



***Future Ready. Community Strong.***

## **Special Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN, 55337  
February 13, 2019  
8:00 AM

Location: Superintendent's Conference Room

- I. Call to Order  
Presenter: Abigail Alt, Board Chair
  - A. Welcome Public
  - B. Pledge of Allegiance
- II. Approval of Agenda
- III. Business Meeting
  - A. Approve Superintendent Profile 2  
Presenter: Dr. Ken Dragseth
  - B. Approve Superintendent Salary Range 27  
Presenter: Dr. Ken Dragseth
- IV. Adjourn  
Presenter: Abigail Alt, Board Chair

# SCHOOL EXEC CONNECT

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District One91 (Burnsville-Eagan-Savage ISD191 School District)

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## **New Superintendent Profile**

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**February 13, 2019**

The District One91 Board of Education wished to have a better understanding of the district and community members' perceptions of the District as they began their search for a new Superintendent. The Board requested that *School Exec Connect* consultants Dr. Kenneth Dragseth, Dr. Antoinette Johns, and Dr. David Clough gather information from constituents regarding the strengths and challenges of the District, the goals needing to be accomplished in the next three to five years, as well as the characteristics, skills and attributes desired in the new superintendent. This report presents a brief summary of the comments of people who attended an individual meeting or a Focus Group or completed an online survey.

The on-line survey was provided in English, Somali, and Spanish. 122 people responded to the District's English On-line Survey. There were no responses to the Somali or Spanish surveys. These two constituent groups may have responded to the English version. The On-line Survey asked for respondents to self-select the role they represented from the following categories: Certified Staff member, Student, Administrator, Support staff member, Community/Business member, Parents/guardian (past or present).

On February 4th, 2019 ten focus groups were held: Assistant Superintendent and Directors team, Elementary and Secondary Building Administrators, Students, Non-certified staff, Cultural Liaisons and social workers, External Community Leaders including Mayors, senior mentorship, fire and police chiefs, and Chamber of commerce leadership. We also met with Certified Staff, Internal Community Leaders which included Preschool Parents, PTO and Booster Presidents, etc. An Open Community meeting was held in the evening.

District Board members, the current Superintendent, and both the President and Vice President of the Teacher's union were met with individually.

Due to the sampling methodology, this report should not be considered scientifically accurate. Respondents may have participated in both a Focus Group and have completed the On-line survey.

The opinions included in this report are those of the consultants based on the statements heard throughout the data-gathering process. The On-line survey results are rank-ordered while the Focus Group results are not rank-ordered.

The first summary presents the general findings of the On-line Survey data. The Focus group and individual meeting summary follows. The last item is the Profile for the new Superintendent derived from all of the data and comments. This information will give direction to the Board of Education as it enters the next phase of the search process.

This report may be used in several ways:

- After reviewing the input from stakeholders of the District, the Board may modify and approve the attributes that will serve as criteria to be considered when candidates are screened and interviewed.
- The Board should review this report to become informed about the thinking of different constituent groups regarding the perceptions of those associated with the District.
- The Consultants will use this report as the foundation for screening and interviewing candidates who are well matched for the superintendent's position in this district.
- The Consultants recommend that this report be available to candidates for a better understanding of the District and its strengths and challenges.

Thank you to those who took the time to respond to the On-line Survey or to attend one of the Focus Groups or individual meetings. The results of this report will assist the Board as they enter the next phase in the search for a new superintendent of schools.

Respectfully submitted,

Kenneth Dragseth, Ph.D.,      David Clough, Ph.D.      Antoinette Johns, Ed.D.

