

Burnsville-Eagan-Savage School District 191
Superintendent Search Planning Meeting
March 28, 2025 - 3:00 pm

____ Introductions

____ Review of Process

- MN statutes
- Board ownership

____ Timeline

____ Vacancy Brochure

- Draft language
- Hiring criteria
- Salary verbiage

____ Public Input

- Q&A with MSBA, Search preview meetings
- Community and staff survey
- ____ Focus groups
- Finalist interviews

____ Review Search Agreement

____ Role of Current Superintendent

____ School Board Spokesperson

____ Ground Rules/Do's & Don'ts

____ In-District Contact Person(s)

____ Confidentiality Employee

____ Two Pre-Screening Priorities for the District

____ Questions

Burnsville-Eagan-Savage Public Schools – Superintendent Search Timeline

March 28, 2025 <i>(3:00 pm, Special Meeting)</i>	Planning meeting – Board adopts search timeline, reviews hiring criteria, search procedures, and public involvement
March 31, 2025 – April 20, 2025	MSBA posts opening on local, regional, and national websites, advertises position vacancy, receives applications, and responds to applicant inquiries
March 31, 2025 – April 14, 2025	Public Input Survey open online and in hard copy (optional: focus groups and/or listening sessions)
Week of April 7, 2025 – TBD	MSBA holds Search Preview meetings with district leadership
April 9 or 10, 2025 <i>(4:00 pm – will be recorded)</i>	MSBA hosts informational Q&A session on Zoom
April 21, 22 or 23, 2025 <i>(Time TBD, Special Meeting)</i>	Board meets for interview training, and to discuss public input report, interview questions and procedures
April 20, 2025	Application Deadline
April 21 – TBD, 2025	MSBA conducts screening, preliminary verification of references, pre-interviews of recommended applicants
April 22 – TBD, 2025	Board members review applications
April 28, 29, 30, May 1 or 2, 2025 <i>(Time TBD, Special Meeting)</i>	Board meets to determine finalists; MSBA reviews interview training and procedures
May 1, 2, 3, 5, 6 or 7, 2025 <i>(Times TBD, Special Meeting)</i>	Board conducts first round of interviews
May 5, 6, 7, 8, 9, 10, 13, 14 or 15, 2025 <i>(Time TBD, Special Meeting)</i>	Board conducts reference checks and holds second round of interviews; Board selects lone finalist and sets negotiations process
May TBD, 2025 <i>(Time TBD, Special Meeting – if it's a committee)</i>	Board committee or designee begins negotiations of employment contract
May 22, 2025 <i>(Time TBD, Regular Meeting)</i>	Board meets to approve employment contract
July 1, 2025	New superintendent reports to work
August 1 – December 31, 2025	New Board Team participates in MSBA's Transition Workshop

MSBA Executive Search Service



District 191 is seeking an exceptional leader to serve as **Superintendent**

District 191 is located in the southern suburbs of Minneapolis and St. Paul and serves the communities of Burnsville, Eagan, and Savage. Distinctions of excellence include:

- ♦ Community approval of operating levies in 2011, 2017, 2019; tech levies in 2015 and renewal in 2024; Bond referendum in 2015
- ♦ AA Degree Pathway
- ♦ PreK-12 Pathways Program
- ♦ Virtual Academy School K-12
- ♦ Diversity & Comprehensive Culturally Proficient School System Framework
- ♦ AVID Program at all secondary schools
- ♦ ASBD Award Winner for Excellence in Financial Reporting and Meritorious Budget
- ♦ Strong parent support:
 - ♦ 92% say they are proud of District 191;
 - ♦ 90% would recommend the district to their friends;
 - ♦ 97% say their family feels welcome at their child's school; and
 - ♦ 88% say the district does a good job involving community members.
- ♦ Expansive Community Education Program, including 300+ voluntary pre-kindergarten seats

The district operates its own nutrition program and contracts out for transportation services.

**Burnsville-Eagan-Savage
School District 191
is a future-forward
school district creating
barrier-free pathways for
learning for everyone in our
community.
We believe learning is a
lifelong pursuit, and create
programs, services and
opportunities that inspire
this belief.**

By the Numbers

♦ Student enrollment:	7,000
♦ Licensed staff members:	668
♦ Non-licensed staff:	520
♦ Principals:	13
♦ Asst. Principals or Deans:	15
♦ Superintendent's Cabinet:	15
♦ District buildings:	17

Search Timeline

Announce Vacancy	TBD, 2025
Application Deadline	TBD, 2025
Applicant Screening	TBD-TBD, 2025
Announce Finalists	TBD, 2025
First Round Interviews	TBD, 2025
Second Round Interviews	TBD, 2025
Approve Contract	TBD, 2025
Superintendent Begins	July 1, 2025

Application Deadline

To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 pm on TBD, 2025.



