of community stakeholders to solicit input. The search profile questionnaire was made available to the Board members and all district staff members. Any stakeholder who had a desire to express an opinion was welcome to share their thoughts on the search profile questionnaire and submit them to K-12 directly. The information obtained through these profiles, and summarized below, should be used to assist the Board in identifying the desired characteristics of superintendent candidates.

In accumulating the data used in this report, K-12 sought opinions, recommendations, and general comments with respect to preferred candidate characteristics, traits, qualifications and personal demeanor, as well as district strengths, weaknesses, issues and concerns which may have a bearing on future leadership strengths for your next superintendent. At the request of the Board, K-12 sought the views of a broad range of individuals represented in the district to assist in the search process. It was determined that K-12 would report the findings to the Board without revealing the identity of any citizen or staff member who provided information, thus equipping the Board with unbiased data to use as it proceeded to define the search profile for the next superintendent.

The Superintendent Search Profile survey was used to provide a framework for reporting the information compiled by K-12. Broad themes were highlighted in each question area into five response groups (school board members, administrators, teachers, support staff members, and community members/parents/business professionals). Under each question in the report, the response group's common themes were identified. The first category identified as "Consistent Themes" are comments which were frequently heard from all or nearly all five of the response groups. Comments heard less frequently or only heard in a specific response group are listed only under that response group. The comments shown for any of the response groups are noted with the highest frequency comments listed first, then descending to comments less frequently heard. It is important to note that the data compilation is not a scientific sampling, nor should it necessarily be viewed as representing a majority opinion of those interviewed in the response group.

K-12 would like to commend the Board of Education for its efforts to include many stakeholders of the school district in the development of the superintendent search profile. Many survey respondents expressed positive feelings about being involved in this process and the opportunity to help shape the future of the South Point Local School District. We would also like to thank Treasurer Julia Slone for the professional manner in which all arrangements were made, including the dissemination of search profiles that made this superintendent search profile possible.

## **STRENGTHS OF THE DISTRICT**

**Question #1: What do you consider to be the two or three most significant strengths of the district?**

### **CONSISTENT THEMES**

- Quality teachers who are motivated and who put students first.
- A close-knit community that supports the schools and produces wonderful students.
- Hard-working, dedicated employees who genuinely care about students and their families.
- Quality school facilities and technological improvements.
- Student growth and academic success.

### **BOARD OF EDUCATION MEMBERS**

- Quality of students and staff.
- Strong, caring community with diversity and supportive PTOs.
- Close bond among district employees who have a top priority of providing a quality education.
- Academic excellence.
- New athletic facilities.
- Quality band program.

### **ADMINISTRATORS**

- Caring, skilled district employees who go above and beyond to put students first.
- A close-knit community.
- History of academic and athletic success.
- A positive attitude at the building level.
- Loyal support staff members who keep our schools clean and safe.
- A board of education that is supportive of the community.

### **TEACHERS**

- Community involvement, a small-town feel, and stakeholders who are accepting of diverse populations of people.
- Retention of quality teachers, including veteran teachers, who have autonomy in the classroom.
- Caring faculty and staff members who put students first, fostering growth and success.
- Technology improvements in the district and staff adaptability to technological changes.
- Facilities are modern. Buildings and grounds are well-kept.
- Pay makes South Point attractive for teachers in the county.

### **SUPPORT STAFF**

- Great teachers and staff members who are motivated and energetic.
- Supportive community and a wonderful student body.
- Staff members and loyal administrators whose goal is to educate all students.
- Teachers with excellent teaching skills who strive to do what is best for students.
- Dedicated staff that actively supports students in every way possible.
- Wonderful student body.
- Beautiful well-kept school facilities.

## **PARENTS AND COMMUNITY**

- Amazing teachers and staff.
- Great students.
- Community involvement.
- Strong elementary schools.
- Willingness of administrators to respond to parent concerns and make changes.
- Great Band.
- Academic improvements.
- Good technology district-wide.
- Beautiful campus, and a great location for school facilities.

