

Duluth ISD 709
Stakeholder Interviews
with
BWP Consultants
Dr. Nicholas Wahl and
Dr. Kathleen Williams
Monday, January 27, 2020

(All comments from stakeholders are reflected as best heard and recorded during respective conversations. This document is not intended to be a verbatim transcript.)

Stakeholder Group Interview Name: 8:00 AM- Diverse Communities
Room 318 HOCHS

Strengths of the Community and District

Lots of equity minded and committed citizens with investment in community
Student participation in a variety of volunteer and extracurricular activities
An astonishingly generous community, very charitable
Willing to address inequities in the District
Core group that comes to aid
Access to lake, activities
Teaching core committed to high quality education
Pridefulness in identity and neighborhoods
Beautiful buildings
Low cost of living
Arts scene
Not so big but good size
Numerous colleges which work with schools
Ample trades opportunities
Politically progressive community...more of a 'we' rather than an 'us'
Full-service community school program that is growing
Native American voice and presence
Good feedback from parents in bilingual programs

Challenges of the School District

Want to be heard and acted upon

Lack of transparency; people impacted are not involved in the decision

Large inequalities in two high schools: long standing achievement gaps (everything measurable)

Graduation rates, access to resources, minority access different, masked by percentages rather than numbers of children

Technology good but sometimes better served by face to face communications...alot is not shared creating distrust, deep history of distrust (over 50 years-systemic and imbedded)

Don't want to feel patronized ...people speak but don't get a response---feel like a voice in the wilderness

Lack of minority teachers

Anti-racism not taught

The Board trusts the administration

When asked for input, it feels superficial

Administration chose people to be on boundary committee but not including people who will be impacted. Then don't follow through.

Don't use an equity tool that they created. (Equity tool online)

Under the surface- racism

Qualities Sought

Equity mindset; demonstrated knowledge, proven record of advancing equity

Courage to make hard decisions

Utilize restorative justice

Repudiate use of suspension

Recruit and retain staff of color

Track record of using evidence-based procedures

Communication skills strong, listen and hear

Commitment and dedication to truth

Lead with integrity

Inclusive leadership style

Delegate true to form

Dedication to empowering large number of students

Proven history of engaging community

Like the profile of Madison School District

Support for principals and teachers, continue growth

One who can look at all systemic processes, challenge and not be afraid.

Training for people of color, mandatory, and cultural competence

Stand up and do what is right and not cater to East side of town.

An individual not from the area who can stand up to upper/middle class East-end groups.

Other

This group wants to be part of the complete process. Want to screen candidates. Develop interview questions. Be part of an interview team. This meeting cannot be all there is. What is the outcome? What happens to surveys? Share.

System change needs to occur.

Indian Education not just for Native students but for all.

Acknowledgment of Indian communities and communities of color.

Curriculum adapted to teach history of entire communities not just European history.

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: 9:00 AM- District Family Groups Room 318 HOCHS

Strengths of the Community and District

Dedicated parents and teachers who have passion for education

Parents are here, supportive, and ready to jump in and assist...will be engaged and support new supt.

Community partnerships, the Y, universities, lots of programs

There is a focus on mental health, as well as education

Full-service collaborative businesses and hospitals are stepping up to assist.

PTA ask for money and services, businesses give.

Holistic approach, library "every child ready"

Neighborhood communities...very passionate about...thus, why boundary issue is a concern

Staff/teachers at schools for decades

Staff and mayor attend extracurricular functions

Preschool programs in elementary schools-would love to be in every elementary school

Two immersion programs in elementary schools: Ojibwe and Spanish

School Forests in district;growing outdoor and nature-based preschool

Challenges of the School District

Expanded public preschool education

Not all sp. ed. programs are offered in all schools

Disproportionate in spec. ed. of children of color

Kicking kids out of schools because of disabilities

Teachers need to sell what they are doing and justify what they are teaching...not happening for some. Need more support.