District 191 Strategic Roadmap

Each Student. Future Ready. Community Strong.

» VISION STATEMENT

Our vision statement uses aspirational language to communicate our purpose — it's the change we intend to make in the world.

We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,
- Embrace the humanity of all people and welcome diverse perspectives and voices, and
- Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.

» STRATEGIC DIRECTIONS

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

» CORE VALUES

Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.

In District 191, we believe in (stand for) ...

Caring Community — Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.

Cultural Proficiency — Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

Future Readiness — Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.

Inclusive Partnership — Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.

Student Agency — Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

Leadership Profile

Accomplished candidates will demonstrate expertise and successes in:

Ethical and Accountable Leadership:

Demonstrates honesty and ethical conduct in all interactions. Effectively delegates while ensuring accountability, cultivating trust, and creating and maintaining a culture of transparency.

Collaborative and Inclusive Vision: Builds strong, collaborative relationships with diverse groups and communities. Works cooperatively with the school board, providing well-researched options and recommendations to assist the board in making informed decisions.

Equity-Focused Expertise: Exhibits deep knowledge of and experience in addressing equity leadership challenges and opportunities. Committed to creating an inclusive and equitable learning environment for all students.

Strategic Communication and Human

Relations: Possesses strong communication skills, fostering positive human relations through clear, open, regular, and respectful dialogue.

Accessible and Visible Presence: Focuses on maintaining open and consistent engagement opportunities with internal and external constituent groups across the district.

Salary and Benefits

TBD

District Financials

- ◆ General Fund Revenue: \$ 161,980,777
- ◆ General Fund Expenditures: \$ 159,461,338
- ◆ Unassigned Fund Balance: \$ 39,719,305
- ◆ Total General Fund Balance: \$ 56,311,345

Screening Team

A team from the Minnesota School Boards Association's Executive Search Service (MSBA) has been selected to assist the School Board. The search team will be led by Barb Dorn, MSBA Director of Leadership Development and Executive Search.

EACH STUDENT. FUTURE READY. COMMUNITY STRONG.

Deadline and Selection

MSBA's Executive Search Service uses an online application process. Applicants begin the application process at mnmsba.myrevelus.com. To be considered for this position, an applicant's completed file must be received prior to 11:59 pm on TBD, 2025.

Questions can be directed to MSBA's District 191 Superintendent Search Lead, Barb Dorn, at bdorn@mnmsba.org or 507-508-5501.

Applicants are requested to not contact school board members.

District 191 is an equal opportunity employer. The MSBA Executive Search Service is an equal opportunity search agency.

Deadline to apply: TBD, 2025

Burnsville-Eagan-Savage School District 191: SUPERINTENDENT QUALIFICATIONS

INSTRUCTIONS: Read the list provided below. Choose the **SIX** items you feel are the most important traits or skills the next Superintendent must possess.

1	A visionary, creative thinker	0
2	Acts with honesty and in an ethical manner with the school board, staff, and community	5
3	Delegates authority while maintaining accountability	5
4	Develops and directs an effective leadership team	1
5	Develops trust and works collaboratively with diverse groups and communities	4
6	Effectively mediates and accommodates different perspectives; values teamwork	1
7	Experience in fundraising and/or grant writing	0
8	Experience in implementing educational priorities and/or a strategic plan	2
9	Experience in managing transition	0
10	Experience in school district management practices	2
11	Experience in school finance	2
12	Familiar with state and federal education laws	0
13	Follows the School Board's chosen educational philosophy which reflects the community's values	2
14	Keeps up on changes in legislation and helps the School District engage the legislative process	0
15	Knowledge of and experience with equity leadership challenges and opportunities	4
16	Knowledge of and experience with negotiations and the collective bargaining process	0
17	Knowledge of and experience with special education needs	1
18	Knowledge of technology and web-based education curricula	0
19	Maintains a good working relationship with the media	0
20	Possesses a strong academic background with experience in curriculum	2
21	Promotes business and community involvement in schools	0
22	Provides written, understandable administrative procedures that implement School Board policy	0
23	Strong communicator with proven abilities in human relations	3
24	Understands the effects of poverty on student learning and achievement	1
25	Uses curriculum and other resources to improve test scores	0
26	Visible and accessible to the School Board, staff, students, parents, and community	3
27	Works cooperatively with the School Board; provides options and recommendations	4

Is it important that the next superintendent has previous experience as a superintendent? Yes: 3; No: 4



Vacancy brochure – compensation language

*A competitive compensation and benefits package, with a starting salary range of \$XXX,XXX-\$XXX,XXX, will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include (*List benefits such as: Health / Dental / Life / Long-term disability insurance; Personal / bereavement days; Relocation / car / phone allowances; VEBA/other retirement plans; HSA / HRA / Deferred compensation plan; Retention bonus*).