## **IMPORTANT ISSUES FACING DISTRICT**

**Question #2: What do you consider to be the two or three most important issues facing the district?**

### **CONSISTENT THEMES**

- Improving district-wide teamwork, communications, and decision-making transparency.
- Addressing student misconduct, safety concerns, and related student behavioral issues.
- Providing better support for special education services in grades K-12.
- The need for a district-wide commitment to foster academic improvement.
- The transient nature of families and students, and its impact on the school district.

### **BOARD OF EDUCATION MEMBERS**

- The end result of open enrollment causing the district to experience \$2 million in lost revenue yearly.
- Lack of funding to address needed building maintenance, increased salaries for district staff, substitute pay, plus cuts that have been made in school supplies and curriculum.
- Lack of transparency and communication district-wide.
- Replacing the superintendent and the assistant superintendent.
- Impact of split and dysfunctional families on children in the district.
- Low morale district-wide, aggravated by the toll that Covid has taken on students and staff.
- Settling leadership issues from last year.

### **ADMINISTRATORS**

- Improving community involvement and seeking a greater sense of pride district-wide.
- Need to foster meaningful teamwork among district employees.
- Lack of support for special education and gifted education.
- Lack of outside professional development opportunities for staff.
- Need for a stronger curriculum focus.
- Greater visibility by the central office administration is desired.
- Growing need for behavioral and emotional support for students who have mental health issues.
- Transient students and lost students due to open enrollment realities.

### **TEACHERS**

- There are too many instances of student insubordination not being properly addressed, the Student Code of Conduct not being enforced, and students displaying inappropriate behavior (smoking, etc).
- School safety, security, and vandalism by students.
- Poor student attendance, aggravated by a high transient rate of families and students at South Point, homelessness, student mental health issues, plus limited support and involvement from parents.
- The need to improve district-wide communication and transparency.
- Compliance and implementation of required special education guidelines, aides not being provided to students as required by law, and the need for a K-12 director of special education for grades K-12, rather than just a pre-school director of special education.
- Sexual harassment cases that are lingering in the district.
- The need to improve staff morale and provide more support for teachers.
- The Board and administration should engage in more forward-thinking for academic improvement.

## **SUPPORT STAFF**

- Lack of communication and decision-making transparency.
- Minimal support from the administration to help with difficult situations.
- Need for better special education support and overall academic improvement.
- Addressing student misconduct consistently and effectively.
- Need for there to be a more caring attitude for teachers, staff members, and students.
- Not enough teamwork with decision-making.
- Too many decisions are made that are based on who you know rather than what is best for the district
- Morale is low for students and district employees.

## **PARENTS AND COMMUNITY**

- Student safety, security, in-school bullying, fights, student behavior problems.
- The need to update district's student Code of Conduct, improve record-keeping of behavioral misconduct, and consider the installation of cameras in classrooms.
- Improving communication and transparency district-wide.
- Addressing improvements needed with special education services.
- Improving academic achievement and test scores of students.
- Addressing division in the district and lack of teamwork.
- Ensuring fairness and support among all extra-curricular activities so more students are eager to participate.
- Transient students who jump from one school district to another.
- The need for teachers to have adequate supplies and aide support in the classroom.

## **CHARACTERISTICS OF NEW SUPERINTENDENT**

**Question #3: Please tell us your two or three characteristics that you think the Board should look for in a new Superintendent.**

### **CONSISTENT THEMES**

- An experienced, proven, and trustworthy administrator who has the capacity to improve district-wide communication and decision-making transparency.
- A person who genuinely cares about the South Point community, and who is able to collaboratively develop meaningful partnerships with district stakeholders.
- Someone who is forward-thinking and able foster a vision for the district's future, while staying committed to following Ohio laws and Department of Education guidelines.
- An individual who is open-minded, fair, approachable, personable, able to hold district employees accountable, while always being a good listener.