Disconnect between superintendent and principals

No PLC system throughout district
More PBIS
No vertical or horizontal alignment
Overcrowded classrooms
Underutilization of space?
Close achievement, opportunity gaps
An issue of entitlement among some community members
Class size
Open enrollment
Boundaries won't change class size with current open enrollment practice.
Financial help for special needs in the middle schools
Overcoming the East vs. West culture. It's led people to think (and say) that there are worse schools.

Qualities Sought

Be able to convey strengths of schools and community; be a PR person
Be strong, know game plan, considerate of all families, not polarizing, open to hearing all
Balance board political-driven decisions, so they are less political
Listen to all groups-takes the town to discover "what would be best?" and use community resources.
A joiner
Articulate why decisions are made, transparency
Help people feel part of process, allay fears, address people who aren't going to get their way
Share best practices. How are we going to prioritize?
Level-headed
Experience with Sp. Ed funding (for middle schools, so kids don't fall through the cracks because of funding and in school help)
Teacher advocate and supportive and provide continual improvement
Services should not be a union issue. If schools can't provide, allow other organizations to provide--keep kids' needs the focus.
Interest-based bargaining experience
Accessibility by others such as PTA. Superintendent should have a presence. Visit schools to understand overcrowding...have more school visits.
Promote successes...more communication.
Work with State and community and with Board
Fundamental belief that all kids can learn. Tiered systems of support.
Finance/budget knowledge and smart with money.
Truly vested in community. Not job climbing in a few years. Knows strengths and weaknesses of community.
Transformative in nature...make happen what the community wants ...see some "I heard you" and pass down to other administrators.
Morale of teachers needs to be raised.
Passionate about kids.

Broaden opportunities for multiple providers for multiple services for special education students
Build more alliances.

More training/professional development for teachers particularly. In early years to understand more (dyslexia) and other community services.

Must understand or be willing to learn about Ojibwe culture and importance of this culture in our area schools, etc.

Someone who recognizes the importance of the long-term outcomes that early intervention services have on children and families.

Supportive

Aware of capital asset challenges particularly or the former Central H.S.

An advocate for teachers. Happy teachers (who are given the resources they need) will positively impact students and their achievement.

Not politically driven

Build consensus and create an action plan with implementation.

Prioritize effectively

Can challenge high performers

Master of Balance

Make changes from within from a level of trust

Understands impact of early childhood education

Up to date on research of learning through play.

Vision for a future for an increase in publicly funded early learning programming (e.g. preschool, ECCE, Help Me Grow)

Strong, confident, able to practice negotiations (or at least make other people feel like they are being negotiated with), so there is a feeling of respect on all sides.

Wants to make a difference, have a passion for running our school district successfully

Works toward a whole district culture

Values nature-based education

Transparency, willingness to work with and include the community and bridge the East/West divide

Diversity and culturally responsive-we need to create equality across the district.

Examine why some schools are struggling--not just move kids to shift numbers to make things look good on paper.

Values Immersion programs and their respective futures

Someone who will stay and commit

Other

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: 10:45-11:30 AM Denfeld Students DHS Auditorium

Strengths of the Community and District

Wonderful teachers
Easy to build relationships
Strong sense of pride
A lot of students leave to pursue higher education
A very diverse pool of students
A lot of chances
New chances
Variety of classes to choose
Opportunities for scholarships
Very well connected community for jobs, scholarships
A wide net of extracurricular activities
Welcoming environment
Wealth of personalities
A rich history of the schools

Challenges of the School District

More financial problems between Denfeld and East-equity of funding
Equity
Inequity for extracurricular funding for sports
AP inequities between Denfeld and East
Not enough qualified teachers to teach AP and CITS
Huge stigma about west side
East gets covered up while West gets in newspaper
Stigma is somewhat true - more district involvement
Lack of communication between district and school buildings
Certain students need safe places to feel like they belong...ethnicity
Students do not feel safe
Safe place to talk to someone
We are not focusing on mental health
Racism is happening...color of skin
Extremely hard to get in contact with counselors
Redistricting
Switching between schools
Policies are not clear (i.e.- sweeps, passes, etc.)
Inconsistency - replacement of principals
Communication

Funding...more counselors, help with mental health problems
More ways to deal with behavioral issues
Class sizes are too big.