*School Exec Connect Consultants*

**ON-LINE SURVEY SUMMARY INFORMATION (122) Respondents**

**Demographics**

- Parent 54.92% (67)
- Community/Business Member 22.13% (27)
- Student 0.6% (3)
- Teacher 22.95% (28)
- Support Staff 9.02% (11)
- Administrator 3.28% (4)
- Other 5.74% (7)

**Greatest Educational Strengths of the School District:**

- Teacher Quality 41.38% (48)
- Dedicated and Highly competent Staff 40.45% (36)
- Community Support for referendums 18.10% (21)

**Greatest Educational Challenges for the School District**

- Competition with other districts 40.50% (49)
- Understanding & supporting diversity in district 28.10% (34)
- Strong administrators & Principals 28.10% (34)
- Closing the achievement gaps among student groups 27.27% (33)
- School Safety 23.97% (29)

**Select the top three goals for the district to accomplish**

- Improving the image of our district 50.82% (62)
- Assuring student well-being (emotionally safe and confident) 38.52% (47)
- Maintain Programs for all student achievement levels & needs 30.33% (37)
- Strengthen academic programs & curriculum 28.69% (35)
- Build stronger connections within the district & Community 24.59% (30)

**Most Important Skills and Characteristics for New Superintendent:**

- Has successful experience addressing the needs of racially diverse students, educational disparities & issues of equity 45.08% (55)
- Is visible in the schools & community 27.87% (34)
- Builds a great team & brings out the best in others 27.05% (33)
- Has deep understanding of curriculum, Instruction 27.05% (33)
- Understands School finance & business side of district 24.59% (30)

## SCHOOL EXEC CONNECT

### District One91

#### New Superintendent Profile

#### BOARD MEMBERS

The Board members listed the following as the most important goals for the school district to achieve in the next three years

- Be fiscally responsible, address financial challenges, control the budget cutting
- Improved student achievement keeping the focus on all students
- Addressing the needs of our diverse population (poverty, limited English speaking)
- Continue the process to implement the Strategic Plan, refresh it as needed
- Hire, train and retain high quality administrators and teachers
- Stability in leadership
- Address the unfunded mandates of special education, cross subsidy is having a huge impact on the budget
- Improve branding, addressing the perceptions of us as not being high quality, disseminate the positive and neutralize the negative
- Have financial stability and sustainability
- Turn around the enrollment decline, get it to level off and then increase the enrollment again
- Do what we can/should to close the achievement gap
- Promote the positive things, curriculum etc. that we have as parents don't seem to know about the excellence
- Address the issues our kids are facing if they are different or a minority, so that kids feel safe
- Want the community to feel proud of the system, as it benefits the community and not just the families sending their children here
- Continue to reach out to communities to "hear their truth"
- Tackle the belief that decisions are "made behind the scene"
- Have all of us land solidly together to meet high expectations
- Make success visible to our kids, re careers and graduation, find a path for them
- Bring new Board together in unity
- Board getting involved more in legislation, action is needed, funding, cross-subsidy
- Need more communication with a strong message, op-ed pieces in paper, branding effort

- Need to navigate through the net of seniority, experience, and performance in ULA

**The Board members listed the following as the district's greatest strengths/attributes for achieving these goals**

- A strong range of options for students, AP courses, college in the schools, The Pathways Programs, technology, arts
- Great diversity in the populations we serve, and benefits our students as in college and career our students will know the strengths of people from different backgrounds
- Good people at all levels
- Headway program with our counselors
- Mental health support is stronger for our students than in many other districts
- Try to keep kids in school by supporting them at all levels
- Teachers, admin and staff at all levels care about kids
- Advanced Placement programming, Project Lead the Way, and remedial programs when needed
- A business community who wants well educated students with the desire to take over their businesses in the future
- Curriculum is innovative
- College and career focus, not one shoe fits all, but right shoe that fits
- Certified nursing 2 year program
- Passionate community which includes staff, students and parents who care what happens in the schools
- People with a strong belief in this district
- ECFE programming
- Have turned the corner and are more aware of the whole child, i.e. social emotional issues as well as academics
- Deepening relationship with businesses, the Chamber, and other organizations because of the Pathways Programs
- Best Buy helpdesk in district and kids work at it, the High School Credit Union, the Success One91, 9<sup>th</sup> grade class designed by H.S. students with Firefly
- Technology support for those who are not "digital natives"
- Cultural Proficiency work from Board on through the organization
- People have been brought together, increasingly engaged, empowered to interact within the district from outside
- Good outweighs the challenges, lots is being done well