**Beginning January 1st, 2025, this will be the required verbiage per state statute, and benefits must also be included:*

Chapter 110, SF 3852 -- Article 7 Sec. 2. [181.173] SALARY RANGES REQUIRED IN JOB POSTINGS.

Subdivision 1. Definitions. (a) For the purposes of this section, the following terms have the meanings given.

(b) "Employer" means a person or entity that employs 30 or more employees at one or more sites in Minnesota and includes an individual, corporation, partnership, association, nonprofit organization, group of persons, state, county, town, city, school district, or other governmental subdivision.

(c) "Posting" means any solicitation intended to recruit job applicants for a specific available position, including recruitment done directly by an employer or indirectly through a third party, and includes any postings made electronically or via printed hard copy, that includes qualifications for desired applicants.

(d) "Salary range" means the minimum and maximum annual salary or hourly range of compensation, based on the employer's good faith estimate, for a job opportunity of the employer at the time of the posting of an advertisement for such opportunity.

Subd. 2. Salary ranges in job postings required. (a) An employer must disclose in each posting for each job opening with the employer the starting salary range, and a general description of all of the benefits and other compensation, including but not limited to any health or retirement benefits, to be offered to a hired job applicant.

(b) An employer that does not plan to offer a salary range for a position must list a fixed pay rate. A salary range may not be open ended.

EFFECTIVE DATE. This section is effective January 1, 2025.



Superintendent Search Survey

The School Board of Burnsville-Eagan-Savage School District 191 is conducting a search for its next superintendent, and input is now being requested. The Minnesota School Boards Association (MSBA) has been contracted to assist with the search and will summarize survey comments for presentation to the School Board.

IMPORTANT: All responses to this survey will remain anonymous. Also, you are not required to answer every question in order to have your responses included.

Information from this survey will provide valuable input for the Board to consider as they move forward in selecting the next superintendent. Please submit this survey by **DATE**, 2025, to the district office at 200 W. Burnsville Pkwy, Burnsville Minnesota 55337.

Thank you for your participation!

Please select the title or role that best reflects the underlying basis or foundation for your responses. Use only one response.

<input type="checkbox"/>	Business Owner/ District Partner
<input type="checkbox"/>	Community Member
<input type="checkbox"/>	Parent/Guardian/ Caregiver
<input type="checkbox"/>	Staff Member
<input type="checkbox"/>	Student
<input type="checkbox"/>	Other (please specify)

Please select your racial identity (choose one). [Note: identities will not be tied to responses. Results will only show cumulative representation across all groups.]

<input type="checkbox"/>	American Indian or Indigenous
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Black or African American
<input type="checkbox"/>	Hispanic/Latino/Nonwhite
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	Multiracial (two or more)
<input type="checkbox"/>	White
<input type="checkbox"/>	Other
<input type="checkbox"/>	I prefer not to disclose

Please list any other identities that are important to you:

Read the list provided below. From this list, **choose the top six areas of expertise** you believe the next superintendent must possess. Leave the remaining choices blank.

	Budget and Finance
	Business Partnerships
	Collaborative Leadership
	Contract Administration and Negotiations
	Curriculum Development/Evaluation
	Diversity, Equity, and Inclusion
	Fluctuating Enrollment
	Fundraising/Grant Writing
	Personnel Management
	Public Relations
	School Facility Oversight
	Social/Emotional Support Services
	Special Education
	Strategic Planning
	Student Testing Results and Achievement
	Technology

Read the list provided below. From this list, **choose the top six personal characteristics** you believe the next superintendent must have. Leave the remaining choices blank.

	Confident
	Consistent
	Creative
	Effective Communicator
	Empathetic
	Enthusiastic
	Flexible
	Honest and Ethical
	Inclusive
	Influential
	Intellectual
	Personable
	Problem Solver
	Resourceful
	Sense of Humor
	Tenacious
	Transparent

Is it important that the next superintendent have previous experience as a superintendent?

Yes _____ No _____

Read the list provided below. From this list, **choose the top six most important traits or skills** the next superintendent must possess. Leave the remaining choices blank.