Qualities Sought

Understand how students feel
Culturally competent
Unite East and Dunfeld
Communication skills
Student Voice
Being involved in all schools
Spending more time in middle schools
Concerned about student emotional well-being
Look beyond us vs. them mentality
A good listener
Willing to listen, school has changed
Good communication with other governmental units to create synergy with the District
Come to meetings prepared to answer questions.
Put forth a plan with an actual plan

Other

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: 10:45 AM-11:30 AM East HS Students-Auditorium

Strengths of the Community and District

East accepting of kids regardless of race and backgrounds
Programs and support services
Teachers are kind and enjoy themselves and very excited about being teachers
Teachers supportive and engaged and good environment
Lots of course options---broad range and interesting
Automotive at Denfeld

Counseling staff really helpful, career center open, career development well thought out...not just one track...college is not the only way
Getting most people to graduate...not just celebrating highest achievers.
Does not have weighted grading
Focus on learning.
Outdoorsy...lots to do
Lots of plays/theater
Great place to grow up--homegrown.
Everybody knows everybody--adds to home grown feeling
Minnesota "Kind"
Comfort food
School board meetings...transparency an issue
Closed meetings. Decisions impacting kids, parents don't know. Lack of communication.

Challenges of the School District

Lack of transparency...don't know what's going on.
Terrible at spending money.
Economic and racial disparities.
East HS and Denfeld HS...boundary lines. Impacting quality of education. West side poverty filled. East are "cake eaters"??
Duluth has huge opportunity and achievement gaps.
More kids at East, and West can't fill classes, so don't have as broad of offerings.
Being equitable vs. equal is needed.
Communications...school board and upper administration don't seem to understand us.
Special education kids can only get B?...can't mess with rankings?
Student Reps on the Board...what do they do?

Qualities Sought

A person going out of his/her way to listen.
Internal drive to listen to students
Look at everything in Duluth and the district.
Be open.
No part of cliques.
Team player...work with every level and others.
Need more sense of community.
Someone with high energy.
Works well with teachers and staff.
Driven...doesn't give up when one thing falls apart.
Local would be nice ...understands issues.
Females are easier to deal with...sometimes feel more comfortable...welcoming presence. Not an imposing figure.

People skills.
Sincere. True to what they believe.
Stop talking to please.
Try to Understand what people are saying.
Organize.
Someone who was a teacher or has a teaching background.

Other

Stakeholder Group Interview Name: 12:30-1:30 PM HOCHS Cabinet

Strengths of the Community and District

Supporting other perspectives
Ojibwe programs
Building community partnerships
Inclusive school settings
Highly qualified teachers and staff
Broad range of course offerings
Well-functioning from building perspective (brick and mortar)
Great support staff...clerical, administrative
An opportunity for someone to deal with diverse communities and cooperation
Community supportive...passed a levy
Survey results...think highly of teachers, education...good investment.
Beautiful facilities that community can access
Labor Management process in place come together on a regular basis to discuss problems, is more effective than historically

Challenges of the School District

Tried to address challenges but need to get better
Achievement (all measures) gaps- racially African American and Native Amer. Proficiency, growth rates, great disparities
Narrow and long school district--east and west racial disparities
Inherent distrust in community of administration and school board
Financial challenges...smart boards, technology, equipment replacement
Levy--didn't lessen cuts
No funding for furniture and curriculum. Replacement needed.

Teacher contract...concerns with language regarding PLCs and how they are defined and limited

Align resources, contracts, finances, calendar

Current structures contribute to achievement gaps-zero hour beginning of the day but have to get there--access a problem. Immersion programs-hubs, transportation barrier (we own and contract out). Access mixed for early childhood.

Technology in crisis-all infrastructure/unfunded in desperate need of repair.