### **BOARD OF EDUCATION MEMBERS**

- An individual with proven communication skills who will embrace transparency and frequent communication with the Board, staff, students, parents, and the community.
- One who will be active in the community, spend quality time with the district stakeholders, support South Point's culture, and demonstrate meaningful community engagement.
- An experienced, proven, charismatic, and strong leader who is open minded, and willing to think out-of-the-box, grow, and learn.
- Someone who is self-motivated and able to see grey, not just the black and white with issues.
- A dedicated and loyal team player with integrity, who will work with the Board and be responsive to Board member questions.
- An individual who is willing to try new things, consider new ideas, and able to pursue changes that will help children and the staff.
- One who has the experience and knowledge of a superintendent and knows the pertinent provisions of the Ohio Revised Code and Ohio Department of Education guidelines.

### **ADMINISTRATORS**

- One who will communicate and interact effectively with district staff and the community.
- An individual who will demonstrate that he/she genuinely cares about the community of South Point.
- Someone who will be accessible, visible, collaborative, and vested in the community and the district.
- An experienced administrator who is able to establish and maintain relationships and partnerships with district employees and community stakeholders.
- A leader who is up-to-date with his/her knowledge of schools, state laws, and the newest educational theories and practices, including special education/gifted education curriculum.
- One is fair, unbiased, and able to avoid the "good ole boy club," while – at the same time – is able to adjust to new situations thrown at him/her. He/she must be a good listener.
- An energetic, flexible listener who puts students first and is able to promote the district's successes.

## **TEACHERS**

- A proven leader who is an excellent, transparent communicator and relationship builder.
- An individual who is fair, honest, approachable, trustworthy, personable, openminded, and committed to putting teachers, students, and academics first.
- Someone who is an energetic, collaborative, inclusive decision-maker, able to advance new ideas and welcome needed changes in the district.
- Has a demonstrated ability to secure the respect of stakeholders district-wide.
- One who is able to institute checks and balances for required special education paperwork.
- An individual who will listen to what works and not be afraid to change what doesn't.
- One who possesses a genuine commitment to support staff and bring people together.
- An individual who will put students first and have high expectations for both students and staff.
- Someone who can hold staff accountable and develop a vision for taking the district forward.

## **SUPPORT STAFF**

- One who is honest and loyal, and willing to go the extra mile for the district.
- An individual who is capable of putting students first.
- An experienced open-minded administrator who is good listener.
- Someone who will not try to give everyone everything they want.
- A proven administrator who has the necessary skills to run a school district.
- One who has the capacity to embrace South Point's culture and foster meaningful collaboration with stakeholders.

## **PARENTS AND COMMUNITY**

- An experienced, proven leader with a strong track record who will be able to build relationships with staff, students, and community members.
- One who will focus on student success (improved grades) and keeping our children in school.
- An individual who can improve communication and transparency district-wide.
- Someone who will be open-minded to new ideas in the district.
- One with a strong character who is fair, personable, accountable, and impartial with staff.
- An ability to instill more pride and community spirit in the schools and attract other students in the area to attend school at South Point.
- Experienced with setting a vision for a school district and following through with it.
- Someone who is strong in fiscal management.
- One who has a good economic and business background in addition to a solid educational background.

## SUPERINTENDENT CHARACTERISTICS BY RANKING

**1 = MOST IMPORTANT**      TO      **10 = LEAST IMPORTANT**

CRITERIA	BOARD	ADMIN	TEACHERS	SUPPORT STAFF	COMMUNITY AND PARENTS
Ability and willingness to deal fairly with faculty, staff, students and parents	2	1	1	1	1
Effective at creating and a vision for the district	1	3	2	2	2
Expertise in design and implementation of curriculum and instruction	8 (tie)	5	10	6	4
Effective with both written and verbal communication	4	7	6	7	8
Successful experience as a superintendent	6 (tie)	8	7	9	6
Experience with socially and economically diverse student populations	8 (tie)	9	5	8	10
Fiscal management expertise	10	10	9	10	9
Effective organizational and management skills	5	6	8	3	5
Personal involvement and interest in the community	6 (tie)	2	4	5	7
Strong interpersonal and public relations skills	3	4	3	4	3

## RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS--ALL GROUPS

### 1-5 MOST IMPORTANT TO 6-10 LEAST IMPORTANT

RANK	TOP 5 CHARACTERISTICS
1	Ability and willingness to deal fairly with faculty, staff, parents, and students.
2	Effective at creating a vision for the district.
3	Strong interpersonal and public relations skills.
4	Personal involvement and interest in the community.
5	Effective organizational and management skills.