	A visionary, creative thinker
	Acts with honesty and in an ethical manner with the School Board, staff, and community
	Delegates authority while maintaining accountability
	Develops and directs an effective leadership team
	Develops trust and works collaboratively with diverse groups and communities
	Effectively mediates and accommodates different perspectives; values teamwork
	Experience in fundraising and/or grant writing
	Experience in implementing educational priorities and/or a strategic plan
	Experience in managing transition
	Experience in school district management practices
	Experience in school finance
	Familiar with state and federal education laws
	Follows the School Board's chosen educational philosophy which reflects the community's values
	Keeps up on changes in legislation and helps the School District engage the legislative process
	Knowledge of and experience with equity leadership challenges and opportunities
	Knowledge of and experience with negotiations and the collective bargaining process
	Knowledge of and experience with special ed needs
	Knowledge of technology and web-based education curricula
	Maintains a good working relationship with the media
	Possesses a strong academic background with experience in curriculum
	Promotes business and community involvement in schools
	Provides written, understandable administrative procedures that implement School Board policy
	Strong communicator with proven abilities in human relations
	Understands the effects of poverty on student learning and achievement
	Uses curriculum and other resources to improve test scores
	Visible and accessible to the School Board, staff, students, parents, and community
	Works cooperatively with the School Board; provides options and recommendations

Please read and respond to the following questions:

1. What are some of the good things taking place in Burnsville-Eagan-Savage School District 191 today?

2. What challenges do you see ahead for the district over the next five years?

3. What does the new superintendent need to know about the history of the school district and community to be successful?

Please limit any additional comments to the space provided below:

Please call Barb at 507-508-5501 if you have any questions regarding this survey. Thank you!



¡Importante! Todas las respuestas a la encuesta permanecerán anónimas y no es necesario responder todas las preguntas para que se incluyan sus respuestas.

¡Gracias por su participación!

	Propietario de Negocio/Compañero de distrito OR Agricultura
	Miembro de la comunidad
	Padre/Guardián/Cuidador
	Empleado del distrito
	Estudiante
	Otro (especifíquese)

	American Indian or Indigenous
	Asian
	Black or African American
	Hispanic/Latino/Nonwhite
	Native Hawaiian or Pacific Islander
	Multiracial (two or more)
	White
	Other
	I prefer not to disclose

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Lea la lista que se proporciona a continuación. De esta lista, **elij** las seis **áreas principales de experiencia** que cree que debe poseer el próximo superintendente. Deje las opciones restantes en blanco.

	Presupuesto y Finanzas
	Asociaciones comerciales
	Liderazgo colaborativo
	Administración y negociaciones de contratos
	Desarrollo curricular / Evaluación
	Diversidad, Equidad e Inclusión
	Inscripción Fluctuante
	Recaudación de fondos / Escritura de subvención
	Gestión de personal
	Relaciones públicas
	Supervisión de las instalaciones escolares
	Social/Emocional Servicios de apoyo
	Educación Especial
	Planificación estratégica
	Resultados y logros de las pruebas de los estudiantes
	Tecnología

Lea la lista que se proporciona a continuación. De esta lista, **elij** las seis **características personales principales** que cree que debe tener el próximo superintendente. Deje las opciones restantes en blanco.

	Confiado(a)
	Consistente
	Creativo(a)
	Comunicador(a) eficaz
	Empático(a)
	Entusiasta
	Flexible
	Honesto(a) y ético(a)
	Inclusivo(a)
	Influyente
	Intelectual
	Amable
	Solucionador(a) de problemas
	Ingenioso (a)
	Sentido del humor
	Tenaz
	Transparente

¿Es importante que el próximo superintendente tenga experiencia previa como superintendente?

Sí _____ No _____

Lea la lista que se proporciona a continuación. De esta lista, **elijá los seis rasgos o habilidades más importantes** que debe poseer el próximo superintendente. Deje las opciones restantes en blanco.

	Un pensador visionario y creativo
	Actúa con honestidad y de manera ética con la Junta Escolar, el personal y la comunidad
	Delega autoridad sin dejar de rendir cuentas
	Desarrolla y dirige un equipo de liderazgo eficaz
	Desarrolla la confianza y trabaja en colaboración con diversos grupos de partes interesadas
	Media eficazmente y se adapta a diferentes perspectivas; valora el trabajo en equipo
	Experiencia en recaudación de fondos y / o redacción de subvenciones
	Experiencia en la implementación de prioridades educativas y/o un plan estratégico
	Experiencia en la gestión de la transición
	Experiencia en prácticas de gestión del distrito escolar
	Experiencia en finanzas escolares
	Familiarizado con las leyes educativas estatales y federales
	Sigue la filosofía educativa elegida por la Junta Escolar que refleja los valores de la comunidad
	Se mantiene al día con los cambios en la legislación y ayuda al Distrito Escolar a participar en el proceso legislativo
	Conocimiento y experiencia con los desafíos y oportunidades de liderazgo de equidad
	Conocimiento y experiencia en las negociaciones y el proceso de negociación colectiva
	Conocimiento y experiencia con necesidades especiales de educación
	Conocimiento de la tecnología y los planes de estudios educativos basados en la web
	Mantiene una buena relación de trabajo con los medios
	Posee una sólida formación académica con experiencia en el plan de estudios
	Promueve la participación empresarial y comunitaria en las escuelas
	Proporciona procedimientos administrativos escritos y comprensibles que implementan la política de la Junta Escolar
	Fuerte comunicador con probadas habilidades en relaciones humanas
	Comprende los efectos de la pobreza en el aprendizaje y el rendimiento de los estudiantes
	Utiliza el plan de estudios y otros recursos para mejorar los puntajes de las pruebas
	Visible y accesible para la Junta Escolar, el personal, los estudiantes, los padres y la comunidad
	Trabaja en cooperación con la Junta Escolar; proporciona opciones y recomendaciones

