

K-12

Business Consulting, Inc.

"Effective School Solutions"

Superintendent Search Services



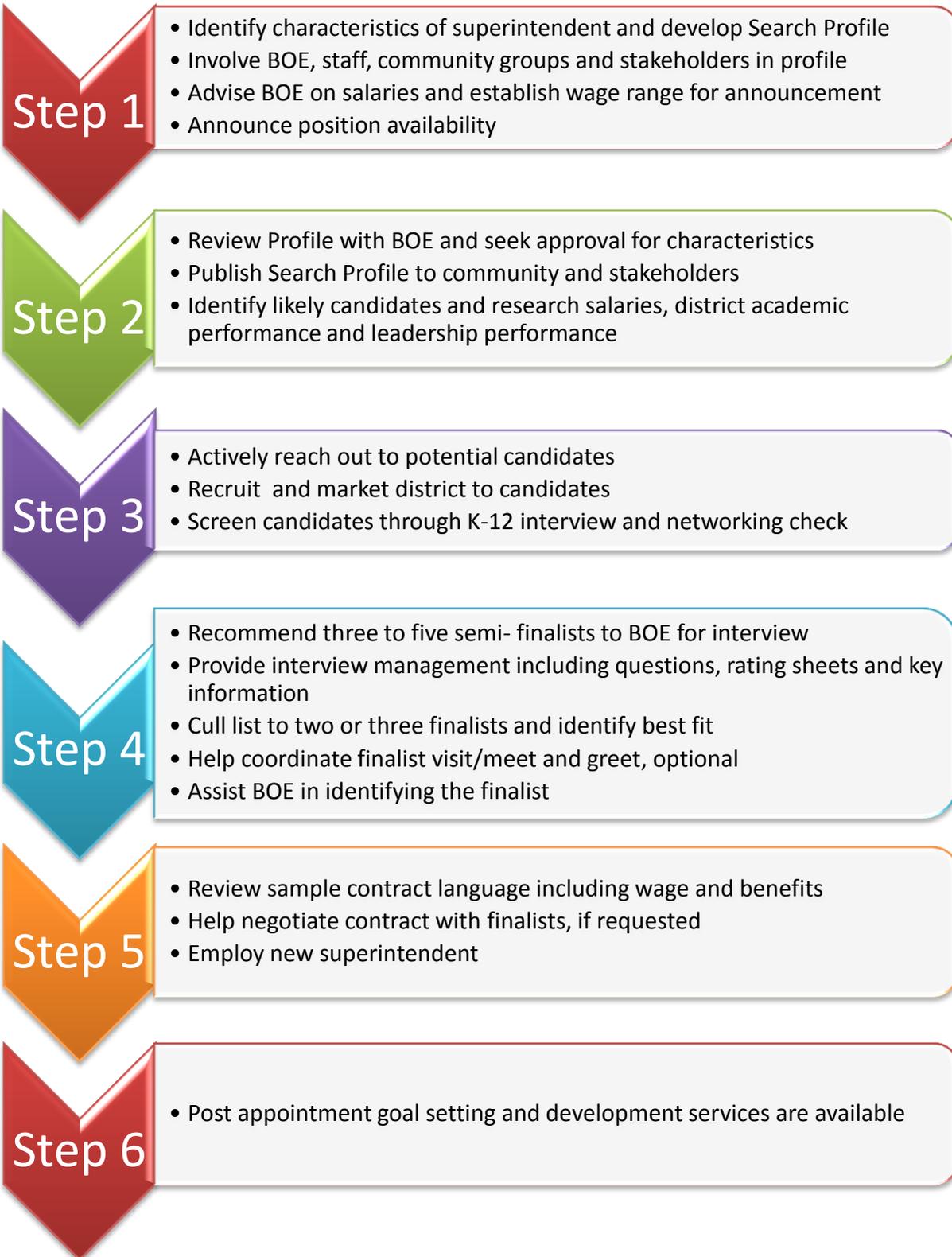
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K-12 Business Consulting's Six Steps to a Quality Superintendent/CEO Search Process





Detailed Superintendent Search Services Provided

Depending on the level of search services selected, K-12 Business Consulting will customize your superintendent search to meet your timeline, expectations and budget. Below is a more complete description of services provided based on questions that our clients often ask about what we include in our search services.

1. How will K-12 develop and coordinate the search process?

We coordinate and manage every step of the process. We will work from the very beginning with the Board to revise the detailed calendar we will supply at our first meeting. It is critical to identify the dates and milestones (particularly interview dates) so we can follow the plan throughout the search and be respectful of Board members' time invested in this process. We will also work with internal staff to reserve rooms, dates and locations that will be suitable for the events to be arranged, whether interviewing or holding focus group meetings. Communication early and often is the key to making the entire search process move smoothly from beginning to end.

2. What is the level of assistance or services needed from district staff in the recruiting, interviewing, and placement process?

At our initial planning meeting we ask for the district to designate a Search Liaison. The duties of the Search Liaison are to assist in securing meeting rooms, making sure public meeting notices are sent out on time, helping to identify and send out Search Profile Criteria Questionnaires, being the authoritative district contact for specific questions candidates may have, and to assist in gathering internal district data needed. We attempt to minimize the time for district staff. For a superintendent search, the Search Liaison is typically the Treasurer/CFO and his/her secretary or administrative assistant. While we keep the work demands on district staff to a minimum their assistance is key to the search.

3. How will K-12 go about involving the Board, administration, staff and other community stakeholders in the development of the Superintendent Search Profile so we know the characteristics to look for in our next leader?

We follow a tried and true process that we have developed entitled "K-12 Business Consulting's Six Steps to A Quality Superintendent/CEO Search Process" which is attached to this document. It provides a one-page overview of the key steps we follow to offer a quality search for our clients. Step 6, while not technically a search process, is highly recommended following our search to integrate the new leader into the organization and make a smooth transition.

We have a strong internal and external stakeholder engagement process that culminates in a Superintendent Search Profile which we follow to identify candidates. We devote a considerable amount of the search to doing this critical upfront work. Depending on the level of search services selected, we will devote up to 1 full day to this process. We feel this is one of the most important steps and helps us understand what is desired in the next superintendent.

Each district is somewhat different in who they wish to involve in the profile development process so again we advise the Board in customizing the stakeholders they wish to involve. As an example, it is common for the search consultants to facilitate meetings with the following groups:

A) Invited Internal Groups: central office administrators; building administrators; central office clerical staff; teacher representatives; classified staff representatives and selected high school students.

B) Invited External Groups: Business Advisory Council; PTO and Booster Representatives; Clergy groups; Civic and Political Leaders.

Depending on the search service level selected we suggest holding a widely advertised open community forum/focus group inviting anyone who wishes to meet with us to provide face-to-face input into the development of the search profile (silver and gold level searches).

Board of Education members complete a profile form and can provide additional data in a confidential conference with a search consultant if desired. All information shared with the search consultants is held in confidence.

The Search Profile Criteria Questionnaire Form we create is provided to the district in an easy fill PDF form which can be sent to individuals, typically the entire school district staff, and we suggest placing the form on the district website so anyone who wishes to complete a search profile can do so by visiting the district website.

When we have collected data from all sources, we prepare a detailed Search Profile Report we present to the Board and once approved we suggest it be posted on the website for transparency and information to the public and prospective candidates.