RANK	BOTTOM 5 CHARACTERISTICS
6	Effective with both written and verbal communication.
7	Expertise in the design and implementation of curriculum and instruction.
8	Successful experience as a superintendent.
9	Experience with socially and economically diverse student populations.
10	Fiscal management expertise.

### SUMMARY

The information gathered by K-12 through surveys bear strong similarity across all groups with respect to the South Point Local School District's strengths, issues and challenges facing the district, as well as the characteristics desired in the next superintendent.

The consistent themes expressed in writing by individuals about the South Point Local School District's *greatest strengths* include: (A) Quality teachers who are motivated and who put students first; (B) A close-knit community that supports the schools and produces wonderful students; (C) Hard-working, dedicated employees who genuinely care about students and their families; (D) Quality school facilities and technological improvements; and (E) Student growth and academic success.

The top *concerns and challenges* facing the Board of Education and the new superintendent in the future – all of which appeared on surveys received – include the following: (A) Improving district-wide teamwork, communication, and decision-making transparency; (B) Addressing student misconduct, safety concerns, and related student behavioral issues; (C) Providing better support for special education services in grades K-12; (D) The need for a district-wide commitment to foster academic improvement; and (E) The transient nature of families and students, and its impact on the school district.

It quite often is difficult to capture all the characteristics that respondents were looking for in a new superintendent. It is certain that no one person could possibly embody all that was mentioned as desired attributes for the new superintendent. The clear majority of survey respondents expressed *the need for the new superintendent to be a person who has the following characteristics*: (A) One who is an experienced, proven, and trustworthy administrator who has the capacity to improve district-wide communication and decision-making transparency; (B) A person who genuinely cares about the South Point community, and who is able to collaboratively develop meaningful partnerships with district stakeholders; (C) Someone who is forward-thinking and able to foster a vision for the district's future, while staying committed to following Ohio laws and Department of Education guidelines; and (D) An individual who is open-minded, fair,

approachable, personable, yet able to hold district employees accountable, while always being a good listener.

The consistent themes summarized above were shared with K-12 in writing on the profile surveys that were returned. The themes also closely matched the top five (5) desired superintendent characteristics of the new superintendent – in the eyes of the sub-groups that responded to Question #4 in the survey. (See top of page 9 above).

The new superintendent will need to be one who will address the district-wide concerns surrounding communication and decision-making transparency, as well as the concerns held by many pertaining to student misconduct and related student behavioral issues. Additionally, there are many staff members and district stakeholders who desire for there to be better special education support services in grades K-12. The new superintendent must embrace the culture and values that are evident in the community. Staff and community members want the new superintendent to be open-minded and forward-thinking. He/she needs to be a listener, and one who is fair, approachable, and personable, yet able to hold district employees accountable. The new superintendent must be an experienced administrator who is collaborative, and able to demonstrate trustworthiness and integrity. The Board needs a new leader who will foster the development of a vision and academic growth.

We believe that the right candidate for superintendent will recognize that: (1) The South Point Local School District is a close-knit community that is full of pride about the school district; and (2) District employees, parents, community members, and business professionals genuinely care about the school district and are willing to be involved. This position will be of interest to the right superintendent candidates. We believe we will find the right potential candidates who have the attributes outlined herein, possess the skills and energy needed to address current and future issues expressed by survey respondents, and who will be happy to lead the South Point Local District and the community into the future.

Respectfully submitted,

K-12 Business Consulting, Inc.