Por favor, lea y responda las siguientes preguntas:

1. ¿Cuáles son algunas de las cosas buenas que suceder hoy en día en las de Burnsville-Eagan-Savage School District 191?

2. ¿Qué desafíos ve Ud. para el distrito durante los próximos cinco años?

3. ¿Qué necesita saber el nuevo superintendente sobre la historia del distrito escolar y la comunidad para tener éxito?

Por favor, limite cualquier comentario adicional al espacio que se proporciona a continuación:

Llame a Barb al 507-508-5501 si tiene alguna pregunta sobre esta encuesta. ¡Gracias!

Sahanminta Kormeeraha

Guddiga Dugsiga ee Burnsville-Eagan-Savage School District 191 ayaa wada baaritaan lagu raadinayo maamulaha xiga, waxaana hadda la codsanayaa talada. Ururka guddiyada dugsiyada ee Minnesota (MSBA) ayaa qandaraas lagu siiyay inay gacan ka geystaan raadinta waxayna soo koobayaan faallooyinka sahanka si loo soo bandhigo guddiga dugsiga.

MUHIIM: Dhammaan jawaabaha sahamintan waxay ahaan doonaan qarsoodi. Sidoo kale, lagaagama baahna inaad ka jawaabto su'aal kasta si loogu daro jawaabahaaga.

Xogta sahankani waxay siin doontaa tallo qiimo leh oo ay Guddigu ka fiirsadaan marka ay horay ugu sii socdaan doorashada kormeeraha xiga. Fadlan u soo gudbi sahankan ugu dambayn **DATE**, 2025, xafiiska degmada ee 200 W. Burnsville Pkwy, Burnsville Minnesota 55337.

Waad ku mahadsan tahay ka qaybqaadashadaada!

Fadlan dooro Fadlan ciwaanka ama doorka sida ugu wanaagsan uga tarjumaya saldhigga hoose ama aasaaska jawaabahaaga. Hal jawaab kaliya isticmaal.

	Mulkiilaha ganacsiga/ Dammaane Degmada
	Xubinta bulshada
	Waarid/Mas'uul/ Xanaaneeye
	Xubin shaqaale
	Arday
	Mid kale (fadlan sheeg)

Fadlan door aqoonsigaaga jinsiyadeed. Hal jawaab kaliya isticmaal. [Fiiro gaar ah: aqoonsiga laguma xidhi doono jawaabaha. Natijjooyinka waxay tusi doonaan oo kaliya matalaad wadareedka kooxaha oo dhan].

	Hindi Maraykan ah ama asal ahaan
	Aasiyaan
	Afrikaan ama Afrikaan Ameerikaan ah
	Hisbaanik ama Latino
	Dhaladka Hawaai ama Jasiiradaha Baasifigga
	Jjinsiyado badan
	Midab cad
	Mid kale (fadlan sheeg)
	Waxaan doortay inaan caddayn

Fadlan qor aqoonsiyada kale ee muhiimka kuu ah:

Hoos ka akhriso liiska lagu soo bandhigay. Liiskan, ka dooro lixda goobood ee ugu sarreeya ee khibradda aad aaminsan tahay in kormeeraha xiga uu leeyahay. Ku daa doorashooyinka soo hadhay bannaan.

	Miisaaniyada iyo maaliyadda
	Lamaaneyaal ganacsi
	Hogaaminta wada shaqaynta
	Maamulka qandaraaska iyo wada xaajoodka
	Hormarinta/qiimaynta manhajka
	Kala duwanaashaha, sinnaantaa, iyo ka mid ahaanshaha
	Is-diiwaangelinta isbedbedesha
	Deeq aruurin/deeq qoraal
	Maamulka shaqaalaha
	Xiriirka dadwaynaha
	Kormeerka xarunta iskuulka
	Adeegyada taageerada bulshada/dareenka
	Waxbarashada gaarka ah
	Qorshaynta istiraatiijiyadeed ah
	Natiijooyinka Imtixaanka Ardayga iyo Guulaha
	Tignalooyiyada

Hoos ka akhriso liiska lagu siiyey. Liiskan, ka dooro lixda astaamood ee ugu sarreeya ee aad aaminsan tahay in kormeeraha xiga uu leeyahay. Ku daa doorashooyinka soo hadhay oo bannaan.