4. What recruiting strategies will K-12 consultants use to discover and actively recruit candidates?

K-12 has six (6) experienced superintendent search consultants to identify and develop qualified candidates for your search. One or two will be assigned to your search, depending on level of search selected, who work on the search from start to finish. All our search consultants are very seasoned professionals and why K-12 has the best boots on the ground for recruiting candidates to your district. Their information is included in this document.

Mr. Thomas Ash has over 48 years of educational experience as teacher, assistant superintendent, superintendent and most recently spent 14 years as Director of Legislative Services for the Buckeye Association of School Administrators. When Tom retired as superintendent of the Mid-Ohio ESC, he joined BASA to service schools across Ohio to advocate for public education at the Ohio General Assembly. Tom is also well known and respected in superintendent-related circles across Ohio. His network connections are a major source of candidate recruitment and value added for our clients.

Ms. Deborah Campbell has over 40 years of educational experience as teacher, assistant superintendent, superintendent and college instruction experience. When Debbie retired as superintendent of Clark-Shawnee LSD she took the position of co-professional development director for BASA which is responsible for training programs for school superintendents across Ohio. Debbie is also well known and connected to several superintendent-related circles. Her network connections are a major source of candidate recruitment and value added for our clients.

Dr. Dennis Leone has over 41 years of superintendent and college instruction experience. He currently teaches classes for administrators seeking their superintendent licensure. He is well known and connected to several superintendent-related circles. Many of his students have gone on to become superintendents. His network connections and inquiries are a major source of candidate recruitment and value added for our clients.

Ms. Kathy Lowery has over 41 years of educational experience serving in positions of teacher, assistant superintendent, superintendent and director of professional development for Buckeye Association of School Administrators. When Kathy retired as superintendent of Granville EVSD she took the position of co-professional development director for BASA which is responsible for training programs for school superintendents across Ohio. She is well known and connected to several superintendent-related circles. Her network connections are a major source of candidate recruitment and value added for our clients.

Mr. Chris Mohr has over 40 years of experience in education in Ohio and has held leadership positions in state professional organizations and been appointed to several boards and committees. His network is extensive with several superintendents, the ODE, BASA and OASBO leaders. His networks are also major conduits for candidate recruiting and contacts.

Ms. Karel Oxley has over 40 years of educational experience as a counselor, assistant superintendent and superintendent. Karel retired after 9 years as superintendent of Lima City Schools. She is currently the Co-Director of the Ohio Leadership Advisory Council. Like all of our search consultants, Karel is widely known through out Ohio by many school superintendents and administrators through serving as past president of BASA to her role in helping to train future superintendents at the Ohio Leadership Advisory Council. Her network of contacts brings value to our clients through effective recruiting.

K-12's entire search team are well known and respected school superintendents and school administrators that are second to none. Through years of experience we have extensive networks to locate candidates, help organize and coordinate the search which helps the process run smoothly.

A major focus of our strategy on prospective candidate outreach is to follow data learned from the Superintendent Search Profile and the desires of the Board. Then we will follow a **quantitative** and **qualitative** path to help identify candidates.

The quantitative method we use is to extract comparable data from the ODE Data warehouse on district performance in academic and efficiency metrics of several districts of similar typology. We have developed a proprietary database that allows us to synthesize large amounts of data to help identify trends. In many ways this method essentially allows us to back in to the potential candidates through data. We perform this quantitative and qualitative review before a prospective candidate becomes an actual candidate.

In the qualitative approach the prospective candidate will learn from the consultant -- not as an advertisement -- but about the opportunity that your school district is offering. Once interest is developed, the prospect undergoes a thorough interview about their work history, accomplishments, education level, leadership style, major successes and failures in their career, and we learn why they would be interested in the opportunity. We will discover if the candidate is secure in his/her employment, or if there are concerns surrounding the prospective candidate.

5. Will K-12 handle the development of materials that will be created to facilitate the advertising of the position and candidate applications?

At the onset we suggest that the district establish a page on the district website to contain all material and information pertaining to the superintendent search. We will prepare a professional brochure that is posted on the district website. We also email this brochure to all superintendents in Ohio and post the position on the BASA website. We will assist the district in posting the position on the OSBA website and the statewide DAS List Service. These are the locations that candidates from Ohio and from other states who are interested in superintendent openings will look for new job opportunities IF they are looking actively. However, since many of the candidates we source are not actively looking, we reach out and directly recruit potential candidates who we believe meet the Search Profile.

We will advertise and create other advertisements for educational journals and publications if, in discussion with the Board, the extra expense of this step is desired. The method noted above that we use is direct and effective without excess cost.

All advertisements such as the job announcement brochure will be reviewed with the Board and approval will be secured before we proceed with this distribution.

The higher quality candidates we will present to the Board are typically the result of networking and direct communication and not advertising.

6. How will K-12 screen our candidates so we can be sure there are no issues with them?

Before a prospective candidate becomes a full candidate, we use our network and the internet to conduct a due diligence screening. All candidates are required to provide us a copy of their superintendent license and we check the ODE licensure website for information on license suspensions. The licensure itself comes with background and fingerprint criminal activity verification. Our checks are more than adequate to surface issues for candidates who are being considered.

Candidates who are invited for interviews are required (we suggest this strongly) to complete the proposed application form we will create for your school district which will allow a more detailed background check and requires candidates to disclose offenses. Again, we will customize this form for your school district and suggest it be on the district website.

When we have concluded our outreach efforts, we will develop a list of candidates, and then meet with the Board members to advise and assist them in selecting the candidates they wish to interview. A considerable amount of data is brought to the Board in this meeting, so the best candidates are selected.

7. How will K-12 coordinate the interviewing process once candidates have been selected for interviews?

We coordinate and manage every step of this process. When it comes to interviewing, we remove the difficulty of this for the Board. The Board members need only to show up with a pen or pencil and a willing attitude. We will have everything else taken care of, including snacks and dinner arrangements for the interview sessions.

Interview Management from the Board's Perspective:

As the interview process begins, we will prepare Interview Binders for each Board member which will include a Search Profile, Candidate Ranking Sheet, Interviewing Do's and Don'ts, each candidate's application, cover letter, resume, license, and transcripts. We will go over and prepare all Board members on the first night of interviews so they are aware of the contents of the folder and what questions they should and shouldn't ask.

A set of questions for the 1st interview is created based on the Superintendent Search Profile and discussed with the Board ahead of the interviews at the candidate screening meeting, so we can get feedback from the Board. We strongly suggest and prepare Behavioral Event Interviewing questions throughout the scripted portion of the 1st round of interviews. These types of questions will help ensure the Board gets to know how the candidate has performed in their career.

We will assist the Board in culling the list to 3-4 finalist candidates following the initial interviews. We will prepare questions for the 2nd round of interviews. We suggest asking candidates to prepare a homework assignment on one of the issues facing the district, and then present the possible solution or how they would address it if they were superintendent of your school district. Again, we will manage this process for the Board and make sure arrangements for technology needed are made.

We will follow up with all candidates to thank them for participating and extending well wishes for a bright and successful career. We want all candidates to leave your district with a great impression regardless of the outcome of the interview.