**The Board members listed the following as the district's greatest challenges/barriers for achieving those goals**

- Financial challenges, significant cuts again, need to stop the cutting

- Cross-subsidy issue
- If community is moving away, we need to work so that others see this as the place to come to and be embraced
- The need to improve trust and collaboration among the district leadership and the teaching staff
- Difficulty in handling change-especially those who have been here before our significant change
- Perception of diversity as a drawback
- District suffers from a “poor reputation” of not having strong academics
- Racial tension in the High School
- Teaching staff good, challenging relationship with state representation by the union, negative comments in social media hurt district
- Need to be assured there is not going to be bullying, harassment, kids need to be able to speak up about the difficulties, and racism
- Trust factors-tough negotiations, and both sides feel the other is not listening and they are not heard
- Challenges with certain behaviors in schools, viewed by public that enough is not being done, yet action is taken and due to privacy “can’t tell “ what was done
- Losing students to other districts
- In arts, activities and athletics some don’t have the resources to participate, could we form parent group to fundraise for them
- Helping kids to see their pathway, and working with families on this
- Mission should be all encompassing
- Improvement of communication, consistent messaging, need website updated
- There is no diversity of people working in the district, from the Board on through administration, and teachers and other staff
- Can’t make decisions that please everybody and then creates mistrust
- Belief by some that if you focus on everybody, you can’t focus on my kid
- Struggle with equitable treatment of students

**The Board members described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- A visionary instructional leader
- The ability to delegate responsibility to others and hold them accountable
- An excellent collaborator
- Hire a strong leader, help people to self-determine where they want to be, on the bus or not
- Be a leader in the South metro area, among superintendents and the community

- Excellent communicator, including staff, community, using multiple platforms, from social media to newspapers, on-line, printed publications and information dissemination
- A strong grasp of school finance, knowledge of how to garner additional resources, and address cross-subsidy
- Effective listener, ethical, flexible, transparent
- Visible in the schools and community, actively involved
- A trust builder, uses sound judgement
- Ability to motivate others
- Someone who can work successfully with legislators
- Has a track record of being successful in a diverse district
- Strong public relations skills
- Be a risk taker to do what is really needed, from a strong vision and with leadership that inspires
- “Superhero”
- Build strong relations with teachers and staff to get everyone moving forward in the same direction
- Lead the administrative team, set expectations and hold people accountable, get everyone to work together
- Embodies equity, diversity, and inclusion
- Able to build off of where we are to where we need to be
- Needs all of the skills on the “Priorities list”
- Passion for our mission
- Positive coach who can reach out to others, get teachers to come together to leverage work for diversity and meeting student needs
- Have experience in a diverse community
- Someone who will make sure we are on the right path
- Creative with our budget to get unique solutions, achieve financial stability
- Willing to discuss how decisions were made, how and why we came to the decision, and transparency when sharing with community. Keep the community in the loop as they are a partner in this
- Someone who will stay
- Demonstrated experience in closing the achievement gap
- MN experience
- Decisions based on kids, not their own career
- Be our advocate in public
- Can take on being the face of our district in public

## **DIRECTORS AND ASSISTANT SUPERINTENDENTS**

**The Directors and Assistant Superintendents listed the following as the most important goals for the school district to achieve in the next three years**

- Closing the achievement gap, improve all student learning
- Improve relationships with the unions, trust, transparency
- Study our facility needs, either close some or reconfigure?
- Focus on equity work so we can have excellence for all and improve
- Hire staff that more reflects our student and community population
- Move forward with the Roadmap- One91 plan
- Budget right sizing
- Provide quality programming
- Improve community relations around race
- Improve BHS to ensure that all students are successful and feel like they belong

**The Directors and Assistant Superintendents listed the following as the district's greatest strengths/attributes for achieving these goals**

- Growth mindset
- Dedicated staff
- Diverse community
- Innovation
- Technology referendum
- Good communication
- Marketing
- Ability to increase revenue
- Relationships with community
- Demographics, diversity
- Commitment to equity, diversity and vision for the district
- Supportive community
- Vision One91, has stayed in place even with leadership change. Have implemented strategic actions that support it
- We take advantage of all meal programs for kids, breakfast, lunch, dinner and summer program along with backpack program
- Try to be instructionally innovative and proactive with unique learning programs

**The Directors and Assistant Superintendents listed the following as the district's greatest challenges/barriers for achieving those goals**