This building (HOCHS)-explore interest in selling if someone interested.

Facility challenges. Transportation building. No Plan B for facility dept. If school on hill is sold.

Employee lawsuit

Claims made against a cabinet member

Administrative leadership team has been fraught with distrust due to hiring issue

Inability to offer family access to transportation

Qualities Sought

Someone who can live in a fishbowl-lots of media covering schools intensely-must be comfortable speaking to media, interacting with groups

Be persuasive. Convince people of expertise of recommendations. Good things are occurring.

Strong team leader. Bring together people..get on the same page...close the disconnect.

Integrity-make the right decision despite pressure from groups.

Politically savvy and street smart.

People skills, inspire, create a shared vision in and out of district, bring community together

Lots of moving parts and experience with that type of experience

Methodical, intentional, see it through, look forward and create plans

Experience closing the achievement gap with evidence of that.

Understanding of systemic-isms that still plague Duluth..racism, sexism

Proactively, methodically address the above isms.

Commitment to Early Childhood Education

A creator of a vision to address access and align systems to follow through on intentions and its management

Other

Engaging families--from birth on up

Boundary changes

Ongoing support is essential for the next superintendent

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: Room 318 1:30 PM- City/County/Higher Education

Strengths of the Community and District

Good historical relationship sharing maps of buildings., shared keys with fire department. (Use to meet with someone in the district...need to reconnect.)

Duluth all the challenges/opportunities in a large community but is like a tight knit small community

Invest in all elements of community

Quality of teachers is pretty good

Dynamic, engaged city

Benefits of a large city but small...has deep history, character, natural beauty

Red Plan...compelling but challenges. Hadn't expected repercussions include state funding.

Community integration

Open to Active Shooter programs...more engaged.

Mass notifications.

Safe at Home Program (notification of kids of trauma), For Jake's Sake (curriculum re. Drug use)

Challenges of the School District

Red Plan brought division-rural block of students feels underserved-new person must engage this community. Loss of community trust.

Boundaries

Transportation has to be considered when looking at boundaries...could be horrendous.

Edison Charter School mass exodus-but people coming back--need to work on.

Immersion programs...hard to get kids in there, now. Expand.

Perspective that East gets more than the West. Change this idea. Come together and build a City of Duluth.

Open Enrollment creating large class sizes...needs to be readdressed.

Overpopulation of elementary schools.

Bullying- if we can't address then folks will take kids to Charter Schools (and are not the enemy...) one size does not fit all. Embrace all schools.

Financial limitations limit opportunities but district could use space more creatively

Hear no evil; see no evil attitude of district. Unwillingness to talk openly about what the challenges are.

Safe roads to school. Continue to improve upon.

Transportation--kids are picked up who live right across the street by a bus

Interference inside buildings when 911 is trying to get to the police...dead zones.

Trust trust trust.

Better communication.

Qualities Sought

Reconnect with emergency services providers
Need to sell schools out west to draw more kids and families there
Economic and social understanding
Be open to developing partnerships
Verbal engagement of boundaries...didn't know of matter until recently...new person must communicate more.
Invested in all people.
Really open and honest about what the challenges are in a positive way.
Someone good to build trust and authentic relationships.
Build partnerships regarding all sorts of equity issues.
Creative---use spaces differently, for ex.
Technology not accessible in some areas of the county (largest county on this side of the Mississippi).
Communicator
Understands stress on students
Very community and student-centered.
Communication between district and city and county partnerships
Experience with working with 2 high schools in the same district.
Partner with city to sell properties to get back on the tax rolls--need to work with Economic Development Dept.
Planning commission could use school input and how its decisions impact schools, too.
Visionary plan, access

Other

709 is not just in Duluth--transportation a concern
People are upset with the amount of taxation. For ex. Rice Lake in terms of taxes gets what's left of the pie.

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: Room 318 2:30- Business/Non-Profits

Strengths of the Community and District

Families in transition programs. Very helpful in providing resources kids need.
Collaboration with Y in Key Zone. Gary Rec Center-great collaboration with Stowe School.