Depending on the level of search services requested we will coordinate and arrange community forums to meet the final candidates. This will include candidate management and facilitating the event, including providing forms for attendees to complete to give the Board feedback on the candidates. We will accumulate the feedback and put that in a written report, so Board members can easily see what the community and stakeholders are saying about their prospective finalist candidates.

Interview Management from the Perspective of the Candidates:

We will make sure the candidate knows where and when they are to be at the interview site. We suggest candidates arrive one hour before their interview to help eliminate traffic and weather-related problems. With Board approval and advice, we also like to use this time to invite other people -- such as key central office administrators and building administrators -- to meet and welcome the candidate to the district, to have light conversation, and to get to know the candidate. This will serve two purposes: 1) to help the candidate get warmed up and lose some of the jitters for the interview with the Board, and, 2) to also provide another source of feedback to the Board about the candidate. We have found this to be a very beneficial process.

We make sure that one of the search consultants is at the location and is looking for and will guide a lost candidate to the site. Further, we make sure they are greeted, shown to the restroom, given a bottle of water and introduced to the other administrators in the "green room" while they wait for their interview. They are made to feel welcome.

We typically, with Board approval, suggest a search consultant sit off to the side in the interview room for candidate accountability to ensure the accuracy of what they say in response to the questions from a technical standpoint. The consultant will not participate or have interaction in the interview itself, but will advise the Board after the interviews on technical or legal points that arose during the interview.

At the end of the interview a search consultant will escort the candidate out of the interview. The consultant will have a short discussion with them, explain the next steps in the selection process, and indicate when they could expect to hear something further.

Depending on the level of search, we will also coordinate meetings for the community to meet the finalists, dinner with Board members, and site visits to home school districts of the candidates.

8. What level of assistance will K-12 provide to the Board in developing an appropriate compensation package and applicant negotiations?

We have wage data collected from various sources and BASA surveys to help determine a range and benefits. A quick survey of local area could also be done easily if it isn't already; to help the Board see local wages which in our experience the Board will at least want to be aware of in formulating an offer. However, we feel that each district has its own unique challenges and compensation packages need to reflect these differences. We have several superintendent contracts to help select language and get a good sense of competitive wage and benefit packages.

As part of the final interviews we ask all candidates to bring with them a copy of their current contract and all wage details so we know exactly what the candidate's total package is. We find this helps considerably in making an offer that would be acceptable to begin the contract negotiations with the final candidate.

One of the search consultants will be the mediator and advisor to both parties in bringing successful closure to the contract negotiations. In a recent search it took four meetings on separate days including a weekend to get closure. Our consultant was there every step of the way. Additionally, we can provide assistance in developing a consulting contract for the new superintendent to utilize with the Board to get a jump on his/her work in the school district.

We are committed to making sure the contract is developed and signed. We stay until the job is complete!

9. Can K-12 Provide references we can check to determine if their past clients would recommend their search services?

We would be pleased to provide you names and phone numbers of Board of Education members of recent Superintendent Searches we have completed.

10. Does K-12 offer any guarantee for the search?

We don't charge a fee that would pay for two searches to guarantee one which is what many firms charge. Once we are selected and the search has begun, we will stay with it until a successful candidate is employed. That's our commitment and guarantee to our client. We will not invoice anything until the search has concluded and a candidate is hired. The risk is on us to find a successful candidate and not the Board.

If the candidate leaves in one year or less, regardless of reason, we will return for a modest fee and perform a 4 to 6 week condensed search. Much of the detail work done originally would still be valid. We would revisit the finalists we initially spoke with and sample the market for any new interest that might be developed. This would work to ensure a swift turn around in the event of a premature departure.

11. What are your prices and levels of superintendent search services?

We realize no two Boards of Education are alike and that is why we customize the search process to fit your needs and wants, therefore, we are pleased to offer three (3) levels of search services. Each level is priced based on the amount of time our search consultant(s) are anticipated to be involved in the project. We believe in charging a fair price for fair work. This means our higher priced search services will involve much more consultant time and effort than the lower cost search. We can also customize service levels below or beyond these levels upon request.

The three (3) levels of search service provide the Board with options for cost savings if a less involved or more highly involved search is desired. The Bronze Level Search, for example, proposes less time for the consultants versus the Gold Level Search Service. All levels of search services will yield quality results and none of our searches are a paper screening only search. They will all involve recruiting and targeting of candidates.

The costs quoted include all time, research, search criteria development, recruiting, pre-screening interviews, evaluation of candidates, initial and final interviews, finalist evaluations and contract offers as noted in the highlight of services under each.

The Board will be responsible for the following additional search expenses: costs to mail invitations to community and staff members for forums (if any); costs to place print and electronic advertisements; costs to print and mail materials to applicants if desired; candidate's reasonable expenses incurred such as mileage, meals, and lodging; criminal background and third-party reference checking if requested, and search consultants documented mileage.

Financial Proposal for Various Levels of Superintendent Search Services

\$12,900 Bronze Level Search Service Highlights (8-10 weeks):

- Meet with Board to organize search, create timeline, designate search liaison, and discuss salary range
- Develop position announcement, application material, search profile criteria questionnaire and post on the district website.
- Search Profile one-half (1/2) day meeting in district to hold focus group meetings with building & central office administrators, central office staff, and teacher and classified staff.
- Send search profile criteria form to Board for profile input.
- Send completed Superintendent Search Profile to BOE for review and approval.
- 3 to 4 weeks of recruiting targeting 4-6 candidates.
- Meet BOE to review and screen candidates select 4-6 for interviews, review and approve questions prepared for 1st round interviews.
- 1 night for 1st round interviews including detailed Interview Binder.
- Prepare and review 2nd round interview assignment and questions obtain Board approval.
- 1 night finalist interviews and selection of final candidate.
- Assistance to mediate and negotiate employment contract.

\$14,900 Silver Level Search Service Highlights (10-12 weeks):

- Meet with Board to organize search, create timeline, designate search liaison, and discuss salary range.
- Develop position announcement, application material, search profile criteria questionnaire and post on the district website.
- Assist with securing an Interim Superintendent if needed.
- Search Profile one (1) full day meeting in district. Hold focus group meetings with building & central office administrators, central office staff, teacher and classified staff, Business Advisory Council, Booster Groups then hold community forum in the evening.
- Send search profile criteria form to Board for profile input.
- Review Completed Superintendent Search Profile in meeting with Board for review and approval.
- 4 to 5 weeks of recruiting targeting 6-8 candidates.
- Meet BOE to review and screen candidates select 6-8 for interviews, review and approve questions for 1st interviews.
- 2 nights 1st round interviews including detailed Interview Binder.
- Prepare and review 2nd round interview assignment and questions obtain Board approval.
- 1 night finalist interviews, coordinate Stakeholder Meet and Greet Committee before hand and selection of candidate following final interviews.
- Assistance to mediate and negotiate employment contract.
- Press release to assist with announcing new superintendent.