- Hesitancy to change
- Large non-public schools
- State funding

- Demographics, transient, mobility of population
- Loss of enrollment, a negative between in and out
- Not welcoming to immigrants
- Have very different schools, everyone feels good but things don't change. Want people to feel good but some things need to change
- Housing is not turning over from one generation to next as fast as might be anticipated. Lots of one level homes that seniors can afford to stay in
- Fiscal challenges, providing a balanced budget and problems of cross-subsidy
- Perspective of being adult centered over being student centered
- Relationship with teachers union was quite divisive last season
- Have a new Board and they have tough issues to address
- May be hard to maintain what is required to be done with what should be done for students

**The Directors and Assistant Superintendents described the following as the most important characteristics/skills the next superintendent needs to be successful**

- Experienced with large districts
- Buys into core values and Vision One91 strategic plan
- Courage to make the tough decisions
- Skilled in setting the road ahead
- Ability to relate to minority parents
- Ability to build consensus with conviction
- Who will empower and utilize the quality leaders including instructional
- Ability to authentically connect with staff, communities and engender trust
- Real wisdom
- Relationship skills
- Takes a holistic view
- Create good relationship with teachers, values them
- Ability to close the achievement gap
- Ability to seek and hire diverse staff to reflect our community
- Visionary
- Sees diversity as a strength
- Values teaching and Learning over Budget
- Strategic systems thinker
- Able to work with strong unions
- Symbolic leader
- Strong background in curriculum and teaching

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- What is your Vision? How does race play a role?

- Board should listen for student centered, race and marginalizing, valuing of teachers, race/equity as a value throughout the answers
- Questions that dig into strategic planning and thinking processes
- Need fresh eyes, outside to come here
- How would you navigate a conversation with a community member who really wants something and not promise what we cannot deliver?
- Question on working through differences between governance and management with the Board and Superintendent
- Questions about raising student achievement when faces with our challenges
- What type of relationship do you want to have with the Board?
- What will your expectation be about people going to the Board when they want something and the Board steps in?
- How would you keep Vision One91 moving forward or make it what it needs to be to address our student needs. Need to build upon it and not set it aside
- What are important considerations when undertaking a project or issue that is a major initiative? i.e. closing or reconfiguring buildings, or changing boundaries

## **ELEMENTARY PRINCIPALS**

**The Elementary Principals listed the following as the most important goals for the school district to achieve in the next three years**

- Make sure supports are there for our programs, Reinvent elementary schools
- Racial equity in schools and community
- Enrollment increases
- Community believing what we do and be excited about it
- Work/continue on the Vision One91 push

**The Elementary Principals listed the following as the district's greatest strengths/attributes for achieving these goals**

- Diversity
- Vision One91 effort and programs
- Staff dedicated and wanting to do things
- Staff cares
- Systemic approach to curriculum and instruction

**The Elementary Principals listed the following as the district's greatest challenges/barriers for achieving those goals**

- Cultural proficiency for staff
- Misconceptions of behaviors in High School and middle school
- Declining enrollment
- Overcoming our reputation and perceptions of our district
- Neighborhoods don't support the schools
- People berating our communities about the changes
- In the elementary schools push more of the Vision One91 Plan
- No longevity in the administrative positions

**The Elementary Principals described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- Ability to pull different groups together and unify
- Willing to have tough discussions about race and diversity
- Need to buy into our vision
- Experience
- Need adaptive skills
- Racial equity warrior
- Visionary, risk-taker
- All in
- Passion for people
- Understands the different levels of schools
- Able to hire great people with different voices

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- Give examples of discussions around diversity and racial equity
- What experience have you in changing suburbs?