Investment in school buildings through levies.
Kids bussed directly to Boys & Girls Clubs.
Community School models at 3 sites. Investment in partnering and money is a big strength.
Duluth is distinctive in embracing school and neighborhood close to them.
Accessible to staff to assist Y.
When something needs to be done, parents will volunteer time talent money to get things done.
Diversity is a strength.
Indigenous Communities engagement
Student Leadership
Strong business community

Challenges of the School District

Trust: unsettled about Red Plan and also the School Board
Student leadership doesn't feel listened to--specifically students of color
Truly East West divide--has been a sore spot for a long, long time. Seeing in Boundary issue.
Inequity on two campuses is very obvious...exacerbated when Central was closed.
Last summer, what happened at Denfeld--
Diversity a strength but a weakness...not enough diversity in staff or inequity in gender...if we had more, we'd all learn to live together more.
Parent behavior at an elementary
If we infuse more students, more class offerings
People thinking in silos now...communication a huge issue.
A well-articulated vision is needed. Where are we going?
Challenges reflect the country.

Qualities Sought

Know how to braid resources.
Duluth can be an insular community...may be a challenge if a person comes from a different state.
Bring in someone--even out of town who has dealt with our issues and provide a fresh perspective.
Experience as a superintendent...a proven track record with improving achievement gaps.
Someone who can address mental health issues and pull all resources together
Lots of communication skills...face us all in the same direction.
Help create more community schools
Have superintendent more engaged on Chamber even Board of Directors
Active Listener of all demographics
Creating an organizational culture--healing some of wounds.
Open
Deep understanding of poverty---zero hour doesn't work for them. Can't access AP classes.
Understanding the difference between equity and equality.

Demonstrated experience with diversity and success.
Inclusion also
Person of color.
Wants to be here and stay.

Nominations written on paper and provided to us.

At Denfeld

Stakeholder Group Interview Name: 4:00 PM- Room 1206 Teachers

Strengths of the Community and District

Well-educated staff many with masters degrees
Early childhood in many elementary schools
Upgraded facilities
Teachers are trusted. Work hard every day and have been there through many changes.
Many Teachers are products of Duluth and raising their families here.
Many high quality staff throughout district in kitchens, garages...more than just educators
Lots of many outdoor amenities.
Staff Work with students outside of the school day and really care about kids. Anyone in schools.
Strong relationship with unions and administration...not swept under rug.
Diversity in buildings one of greatest strengths.
Passes levies.
9 years of minutes of labor management that can be reviewed by new supt.
Since labor management, no grievances, more collaborative, no mediation -an institutionalized process.

Challenges of the School District

Media openly negative against district...how viewed as a community.
Decisions seem short-sighted.
Boundary issue.
Political-east vs. west pressure drives a lot of the decisions supt. makes.
Promise of class size with passage of levies...what was a part of--25 teachers. Did not happen.
Lack of trust. And financial mismanagement.
Fresh start...someone who can make strong decisions...not easy.
Tech. did not pass...infrastructure. No plan for teachers to continue using tech if it fails.
Labor Union

Admin. Teams work in silos. Tier 2 B materials couldn't be used due to not being on the same page..

Money going from Special Education to charters

Qualities Sought

Values high quality staff and engages people who are going to be impacted by decisions.

Believes in organizational system.

Engage people in decision making who are going to be impacted by decisions.

Student and staff focused

Safety concerns in schools, mental health issues (do have emergency mgt teams and student/staff safety)

Transparency.

Collaborative

Value of tech for teachers at labor management. As they fail, how do they proceed and have functional classrooms. Want a person who values.

Communicate to legislature what is not working.

What is working or not working in schools ...are we moving the needle on student achievement?

Take stock of.

Achievement gap is very obvious in east and west. Must have those conversations. How can we have these conversations?

Can address pockets of poverty

Knows budget and is it transparent

Address school racially segregated

Navigate skillfully boundary studies and outcomes. Could impact schools. Proceed with caution.