\$17,900 Gold Level Search Service Highlights (12-14 weeks):

- Meet with Board to organize search, create timeline, designate search liaison, and discuss salary range.
- Develop position announcement, application material, search profile criteria questionnaire and post on the district website.
- Assist with securing an Interim Superintendent if needed.
- Search Profile one (1) full day meeting in district. Hold focus group meetings with building & central office administrators, central office staff, teacher and classified staff, Business Advisory Council, Booster Groups then hold community forum in the evening.
- Send search profile criteria form to Board for profile input.
- Review Completed Superintendent Search Profile in meeting with Board.
- 5 to 6 weeks of recruiting targeting 6-8 candidates.
- Meet BOE to review and screen candidates select 6-8 candidates for interviews, review and approve questions for 1st interviews.
- 2 nights 1st round interviews including detailed Interview Binder for Board.
- Coordinate Stakeholder Meet and Greet Committee before initial interviews on both nights.
- Prepare and review 2nd round interview assignment and questions obtain Board approval.
- 1 – 2 days final interviews coordinate and attend community “Meet the Candidate” events where input from community and staff members who meet the candidates is collected.
- Collect data from community meetings to share with Board.
- Coordinate dinner meetings each evening with Board members and candidates.
- 1 meeting if needed to help determine who to offer contract to and help set financial package offer.
- All meetings required to help with contract negotiations.
- Press release to assist with announcing new superintendent.
- Mentor meeting with selected candidate with search consultant to discuss perception of the issues heard during profile development that they need to be aware of as they assume their leadership role.

Community & Stakeholder Engagement In Difference Search Levels Offered

| | BRONZE LEVEL <i>Less time less cost</i> | SILVER LEVEL <i>Most common</i> | GOLD LEVEL <i>Most time and community engagement</i> | | |
|--|--|------------------------------------|---|----------------|----------------|
| Typical Start Time For Interviews | | | | | |
| 1:00 P.M. | | | Stakeholder | Stakeholder | Stakeholder |
| 2:00 p.m. | | | Stakeholder | Stakeholder | Stakeholder |
| 3:00 p.m. | | | Stakeholder | Stakeholder | Stakeholder |
| 4:00 p.m. | | Stakeholder | Stakeholder | Stakeholder | Stakeholder |
| 5:00 p.m. | BOE Formal | BOE Formal | BOE Formal | BOE Formal | BOE Formal |
| 7:00 p.m. | | | BOE Informal | BOE Informal | BOE Informal |
| | 1st Interview | 1st Interview | 1st Interview | Final 1 | Final 2 |
| | Final | Final | | Final 1 | Final 2 |
| | | | | Final 1 | Final 2 |
| | | | | Final 1 | Final 3 |

Stakeholder

A facilitated meeting of up to 25 individuals to meet and ask questions of candidates. Feedback collected via questionnaire.

BOE Formal

A formal interview with BOE lasting 45 minutes to 1 hour. Final interviews involve research project and presentation.

BOE Informal

Recess executive session to a location conducive to dinner and casual conversation with candidate and significant other.

K-12 Business Consulting's Superintendent Search Services Team

We are pleased to introduce our executive search team. Below is a brief description of each associates academic credentials, extensive work experiences and areas of core competencies in which they specialize. Our associates are field tested experts with years of experience in public education and an extensive network of contacts and associations which are vital in assisting your district in locating quality executive leadership. Listed alphabetically they are:

THOMAS ASH, BS, M. Ed.



Tom earned his BS in education (magna cum laude) from Bowling Green State University and his Master of Science in Education at Youngstown State University. He is a licensed school superintendent with over 48 years of proven successful leadership and management experience in public education. Tom's experience ranges from the classroom to superintendent and to Director of Governmental Relations for the Buckeye Association of School Administrators, where he represented public school district before the Ohio General assembly for 14 years. Tom has received many honors and recognitions in his career including the Ohio Administrator of the Year by OELMA, Exemplary Service Award by BASA, Warren Russel Leadership Award, and many more. Tom is very active in state organizations serving on several committees and has been editor of *"The Management Guide for School Leaders"* for 20 years. Among many leadership positions Tom has held he has also served as president of the Buckeye Association of School Administrators. Tom is pleased to provide superintendent executive recruiting services; administrative mentoring services; board and administration team building; and, strategic planning.

DEBBIE CAMPBELL, BA, M. Ed.



Debbie earned her BA in elementary education from Urbana University and her M. Ed. in curriculum and supervision from the University of Dayton. She is a licensed school superintendent, asst. superintendent, elementary principal and 1-8 elementary teacher. She has over 38 years of proven successful leadership and management experience. Debbie's experience ranges from the classroom to superintendent. She has also spent time as an adjunct professor in higher education. Debbie has received many honors and recognition in her career including the Recipient of Excellence in Education Award – Clark County. Debbie is very active in state organizations serving on several committees, in addition to having served as President of the Buckeye Association of School Administrators and the Ohio Association of Local School Superintendents. Debbie is pleased to provide superintendent executive recruiting services; administrative mentoring services; board and administration team building; and, strategic planning meetings.

DENNIS A. LEONE, BS, MS, Ed. D.



Dr. Leone earned a BS degree in education from Bowling Green State University, a MS degree in public relations from American University, and a Ed.D. degree in administration from the University of Arkansas. He has over 41 years of proven successful experience in education as a teacher, principal and central office administrator and 23 years as a superintendent. Dr. Leone has authored laws in Ohio and taught educational administration and superintendent licensure classes. Dr. Leone's career spans service in small rural schools to being superintendent in a medium sized city school district, and being elected to the STRS Board of Directors. Dr. Leone has received several awards during his distinguished career including: GFOA Ohio Ethic's Award, BASA Distinguished Service Award, and BASA Exemplary Leadership Award, among others. Dr. Leone is pleased to offer: superintendent and treasurer executive recruiting services; and, administrative mentoring services.

KATHY LOWERY, BA, M.Ed.



Kathy earned her BA in science from Otterbein University and her M. ED. in guidance and counseling from The Ohio State University. She is a licensed school superintendent, educational specialist, elementary/secondary principal, guidance and counseling and science teacher. She has over 41 years of proven successful leadership and management experience. Kathy's experience ranges from private industry to superintendent. Kathy has received many honors and recognition in her career including the Joint Civilian Orientation Conference Award; an honor from the Department of Defense awarded to only 38 professionals nationwide. Kathy is very active in several community and educational organizations serving on many committees. Kathy is pleased to provide superintendent executive recruiting services; administrative mentoring services; board and administration team building; and, strategic planning meetings.

CHRISTOPHER S. MOHR, AS, BS, MBA, RSBA, CGFM, OFAC - President



Chris earned an MBA majoring in finance and administration, along with a BS in accounting from Miami University of Ohio. He also holds a designation as a Registered School Business Administrator and earned the Ohio Financial Accountability Certificate. He has over 40 years of proven successful finance and management experience and is a licensed school treasurer and business manager. During his career he has served districts with budgets from \$32 million to over \$200 million and simultaneously served in the position of CFO & Executive Director of Business Affairs for both Dublin and Springfield City Schools. He has received many awards including: Ohio School Treasurer of the Year, Ohio School Business Manager of the Year, OASBO Presidents Award, and the OASBO Virginia Ramsay's Award for Distinguished Service. In 2003 he also served as President of OASBO. He brings expertise to school clients in five-year forecast assistance in areas of modeling, projecting and presentation; levy analysis and modeling; school comparison studies; efficiency reviews; budget and monthly financial report preparation; superintendent and treasurer executive recruiting; and, mentoring for school business officials.

KAREL S. OXLEY, BA, M. Ed., Ed. S.