	Kalsooni
	Joogto ah
	Hal abuur leh
	Xiriiriye wax ku ool ah
	Naxariis leh
	Xamaasad leh
	Dabacsanaan
	Daacadnimo iyo anshax
	Loo dhan yahay
	Saamayn leh
	Wax garad
	Qofnimo leh
	Dhibaato haliye ah
	Faa'iido leh
	Dareen kaftan leh
	Adkaysi leh
	Hufan

Waa muhiim in kormeeraha soo socdaa uu waayo-aragnimo hore u leeyahay kormeere ahaan?

Haa _____ **Maya** _____

Hoos ka akhriso liiska lagu siiyey. Liiskan, ka dooro lixda dabeecadood ee ugu muhiimsan ama xirfadaha uu kormeeraha xiga leeyahay. Ku daa doorashooyinka soo hadhay oo bannaan.

	Hal-abuur iyo aragti dheer leh
	Si daacadnimo iyo hab anshax leh ula dhaqmaa Guddiga Dugsiga, shaqaalaha, iyo bulshada
	Wuxu wakiil ka noqdaa maamulka iyadoo la ilaalinayo isla xisaabtanka
	Wuxuu hormariyaa oo uu haggaa koox hoggaamineed oo waxtar leh
	Waxay horumarisaa kalsoonida oo waxay si wada jir ah ula shaqeysaa kooxo iyo bulshooyin kala duwan
	Si wax ku ool ah buu u dhexdhexaadiyaa una dejiyaa aragtiyo kala duwan; wuxuu qiimeeyaa shaqada kooxeed
	Khibrad u leh lacag ururinta iyo/ama qoraalka deeqda
	Khibrad u leh fulinta mudnaanta waxbarashada iyo/ama qorshe istaraatiijiyadeed
	Waayo-aragnimada maaraynta kala-guurka
	Khibrad u leh hab-dhaqannada maamulka degmada dugsiga
	Khibrad u leh dhaqaalaha iskuulka
	Aqoon u leh sharciyada waxbarashada gobolka iyo federaalka
	Wuxuu raacaa falsafada waxbarasho ee ay doorteen guddiga dugsiga taasoo ka tarjumaysa aragtida bulshada
	Wuxuu sii wadaa isbeddellada sharciga wuxuuna ka caawiyaa Degmo-dugsiyeedka habraaca sharci-dejinta
	Aqoon iyo waayo-aragnimo leh caqabadaha hoggaanka sinaanta iyo fursadaha
	Aqoon iyo khibrad gorgortanka iyo habka gorgortanka wadareed
	Aqoonta iyo waayo-aragnimada baahiyaha gaarka ah
	Aqoonta tignoolajiyada iyo manhajka waxbarasho ee ku salaysan mareegaha
	Wuxuu ilaaliyaa xiriirka wada shaqaynta wanaagsan ee warbaahinta
	Leh asal aqoomeed xooggan oo khibrad u leh manhajka
	Wuxuu kor u qaadaa ka qaybgalka ganacsiga iyo bulshada ee dugsiyada
	Wuxuu bixiyaa habraac maamul oo qoran, oo la fahmi karo oo hirgeliya siyaasadda Guddiga Dugsiga
	Xiriiriye adag oo leh karti la xaqiijiyay ee xiriirka aadanaha
	Wuxu fahmayaa saamaynta faqrigu ku leeyahay waxbarashada iyo guusha ardayga
	Wuxuu adeegsadaa manhajka iyo agabka kale si uu u horumariyo buundooyinka imtixaanka
	La arki karo oo ay heli karaan Guddiga Dugsiga, shaqaalaha, ardayda, waalidiinta, iyo bulshada
	Si wada jir ah buu ula shaqeeyaa Guddiga Dugsiga; wuxuu bixiyaa doorashooyin iyo talooyin

fadlan akhri oo kajawaab su'aalahaan soo socda:

1. Waa maxay wax yaalaha wanaagsan ee ka dhacaya Burnsville-Eagan-Savage School District 191 maanta?

2. maxaa caqabado ah oo aad u aragtaa in ay degmadu yeelan do onto Shanta sano ee soo socdo

3. Muxuu u baahan yahay kormeeraha cusub inuu ka ogaado taariikhda degmada iyo bulshada si uu u guuleysto?

Fadlan ku koob wixii faallooyin dheeraad ah booska hoose:

Fadlan ka wac Barb 507-508-5501 haddii aad wax su'aalo ah ka qabto sahamintan. Mahadsanid!