Overcrowded elementary schools

Trust overarching issues.

Regain confidence.

Other

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: 4:00 PM- Room 1204 Principals

Strengths of the Community and District

Teachers

Students

Collaborative

The administrative team works well together

Perseverance of staff despite cuts in personnel and capital replacement

Problem-solving by administrators

Support from community/families

Community passes levies

Challenges of the School District

Assistant Superintendent role

Need for another Assistant Superintendent

Finances

Technology needs upgrades

We need a Strategic plan

Capital improvements...we are behind are neighboring districts

Lack of transparency

Districts lack of connection

Qualities Sought

A leader willing to utilize their leadership team

Visible leader

Collaborative Leader

Knowledge of school finance

Experience developing a leadership team

An effective communicator

Experience dealing with boundary challenges

Other

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: 4:45 PM Room 1204 Union Leadership/Labor

Strengths of the Community and District

Teachers and staff
Students
The Unions working together and with administration
Building engineers, nurses, paras, all support staff

Challenges of the School District

Finances
Cuts in all support staff positions but same expectations with increased workload (i.e. - Building Engineers)
East vs. West inequities
Three high school sites
Media negative against district...how viewed as a community.
Decisions seem short-sighted.
Boundary issue
Promise of class size with passage of levies...what was a part of--25 teachers, it did not happen and community remembers
Lack of trust

Qualities Sought

A leader with experience working with Unions
Collaborative
Visible
A leader that connects with the community
A good listener and communicator

Other

Make sure Board understands the difference between an Ed. D and a Ph. D

Stakeholder Group Interview Name: 4:45 PM Denfeld Commons Open Staff Time

Strengths of the Community and District

Beautiful.
Outdoorsy.
Good local craftsman ...beer or food or making things. Locally produced goods.
Strong education base with colleges. (more potential)
Lots of arts opportunities. Theatre. Opera. Ballet.
Health systems are strong. (expand collaborations)
Very well-educated staff...lots of masters degrees.
Very dedicated staff.
Fantastic, curious, energetic students. Service oriented.
Parents care about their kids.
Youth programs...so many outside services.
Red plan did a nice job updating facilities. Playgrounds are nice.
Growing awareness of community of supportive needs.
Have courage to stand up for beliefs

Challenges of the School District

So much potential ...need dynamic and creative leadership at the top.
Duluth is an old city
Newspaper doesn't like the school district.
Disparities between east and west (historical divide).
Desegregation plan for 45 years...and 45 years a segregated school. Intentional choices now.
Get money from that.
Realtors say to live within certain boundaries due to racial matters.
Tale of two cities.
Support for teachers has dwindled...in professional development. Very limited.
Effective instruction-no direction.
Really disjointed here. No communication.
Internally no trust.
Public mistrust but may or may not be justifiable
Everything is in survival mode.
Not enough supports that are needed
Different schools have different needs-direct money toward most needy.
Technology issues...can't see SMART boards. Repair or replacement needed.
Computers are dying. Over 10 years old.
No reception in some classrooms.
Policies and practices

Perceptions of good ol 'boy network.

Hiring practices late notice of hiring...best qualified candidate?

Qualities Sought

Needs someone to change the newspaper's mind about school system. Help make more positive.

Need dynamic and creative leadership at the top.

Experience in diversity and poverty.

Sell the system and lead.

Recognize struggles...be honest. Don't sweep things under the rug.

Teachers don't reflect the entire population.

Transparency with funding.

Equity in materials

Other

11 year life expectancies of people in certain areas

Grants or lobbying or outreach to large corporations

Nominations written on paper and provided to us.

Stakeholder Group Interview Name: 5:30 PM- Community Time Denfeld Media Center

Strengths of the Community and District

Fantastic teachers.

Options-different student programs, ie Immersion

Opportunity to communicate with other educators in higher ed.

Curr. options-elem. Offer music, art, phy ed...high schools AP, College in the Schools

Kids who want to learn.