Karel earned her BA in elementary education from Marygrove College, and her M. ED. in guidance and counseling from the University of Toledo. She holds many licenses including: school superintendent, educational specialist, elementary/secondary principal, guidance and counseling and K-8 elementary teacher. She has over 40 years of proven successful leadership and management experience. Karel's experiences ranges from guidance counselor, to regional facilitator for the Ohio Department of Education and Superintendent. Karel has received many honors and recognitions for her civic contributions to many organizations in and around Allen County. Karel is very active in state organizations serving on several committees, in addition to having served as President of the Buckeye Association of School Administrators she is a Co-Director of the Ohio Leadership Advisory Council which is a partnership between BASA and the ODE. Karel is pleased to provide superintendent executive recruiting services; administrative mentoring services; and, board and administration team building.

Superintendent/CEO Search for Lakota Local School District



Assisted by K-12 Business Consulting, Inc.

Our Vision
Instilling Pride. Igniting Passion. Infinite Possibilities.

The Community

Located in southwestern Ohio, Lakota Local Schools is the eighth largest school district in the state, and the largest of all 10 public school districts in Butler County. Employing more than 1,650 teachers and support staff, the district serves the communities of West Chester and Liberty townships. Since the consolidation of the Liberty and Union districts into the Liberty-Union School District in 1958, the growth in the District has gone from 1,696 students to its largest enrollment in 2010 of 18,409. The name of the district was changed to Lakota Local School District in 1970.

The Superintendent Search

The Lakota Local School District Board of Education is seeking qualified applicants for the position of Superintendent. The Board seeks an effective administrator in education and administration leadership to fill the vacancy created by Dr. Karen Mantia. It is expected the new superintendent will take office on or before August 1, 2017. K-12 Business Consulting is assisting the Board in its search.

Leadership Criteria and Qualifications/Responsibilities

The Lakota Local School District Board of Education has identified the following qualifications as having particular importance for the position of superintendent. The ideal candidate must be committed to the highest personal and professional standards and exhibit leadership in the district and community. The CEO must maintain integrity and high standards of ethics in all matters. Among other attributes sought, the successful candidate will demonstrate the following major characteristics:

- Visionary and innovative skills along with an ability to create and articulate a vision with input from internal and external stakeholders, and implement action plans for ongoing district improvement;
- Chief executive who will keep the Board fully informed and current with matters about the schools, one who will forge a strong partnership based on mutual trust and respect and can unify district leadership;
- Willingness to become an active and contributing member of the school community and be comfortable with high visibility in schools and the community while being accessible;
- Strong spokesperson with interpersonal skills who can publicly celebrate and market the successes of the school district, and instill trust and unity in the community and at all staff levels by being approachable and collaborative;
- Decisive and innovative educational leader with a strong background in student achievement who can develop action plans to improve the district's report card and improve student achievement;
- Educational team leader who is able to develop, supervise and support teaching and administrative talent, who inspires high performance standards with accountability, and finds satisfaction in the success of others;
- A leader who possesses the ability to instill trust in the community and at all staff levels by being approachable;
- Experience as a superintendent preferred and is desirable, but not required;
- Doctoral Degree preferred but not required.

Compensation and Terms of Employment

The Board intends to offer the successful candidate a contract, as per law. The base salary range is expected to be \$155,000 to \$180,000 but is negotiable and commensurate with experience and qualifications.

District Profile

School Buildings

| | |
|-------------------------|----|
| High Schools | 2 |
| Freshman Campuses | 2 |
| Junior High Schools | 4 |
| Elementary Schools | 10 |
| Early Childhood Schools | 4 |

Student Enrollment (FTE) 16,585

Number of Employees

| | |
|---------------------------|-----|
| Teaching & Licensed Staff | 974 |
| Support Staff | 748 |

Lakota Local Schools Board of Education is an Equal Opportunity Employer.

Employment is offered without regard to race, color, national origin, ancestry, citizenship status, religion, sex, gender identity or expression, economic status, age, disability, legally acquired genetic information, military status or sexual orientation.

Lakota Local Board of Education

| | | |
|------------------------------|---|-------|
| Lynda O'Connor, President | 9 | Years |
| Todd Parnell, Vice President | 3 | Years |
| Ben Dibble, Member | 7 | Years |
| Ray Murray, Member | 7 | Years |
| Julie Shaffer, Member | 5 | Years |

Financial Data

| | |
|---------------------------------|-----------------|
| Operating Millage | |
| Inside | 6.49 |
| Outside Voted | 57.65 |
| Outside Effective Residential | 29.87 |
| Outside Effective Commercial | 36.65 |
| Bond | 4.0 |
| Permanent Improvement | 2.0 |
| Total Valuation (77.4% Class I) | \$2,617,912,220 |

Appropriations – FY16

| | |
|-------------------|---------------|
| General Fund | \$155,888,917 |
| Total – All Funds | \$196,909,956 |

General Fund Revenue

| | |
|-------------|-------|
| Local Taxes | 46.7% |
| State Funds | 45.8% |
| Other | 7.5% |

Application Process

Qualified individuals are encouraged to apply. Please submit:

- A cover letter emphasizing qualifications and reasons for interest;
- A completed Superintendent application at the Superintendent Search link at: www.lakotaonline.com
- An up-to-date resume;
- List three (3) references from associates or board members who can speak to candidate qualifications and work experience;
- A copy of current Ohio Superintendent Certificate/License;
- Credentials and transcripts.

Note: Applicants should not make personal contact with any Board of Education members.

All application material can be mailed or emailed to the following:

K-12 Business Consulting
 "Lakota Local School District Superintendent Search"
 P.O. Box 476
 New Albany, OH 43054
cmohr@k12consulting.net

Direct questions concerning the position to:

Chris Mohr at 614.580.8544 or cmohr@k12consulting.net
 Dr. Dennis Leone 740-649-2173 or dleone@k12consulting.net

The District

The District offers regular instructional programs daily to students in grades PS-12. Over 150 students participated in the specific trades through Butler Tech on-site vocational education with over 2,600 participating in satellite programs. Over 1,500 students receive special services, due to physical or mental handicapping conditions. In grades K-12, approximately 4,500 students have been identified as gifted.

Instructional Excellence: Provide all students a premier educational experience with an emphasis on high achievement, exploration and opportunity, and individualized measures of success and preparation. Our priorities include expanded, quality learning opportunities; modern, data-driven instructional approaches, technology and resources; personalized support of diverse student needs; quality staff professional development; and a safe, supportive and inclusive learning environment for all learners.

Community Engagement: Consistently practice transparent communication and two-way engagement to more effectively partner with parents and our community in preparing our students for their future. Our priorities include progressive communication platforms; opportunities for ongoing open dialogue and information sharing; mutually beneficial community partnerships; and a strong culture of service and philanthropy to reciprocate community's support of our schools.

Money Magazine has listed West Chester Township as one of the Top 50 places in America to live in 2005, 2010, 2012, 2014 and again in 2016. The report is based on 60 key data points based on housing affordability, ability to find good paying job opportunities and educational opportunities and performance data for students. Lakota Local School District is a very attractive place to live and work.

Tentative Timeline

| | |
|---------------------------|------------------|
| Announce Vacancy | 11.28.2016 |
| Application Materials Due | 01.13.2017 |
| Initial Interviews | 01.31-02.01.2017 |
| Final Interviews | 02.20-02.22.2017 |
| Action to Employ | 03.13.2017 |
| Est. Begin Employment | 07.01.2017 |

These dates are approximate times. Applicants are reminded that application materials are subject to public records law.