STAKEHOLDER INPUT

Stakeholder Input

Several stakeholder involvement-related opportunities are included in the search package, including:

- an online **survey**, open to all staff, parents, students, community members, and district stakeholders
 - ◇ This survey will include gathering quantitative information regarding stakeholder priorities for candidate background, skill set, experience, and personal characteristics.
 - ◇ It will also gather qualitative information through open-ended questions regarding the opportunities and challenges facing District 191, and what type of individual could most effectively lead the district.
 - ◇ This survey will be offered in multiple languages per the district's request, as well as hard copies to ensure access for those unable or uninterested in taking the survey electronically.
- an **informational Q&A session** for staff and community members regarding the superintendent search process. This session is hosted virtually by MSBA, and is recorded to ensure all district stakeholders have access to accurate information regarding search processes and expectations. The recording will then be made available on the district website throughout the duration of the search. Launched two years ago, these proprietary **Q&A with MSBA** sessions have proven to be one of the most effective tools a district can utilize to increase both the credibility and transparency of their search, and to limit toxic misinformation. Through leveraging the power of sharing information, these unique Q&A sessions have solidified MSBA's reputation as a provider of clear, accessible, and stakeholder-inclusive superintendent search services.
- finally, stakeholder **Input Forums** or **Interview Committees** may be offered in conjunction with the second round of interviews. Several options will be provided to the board for consideration, along with a review of the opportunities and pitfalls tied to involving stakeholders in the interview process. If selected as an option, MSBA will also train participants to ensure adherence to all legal requirements involved in the process.

A la carte Options

Additional options for the school board to consider in gathering stakeholder input early in the process is through holding **Focus Groups** and/or **Listening Sessions** across multiple stakeholder constituencies. These group sessions are a traditional methodology utilized by many search firms as the primary source of stakeholder input; however, these sessions must be carefully designed and implemented. MSBA will conduct them if requested, although the board should also consider the value of 24/7 stakeholder access to the survey as the initial (and sole) early feedback opportunity. The availability and anonymity of the survey contrasts significantly with the tendency of group sessions to amplify some voices over others, and the inequities which can result from access (or lack thereof) to participate. The decision of why and how to conduct group sessions must be carefully considered before initiating a search, and MSBA will guide this conversation to ensure the best possible and most equitable decision is made regarding stakeholder input for your district's superintendent search process.

Toward the end of the process the board may also consider additional stakeholder **input** or **interaction** opportunities with the finalists, and if desired, those will be custom-designed in conjunction with the board to ensure that the purpose, goals, and outcomes of these opportunities align with the school board's intentions.

NOTE: If requested, MSBA's a la carte fee for these services is \$1,395 per day or \$300 per group.



SUMMARY OF SEARCH SERVICES

The proposed search for District 191 includes the services outlined below.

The MSBA Search Team will:

- Conduct an initial planning meeting with the school board to establish the search timeline, discuss hiring criteria and stakeholder involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.
- Collect stakeholder input through an online qualifications and quantitative data survey (in multiple languages as requested by the district). Results will be summarized for the school board by MSBA.
- Conduct focus groups and/or listening sessions with a cross-section of district stakeholders if requested by the district. Results will be summarized for the school board by MSBA.
- Host an online informational **Q&A with MSBA** session for all stakeholders regarding the superintendent search process, and provide the recording for placement on the district's website.
- Develop a color vacancy announcement and post on statewide job sites, in Revelus through the national NASS network, and on national job sites. Also share with your district for placement on its website.
- Directly contact Superintendents, Assistant/Associate Superintendents, Cabinet Members, Principals, and Assistant Principals across the state to inform them of the vacancy and application procedures.
- Directly contact potential candidates outside the state of Minnesota to recruit and inform them of the vacancy and application procedures.
- Develop all application procedures, handle applicants' calls and correspondence, collect and review applicants' files, and receive applicants' credentials.
- Screen the applicant pool against the school board's established hiring criteria and leadership profile.
- Conduct preliminary verification of references and pre-interviews and vetting of applicants who best meet the school board's hiring criteria and leadership profile as determined by MSBA's screening team.
- Conduct a meeting with the school board for purposes of interview training, developing interview questions, and clarifying interview schedules.
- Conduct a meeting with the school board for purposes of presenting candidate recommendations so the school board can select finalists for interviews, and clarifying remaining steps of the search process.
- Coordinate with finalists and be present during the first and second rounds of interviews.
- Prepare a news release for the district to send to the media, school district staff, and community that includes the names of the finalists who will be interviewed.
- Facilitate stakeholder involvement in the second round of interviews, if requested.
- Prepare a news release for the district to send to the media, school district staff, and community introducing the new superintendent.
- Assist in developing a transition plan for the new superintendent, if requested.
- Visit the new superintendent during their first year of employment.
- Facilitate a Transition Workshop to develop goals and/or expectations for the school board and superintendent within six months after the new superintendent begins work in the school district.