Beautiful

Recreational opportunities

Outdoor Ed.

Lots of opportunities to collaborate with environmental organizations

Community pride.

Arts.

Differentiated opportunities. Enrichment.

School Forest Programs

After School activities

Key Zone-robust. After School program.

At HS level many clubs, robotics programs-many kids involved.

Other org. Can utilize school buildings

MN--lots of lakes but Duluth has lots of grants. Place safe inviting warm for kids to go.

Strong mentoring program.

Cares about children and wants what is best.

Career/ tech. ed. prog. linked directly into well paying jobs.

Commitment to educating the whole child.

Industry connections too and environmental resources--creates some tradeoffs.

Many colleges -4-year degrees and trades/career options--can retain kids in the area.

High voter turnout.

Great music scene

Craft beer.

ECFE program--early child. Family educ. Birth to preschool.

Work toward equity

Medical and pharmacy schools--bringing in young professionals

Medical Mecca

Teachers very accessible. Enthusiastic about engaging with parents.

Some great principals.

Strong ties to Ojibwe nation and programs.

Facilities

Multiple levels of govt.

Innovative thinking going on.

State is extraordinarily equity-minded.

Lots of energy for improvement. Poised and ready.

Mac Arthur principal and dean extend themselves everyday.

Challenges of the School District

Some children can't access everything.

Technology--no funds to repair, replace, more Chrome books

Financial constraints impacting class size and course offerings

Infrastructure ancient-many challenges due to budgeting

Lost lots of schools

Achievement gaps, graduation rates, how discipline is applied, dropout rates -lots of racial bias and socio economic issues,

Trust level, transparency

Communication improvements needed

Need to recruit and retain people of color

Profess. Dev. individualized for teachers

More time

Need support system for people of color and the cultural aspect (cultural competency)

Unwillingness to be uncomfortable-solve problems at every level.
Huge poverty rate with black and white
Sense of mistrust that administration --provides bandaids--doesn't relate to flesh and blood
Administration needs to go to the people and organizations. Connect beyond school sites.
Challenge is with staff, too. Some push kids to side. Forgot how it was when young.
Some kids mistreat students- provide challenges bc no one to support them. Incarcerated.
Assume bad. Come and help. Intentional actions wherever kids are.
Treat kids that they are kids.
Get kids back in school.
Getting parents back in the workforce.
Some people taught to be racial...must support all people and treat each other equal. Stick together.
Curriculum-- history and literature so all kids can see themselves in the history. Discover identities...ethnic studies perhaps. African American, Native American studies. Student self-advocacy.
Dealing with images adults have. Get rid of the "divide" image.
Every school does great things...adults have created a mindset of west not as strong as east.
Housing disparity. Affordable.
Homelessness.
Real retention issues who choose other options exacerbates district's challenges. BC of prevailing narrative.
No alternative high school program.

Qualities Sought

Build relationships with people
Transparency and clarity
Straightforward
Wants to be here
Integrity
Responsiveness
Trust Building
Effective communicator and listener
Trust building
Trauma informed, aces aware, multicultural aptitude
Handle a budget and distribute equitably
Equit. Mindset and reflects how they operate.
Strong track record in strategic planning and implementation
Communicate more with the community, attend meetings, and not bs
Build alliances vs antagonizing. Demonstrated history of coalition building.
Collaborates with city leaders, etc.
Able to tell the story to the town by each school and end this trope that hasn't been relevant.
Courage to make decisions to enhance equity in district.

Deep commitment to community
Live in comm. And send kids to our schools.
Think kids.
Do not allow nepotism particularly at high leadership positions
A person of color.
Pragmatic and not sabotage along the way
Love leadership profile for Madison--echo profile.
Articulate an anti racism way of operating in practice. What are ways?
Focus on real time results vs. rhetoric and measurable...metrics.
Old H.S. a treasure---appreciate the history---about big civic icons.
Are we doing enough to support career bound?

Other

Nominations written on paper and provided to us.