Deadline for applications is 01.13.2017





Lakota Local School District

Superintendent Search

SEARCH PROFILE CRITERIA QUESTIONNAIRE

Thank you for agreeing to help in the development of the superintendent search profile. Your responses to the following questions will help the Board of Education develop a profile of leadership qualities for the new superintendent. Please return your completed form by mail, fax or email attachment using the contact data noted on the reverse side of this form.

PLEASE CHECK THE GROUP YOU REPRESENT (please check one):

Board Administrator Teacher Support Staff Parent Community Student

1. What do you consider to be the two or three most significant strengths of the Lakota Local School District?
2. What would you consider to be the two or three most important issues facing the district?
3. Please tell us two or three characteristics which you believe the Board should look for in a new superintendent:

4. Based on your perceptions of the district’s needs, please rank from 1 to 10 in order of importance with 1 being the most important and 10 the least important of the following characteristics and attributes you would like to see in a new superintendent (all are important but please do your best to rank them):

- _____ Ability and willingness to deal fairly with faculty, staff, students and parents
- _____ Effective at creating and implementing a vision for the district
- _____ Expertise in design and implementation of curriculum and student instruction
- _____ Effective at both written and verbal communications
- _____ Successful experience as a superintendent
- _____ Experience in socially and economically diverse student populations
- _____ Fiscal management expertise
- _____ Effective organizational and management skills
- _____ Personal involvement and interest in the community
- _____ A leader with strong interpersonal and public relations skills

5. Please share any additional thoughts below that you would want the Board to consider:

EXAMPLE

The Board of Education thanks you for your time and commitment to helping the District. Please return this form by mail, fax or email attachment by November 11, 2016 to:

K-12 Business Consulting, Inc.
“Lakota Local Schools Superintendent Search”
P.O. Box 476
New Albany, Ohio 43054
Fax ~ 614-656-7526
dleone@k12consulting.net

SUPERINTENDENT SEARCH PROFILE

Lakota Local School District

Liberty Township, Ohio

November 21, 2016



Prepared for the Board of Education



By
K-12 Business Consulting, Inc.
Dennis A. Leone, Ed.D.
Christopher S. Mohr, MBA

Lakota Local School District **Superintendent Search Profile Report**

November 21, 2016

This report presents the summary of 10 stakeholder focus group sessions and five (5) Community Conversation meetings that were held throughout the district between October 12, 2016, and November 1, 2016, plus the findings from 157 Superintendent Search Profile Criteria Questionnaires that were received through November 15, 2016, and subsequently tabulated by K-12 Business Consulting, Inc. (K-12). Once the Board of Education selected K-12 to conduct the superintendent search, the Search Profile Criteria Questionnaire was created in order to solicit input from various stakeholders in the community. The Board and administration reached out to a broad list of individuals for participation. In addition, a general community-wide invitation was generated to meet with K-12's search consultants over two days in order to discuss the characteristics in greater depth. Any stakeholder who had a desire to express an opinion was welcome to submit a search profile and personally meet with K-12 at the open community-wide forums that were held at the Board of Education office. These forums were in addition to the five (5) Community Conversation meetings offered by the Board. The information obtained through these sources, and summarized herein, should be used to assist the Board in identifying characteristics requested of superintendent candidates.

The Search Profile Questionnaire was made available to the district staff, identified stakeholders, plus all individuals who attended the focus group sessions. In addition to the 157 internal and external stakeholders who returned written search profiles, there were 140 citizens and district staff members who personally participated in the Board-sponsored Community Sessions, as well as 85 citizens, staff members, parents, community members, and students who participated in the 10 focus group sessions that were facilitated by K-12. The results of the submitted search questionnaires are included in this report along with the frequent comments received in face-to-face discussions held at Community Conversations and focus group sessions.

In accumulating the data used in this report, K-12 sought opinions, recommendations and general comments with respect to preferred candidate qualifications, characteristics, traits, and personal demeanor, as well as district strengths, weaknesses, issues and concerns which may have a bearing on the future leadership strengths for the 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, staff member, or student 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 Search Profile Questionnaire was used to provide a framework for reporting the information compiled by K-12. Broad themes were highlighted in each question area into six (6) response groups – school board members, administrators, teachers, support staff members, parents and community members, plus high school students. Under each question in the report, the response group's common themes were identified. The first category entitled as "Consistent" summarizes comments that were frequently heard from all or nearly all of the response groups. Comments heard less frequently or only heard in a specific response group are listed under that response group. The responses noted as "Consistent" for any of the response groups are shown with the highest frequency first then descending to responses less frequently heard. It is important to note that the data compilation is not a scientific sampling, and 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 respondents expressed positive feelings about being involved in this process and the opportunity to help shape the future of the Lakota Local School District. We would also like to thank Treasurer Jenni Logan for the professional manner in which all arrangements were made, including the dissemination of invitations and search profiles, as well as scheduling the focus group sessions that made this 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

History of dedicated, caring, student-centered staff members who do outstanding work.
A strong, supportive community with involved PTOs and parents with high expectations.
Great reputation of the district, and a history of high academic achievement.
Fiscal responsibility and current financial stability of the district.
Diversity of population of the district, coupled with students who support each other and seek unity.
Strong academic programs, and a variety of curricular and co-curricular offerings.

BOARD MEMBERS

Dedicated, hard working, and competent educators, administrators, and support staff members.
Strong community support for the district. Commitment of parent groups.
Diverse population of the district.
Current financial stability of the district.
Consistent and high-end educational programs, and many opportunities for students.
Solid academic achievement in the district.
Dedicated Board members who genuinely care about the district.

ADMINISTRATORS

Committed, student-centered teachers who are committed to meeting the needs of all students.
Staff members who care about students and the community.
Collaboration and professional relationship between the administration and the LEA.
Current financial stability of the district and fiscally responsible decision-making.
Strong community support. Parents who have high expectations. Students who care for each other.
Educational offerings are high quality. Wide variety of opportunities for students.
Able to recruit good staff members for the district.
Great reputation of the treasurer's office.

TEACHERS

Dedicated, highly qualified staff members who give 100%, and who love children and public education.
Supportive community, parents, and PTOs. Solid community partnerships.
Long-standing positive reputation of the district and a rich history of academic excellence.
Diversity of the student population. Students genuinely support one another.
Willingness of the district to be innovative, and – at the same time – hold students to high standards.
Good working relationship between the administration and the LEA.
Great early childhood opportunities in the district.
Fiscal responsibility. Improved technology in the district.

SUPPORT STAFF MEMBERS

Quality of teachers and administrators and their loyalty to the district. Integrity of staff.
Students who work hard and support each other.
Great parent support in the district. Families take ownership of how the schools perform.
Innovation by district staff rather than staying with the status quo.
Fiscal responsibility has been a top priority in the district.
Safety improvements in the district.

PARENTS AND COMMUNITY

Excellent teachers and involved administrators who care about students and their growth.
Willingness of staff to work long hours and make themselves available to parents.
Diversity of the student population and the community.
Solid reputation of the district. High academic performance and high expectations.
Willingness of district to go the extra mile to meet the special needs of students.
Current financial stability of the district. Efficient spending.
Caring, active community. Supportive parents. Hard-working PTOs.
Friendly administrators who make themselves available to parents outside the regular work day.