ESTIMATED FEE FOR SERVICE

The estimated fee range for District 191's superintendent search is **\$19,500 - \$24,500**. This includes the MSBA search team's time and all expenses, in-person attendance at all search-related activities, stakeholder survey facilitation and summary report, **Search Preview** meetings, **Q&A with MSBA** session, development of vacancy brochure, statewide and national postings on jobs boards, all application procedures, applicant screening, finalist recommendations, board interview training, preparation of news releases, and MSBA's Transition Workshop. This range also includes in-depth background checks of all semi-finalists and finalists, comprised of national criminal background checks as well as verification of employment, educational credentials, and professional licensure.

All of the above services are included for the base fee of **\$19,500**. Any additional costs would be due to adding a la carte options of Focus Groups and/or Listening Sessions (held concurrently with the stakeholder survey) for \$1,395 per day or \$300 per group, or the design and implementation of any customized stakeholder involvement in the search process. These options would be added solely at the discretion of the school board and discussed in greater detail to help balance creating the most inclusive stakeholder involvement possible with the board's inherent role as the sole hiring authority for the position of superintendent.

In addition, MSBA does not charge for consultant travel, attendance at interviews, transition services, or any initial or ongoing support of the new board team. As noted earlier, MSBA's "Hiring the Right Superintendent" workshop is also included in our full search services at no additional charge; however, and is offered only if the board would like to participate in this workshop prior to launching the search.

Any language interpretation, refreshments, childcare costs, or school board member stipends or expenses associated with finalists' interviews (i.e. travel and lodging for candidates) are not included in this fee range.

Finally, MSBA has no potential conflicts of interest in providing these search services to District 191, and the level of services and fee included in this proposal are negotiable based on the school board's needs.

Satisfaction Guarantee

MSBA conducts all superintendent searches from a strong school board perspective, and with impartiality and professionalism while focusing on the board's identified hiring criteria and leadership profile. If, at any time during the first year of the new superintendent's contract the board releases the superintendent, MSBA will conduct a second superintendent search for no additional fee. However, the school board would be responsible for new direct expenses, if any, incurred by MSBA for the second search.

NOTE: this guarantee is dependent upon two contingencies. One, participation in the Transition Workshop, which must be held within six months after the new superintendent begins work in the district. And two, that the candidate hired as superintendent was included in MSBA's recommended slate of applicants. Having seen all applications the board may choose to interview candidates not recommended by MSBA; however, the search guarantee is only applicable if the new superintendent was a part of our original slate of applicants recommended upon conclusion of MSBA's vetting process.



Two screening priorities (Sample application questions)

1. What is your **vision** for the future of education? How would you align your vision with the district's mission, goals, and strategic plan?
2. What are some strategies or initiatives that you have implemented or supported to promote **collaboration, trust, and respect** with staff, students, families, and community partners in your previous or current roles?
3. How do you **communicate** effectively and transparently with diverse audiences, both internally and externally, and how do you handle sensitive or controversial issues or messages?
4. How do you **manage district resources** (human, financial, physical, and technological)? How do you ensure accountability, efficiency, and equity in the allocation and utilization of resources?
5. How do you demonstrate **ethical leadership** and professional conduct as a school superintendent?
6. How do you model and uphold the **district's values and policies**?
7. Describe your knowledge and experience relating to **school district finances** and responsibilities.
8. Share an **initiative** that you are most proud of leading or being a part of within your district. Explain what your role was, and what the impact was on students.
9. How do you assess the **effectiveness of your leadership style** and communication skills, and what steps do you take to improve them?
10. How do you approach the **evaluation and professional development** of teachers and administrators, and what criteria do you use to measure their performance and growth?
11. How do you use data and evidence to inform your **decision-making** and **problem-solving** processes, and how do you communicate your rationale and outcomes to the relevant parties?
12. How do you address the **academic, social, and emotional needs** of all students, especially those who are at-risk, have special needs, or are gifted and talented?
13. How do you promote **equity, diversity, and inclusion** in your district, and what strategies do you use to address any gaps or disparities in achievement, opportunity, or access?
14. How do you balance **competing priorities** and demands, and how do you manage your time and resources efficiently and ethically?
15. How do you cope with stress and maintain your well-being and **resilience** as a leader?