HIGH SCHOOL STUDENTS

School pride. Strong school spirit. A safe, healthy, and friendly educational environment at school.
Connectivity between teachers and students. Teachers push students to succeed. Special needs are addressed.
Strong academic programs. Good credit flexibility.
Variety of extra-curricular opportunities. There is “something for everyone.”
Anti-bullying enforcement has improved.
Diversity of school population. Students support each other. Good sense of unity.
Overall community is strong. Good communication between the schools, parents, and students.
Availability of improved technology in school.

IMPORTANT ISSUES FACING DISTRICT

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

CONSISTENT THEMES

Considering the restoration of previous budget cuts, especially those in art, music, P.E., and technology.
Sensitivity to diversity/demographic issues and the increasing number of non-English speaking students.
Future financial stability, coupled with the reality that more home owners are without school-aged children.
Need to have a vision that will ensure high standards and academic excellence.
Retention of quality staff members in the future.
Need for the administration to address staff morale concerns that are the result of various factors.

BOARD MEMBERS

Balancing internal and external stakeholder expectations, while facilitating effective parent involvement.
Establishing the district's future vision. Maintaining quality, and formulating a meaningful instructional plan.
Sensitivity and responsiveness to changing demographics, the challenges of diversity to meet the needs of all students, plus increased poverty and related ESL issues.
Maintaining financial stability and improving credibility by demonstrating the district runs like a business.
Addressing lingering staff morale issues associated with previous budget cuts that have not been restored.
Need to keep up with changing Report Card realities. Consider expansion of foreign language program.

ADMINISTRATORS

Need to develop a clear vision and common goals to meet the needs of all students and foster high academic achievement in the future.
Addressing the challenges associated with the changing demographics in the district.
Continued financial stability. Addressing the challenges of creating long-range plans that align with budget realities. (No deficit spending.)
Need to enhance opportunities for students in the areas of art, music, and foreign language.
The realities of ever-changing state and federal mandates.
The future tax levy realities of the increasing number of home owners in the district without school-aged children.

TEACHERS

The restoration of cuts made in music, art, physical education, and technology. Staying attractive for new families when other area districts have academic offerings that Lakota no longer has.
Consideration to lengthen the day of junior high students. Examining the number of high school periods.
Sensitivity to demographic/diversity issues and the increasing number of non-English speaking students.
Concern over teachers leaving the district, and the retention of quality teachers and administrators.
The need for administrators to "see-through" initiatives that have been started, and work on internal PR.
Need to have a vision to rejuvenate and sustain a culture of high standards, excellence, and excitement.
Teacher morale has been adversely affected by a variety of issues, including the unrestored previous budget cuts, and new district-level requirements and state mandates.

SUPPORT STAFF

Future financial stability and considering the restoration of previous budget cuts in art, music, and P.E.
The retention of experienced and quality staff members in the district.
Being responsive to the changing student population and demographics of the district.
Need to engage the community in a new positive public relations program.

PARENTS AND COMMUNITY

Parent costs and fees associated with extra-curricular activities.

Future funding realities and maintaining financial stability.

Understanding the fact that so many homeowners in the district do not have school-aged children.

Keeping a careful eye on safety and security issues.

Need to examine whether high school course offerings for non-college bound students are sufficient.

Responsiveness to the district's diversity and changing demographics; need to ensure that course offerings are sensitive to needs of all students, and that there is effective inclusion for students with special needs.

Need to develop a vision to maintain high academic standards and excellence.

Lack of busing and safety concerns associated with same. Half-day kindergarten.

Turnover of teachers and retention of quality of staff members.

Teacher-student ratios and overcrowding in some schools.

Administration needs to take steps to improve staff morale and reduce the amount of time spent on testing.

HIGH SCHOOL STUDENTS

Need for more teacher/administrator training pertaining to diversity, race, religion, sexual orientation.

More sensitivity is needed regarding racism, discrimination, and all religious holidays.

More overall understanding is needed by all pertaining to the district's shift in demographics.

Support is needed for more academic clubs. Sports are supported more than clubs.

School fees are too high and almost the highest in the GMC.

Social media bullying is a new problem and many wish that something could be done about it.

Better integration of technology in the classroom is needed.

Lack of transportation opportunities.

Freshmen feel isolated because they are in another building.

Healthier food is needed in the cafeteria.

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

One who will foster collaborative working relationships with internal and external stakeholders to develop a meaningful vision for the district.
Able to implement academic strategies to facilitate instructional improvement and student growth.
One who is committed to understanding the diversity and demographic changes in the district.
One with strong interpersonal relations skills who will be visible and approachable in the schools/community
Able to address lingering concerns regarding previous cuts in music, art, physical education, and technology.
Demonstrated experience supporting fiscally responsible decision-making.

BOARD MEMBERS

One with integrity who will provide thoughtful, inspirational leadership with consistent expectations to move the district forward to the next level academically.
Demonstrated experience in fostering genuine, authentic relationship building and collaboration with internal and external stakeholders.
A strong, honest, and visionary academic leader with demonstrated interpersonal relations skills.
One who can reach out to sub groups, relate to diverse student populations, and work with all people.
Capacity to focus on improving teaching and learning, and facilitating meaningful professional development.
A good listener who can develop connections and put a priority on being approachable and visible in the district and community. Needs to be able to manage change effectively.
A financially responsible leader who has experience in fiscal management and district business operations.
One who has superintendent-level or equivalent experience, and is able to lead a district the size of Lakota.

ADMINISTRATORS

One who can champion a collaborative, collective vision for the district and model the way with confidence.
One who is able to recognize the strength of a team and mentor leaders to greatness in their respective roles.
A visionary who can bring together internal and external stakeholders in order to move forward collectively.
One who can foster continuous and targeted instructional improvement to ensure teaching excellence.
One who can target operational and community outreach to ensure efficient delivery of services.
An academic leader who recognizes the importance of strong relationships among administrators.
One who is able to determine what is working, what needs improvement, and plan accordingly.
Able to implement academic strategies and interventions to meet the ever-changing needs of pupils.
One with interpersonal skills who will be engaged in the community and understanding of its diversity.
Able to address the district's growing and changing diversity needs (economic, cultural, academic).
One who can understand the nuances of the cultural influences on how to provide a 21st century education.
Able to close the "achievement gap" while maintaining a high level of academic achievement districtwide.
One who will have a priority to learn and understand Lakota's political landscape.

TEACHERS

One who will support teachers and value true collaboration and meaningful communications with LEA.
One who is approachable, accessible, and capable to genuinely listen to the concerns of the district.
One who values and appreciates the arts, and able to understand how many wish previous cuts are restored.
One who is able to think "outside of the box" and able to follow-through on meeting the needs of students.

One who can insure there will not be an “us v. them” divide between the staff and the administration.
Someone who will value the staff, students, and families in the district and be visible to them.
One who will be vested in the Lakota community, and committed to understanding its diversity population.
An experienced, effective communicator who believes in people and who has a student-centered vision.
One who is positive and upbeat, and has demonstrated strong leadership skills.
Demonstrated ability to lead the district into the future with high academic standards and best practices.
One who understands how important positive staff morale is, including that of the non-teaching staff.

SUPPORT STAFF

One who is able to establish a trusting relationship with staff members while making them feel supported.
Demonstrated experience as a problem solver. One who values others and engages them.
A charismatic leader who can develop a personal investment in the community and the school district.
A positive leader who also is business educated. Able to support future fiscal responsibility.
Someone who will be willing to get to know the staff bottom to top, and not just stay at the central office.
One who is fair and understanding, knowing that everything is not as it appears on the surface.
One who truly cares about the welfare of children.
Able to listen to the concerns and input from staff and parents.
Able to respect all staff members in their roles in maintaining high standards.
Able to accept ideas from the experienced administrators currently working in the district.
Embraces diversity and promotes professional growth of all employees.

PARENTS AND COMMUNITY

A strong leader with an ability to share a global vision and inspire students, teachers, and parents to follow.
Someone who treats everyone equally and fairly, and puts the welfare of students first.
Someone who is able to listen to and consider new and reasonable suggestions, ideas, and complaints.
One who will listen and be open to ideas “outside of the box” to make the best decision for students.
One who will be visible in the schools, and improve communication with the community and businesses
Able to understand district’s diversity and changing demographics, and mobilize the business community.
A public figure of integrity who has the welfare of all students as his/her top priority – not just those at the very top or at the very bottom. Able to work with politicians to reduce the volume of school testing.
One who will see the need to restore budget cuts in art, music, physical education, and technology.
A personable and rational administrator with a proven record of fiscal responsibility and controlling costs.
A motivator with a calm demeanor, strong communication skills, and a commitment to collaborate.
One who be committed to understanding the district’s diversity and changing demographics.

HIGH SCHOOL STUDENTS

One who will be visible in the schools and approachable. Students should know who he/she is.
An open minded person who will listen and seriously consider the opinions of others, including students.
Able to respect how students have to juggle their time between school work, extra-curriculars & social life.
Someone who is skilled in public relations and will be involved in the community.
One who will accept students of all backgrounds, and will be respectful of others and their opinions.
One who is organized and able to address situations as they arise in a fair manner.
Able to insure that students are treated fairly. Consider bringing back the 7-period day.
Willing to investigate whether the budgets of student activities are fair in comparison with athletics.
One who will try new things and not be satisfied with the status quo.
Able to replace ineffective teachers with new ones.

SUPERINTENDENT CHARACTERISTICS BY RANKING

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

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

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 | A leader with strong interpersonal and public relations skills. |
| 3 | Effective at creating and implementing a vision for the district. |
| 4 | Personal involvement and interest in the community. |
| 5 | Effective organizational and management skills. |

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

SUMMARY

The information gathered through surveys and interviews bear strong similarity across all sub-groups with respect to the Lakota Local School District's strengths, issues and concerns facing the district, as well as the characteristics desired in the next superintendent.

The consistent themes expressed by groups and individuals about the Lakota Local School District's greatest strengths include: (A) History of dedicated, caring, student-centered staff members who do outstanding work; (B) A strong, supportive community with involved PTOs and parents with high expectations; (C) Great reputation of the district and a history of high academic achievement; (D) Fiscal responsibility and current financial stability of the district; (E) Diversity of population of the district, coupled with students who support each other and seek unity; and (F) Strong academic programs, and a variety of curricular and co-curricular offerings.

The top concerns and challenges facing the Board of Education and the new superintendent in the future – all of which appeared on surveys received and were expressed during the ten focus group sessions and/or the Community Conversations – include the following: (A) Considering the restoration of previous budget cuts, especially those in art, music, physical education, and technology; (B) Sensitivity to diversity and demographic issues as well as the increasing number of non-English speaking students in the district; (C) Future financial stability, coupled with the reality that more district home owners are without school-aged children ; (D) Need to have a vision that will ensure high standards and academic and academic excellence; (E) Retention of quality staff members in the future; and (F) Need for the administration to address staff morale issues that are the result of various factors.

It was difficult to capture all the characteristics that respondents were looking for in a new superintendent. It is certain that very few leaders could possibly embody all that was mentioned as desired attributes. The vast majority of respondents expressed the need for the new superintendent to be one who: (A) Will foster collaborative working relationships with internal and external stakeholders to develop a meaningful vision

for the district; (B) Is able to implement academic strategies to facilitate instructional improvement and student growth; (C) Is committed to understanding the diversity and demographic changes in the district; (D) Has strong interpersonal relations skills who will be visible and approachable in the schools and community; (E) Is able to address lingering concerns regarding previous cuts in music, art, physical education and technology; and (F) Has demonstrated experience supporting fiscally responsible decision-making.

In most cases, the consistent themes summarized above closely matched the specific desired superintendent characteristics submitted by the 157 internal and external stakeholders who returned the Superintendent Profile Criteria Questionnaire to K-12. The overall top five (5) desired characteristics of the new superintendent submitted separately by the six (6) sub-groups – most of which complimented the consistent Question #3 themes summarized on page 6 herein – were: (1) Ability and willingness to deal fairly with faculty, staff, and students; (2) A leader with strong interpersonal and public relations skills; (3) Effective at creating and implementing a vision for the district (4); Personal involvement and interest in the community; and (5) Effective organizational and management skills. Interestingly, a characteristic that was not included in the overall top five (5) was for the new superintendent to have “Experience with socially and economically diverse student populations.” This characteristic, however, was separately expressed as a high priority in the written answers to all three (3) profile questions, as well during the focus group sessions and Community Conversations that were held. This difference very well could be the consequence of other desired characteristics having a more immediate need in the minds of the respondents, and/or a belief that the new superintendent will be committed to developing understanding and responsiveness to the district’s diversity and changing demographics.

It also deserves noting that “Successful experience as a superintendent” was listed near the bottom of the list of desired characteristics of the new superintendent. This should not be interpreted in a negative sense. Rather, the interpretation of this response is that the overwhelmingly number of respondents concluded that it is not necessary for the new superintendent to have direct experience as a superintendent.

We believe the Lakota Local School District is approaching an important period of transition. This will require the new superintendent to balance stakeholder expectations to keep student achievement high, while keeping a realistic eye on available resources. This individual will not only have to possess effective communication skills and foster a solid working relationship with the district’s staff, but he/she should be visible, approachable, and able to develop a collaborative vision that will have broad stakeholder buy-in. The new superintendent will need to positively respond to future issues pertaining to the district’s diversity and demographic changes. In addition, decisions will have to be made whether to restore previous budgetary cuts, a matter very much on the minds of many district employees, parents, and high school students

It also is clear that both internal and external stakeholders of the school district see the hiring of a new superintendent as a true opportunity to harness new collaboration, foster transparent communications, and facilitate relationship building in order to move the district forward in a positive fashion. A new superintendent, with support from the Board of Education, the staff, and the community, can help provide this leadership.

The Lakota Local School District is a large district that is full of pride about their school district’s long-standing exemplary reputation, high academic achievement, quality curricular programs, and broad extra-curricular opportunities. Parents, community members, and business professionals genuinely care about the school district and are willing to be involved. The district offers much to its residents and it has well-established community values. We believe that the right candidate for superintendent will recognize the opportunity this environment has for him/her to be involved in making a difference in the lives of children

and to have a high quality of life. 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 district and the community into the future.

Respectfully submitted:

K-12 Business Consulting, Inc

EXAMPLE