**TEACHERS, COUNSELORS, SCHOOL NURSES, EARLY CHILDHOOD AND UNION LEADERSHIP**

**The Teachers listed the following as the most important goals for the school district to achieve in the next three years**

- Recruit and retain teachers of color
- Build a strong cultural path to achieve equity for all
- Rebuild the trust between teachers, administration and the board
- Stop the decline in enrollment
- Make the community feel welcome in our schools

- More emphasis on social/emotional learning
- Need more focus on early childhood education
- Limit emphasis on technology for the sake of technology
- Promote from within more often when opportunities arise
- Continue the Pathways Model, work with staff to expand development
- Budget stability, deal with the deficits
- Move Vision One91 into the elementary
- Refine the CPSS system
- Improve the morale and climate problem (there is a culture of fear

**The Teachers listed the following as the district's greatest strengths/attributes for achieving these goals**

- The Early Childhood program with its family focus
- Teachers know and understand their students and families – promote a sense of belonging
- The staff truly cares about the community
- Tremendous number of opportunities for students including college credit programs, athletics and activities
- Staff are top notch
- The Career Pathways program
- Those who no longer have children in school remain invested in the district
- The diversity in the district
- A strong supportive community
- The Cultural Proficiency programs

**The Teachers listed the following as the district's greatest challenges/barriers for achieving those goals**

- Lack of innovation
- Teacher creativity is being stifled
- A we versus them attitude in the district
- Still a white culture in a diverse community
- Lack of communication, internal and external
- Too few staff of color in the district
- Need stronger working relationships with the Board and administration
- Fixing the special education program
- Trust needs to be built with district administration
- Declining enrollment
- Reputation of the District-press is active in it and social media
- Lack of teacher involvement in curriculum development
- Attracting and keeping administrators
- No promotions from within-hire only from outside

**The Teachers described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- A visionary and a doer – walks the walk
- Solutions based
- Familiarity and success in working with diverse populations
- Experience in building community connections
- Repair the poor relationships between staff, administration and board
- A warm and welcoming personality
- Possesses a spirit of innovation
- Aware of the health needs of students
- Visible and present in the buildings
- Honesty and integrity, trustworthy, genuine
- Stay above the noise
- Personable and make personal connections
- Collaborative leadership, all have a voice, opportunity to have a voice
- Humility
- Experience with full service community schools
- Ideas about how to retain students
- Thinks big
- Someone who wants to be invested in our community and who will stay for awhile
- An advocate for teachers
- Understands community education, special education and early childhood
- Values early intervention
- An excellent listener, and can evaluate processes
- Open to new ideas
- A background in teaching, instructional leader
- A sense of humor
- A proactive rather than a reactive leader

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- What are your experiences in working with a community of color?
- What experience to you have in leading a district through difficult financial times?
- How do you build relationships and trust with those who work around you?
- Can you describe a time when you resorted to innovation and thinking out of the box to solve a problem? How are you going to lead building administration and hold them accountable?
- How do you handle challenges with the Board?

- Are you willing to invest in our District for long enough to make a real difference?
- What are your career objectives?

## **STUDENTS**

### **The students listed the following as the most important goals for the school district to achieve in the next three years**

- Policies need to be reviewed regarding how to deal with racial issues
- Deal with diversity issues
- Deal with mental health issues and support students
- Need more staff of color and superintendent
- Need cultural competency training
- More options for students (equity vs. equality)
- Need to communicate more about race issues, professional development

### **The Students listed the following as the district's greatest strengths/attributes for achieving these goals**

- Good options for students (AP classes)
- Diversity of the students (helps with cultural understandings)
- Lots of activities
- Future ready programs, Pathways, open to all
- Excellent staff in many cases, support
- Internships

### **The Students listed the following as the district's greatest challenges/barriers for achieving these goals**

- Lack of diversity in staff and administrators
- Teacher Morale
- Lack of financial support for clubs, arts
- Not as inclusive as should be need to face it head on
- Lack of enforcement of rules, need better consequences
- Cultural competency training lacking
- Provide programs such as DECA etc. and provide financial support
- Students don't feel their voice is heard
- Staff don't respond to students' issues especially racial
- Cliques of students based on race, economics and activities
- AP classes mainly white, uncomfortable for minorities
- Too many prerequisites for students to get into AP classes
- Knowledge of them and how to get in while in middle school, disparities between the middle schools and preparation
- Lack of access to all honors classes by all students

- Lack of respect: racism and prejudice
- Racial tension, no one speaks up to defend black students
- Bullying

**The Students described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- Someone who understands the student perspective of things
- Respectful, honest
- Will look at policies and how students are treated
- Minority background
- Familiar with Burnsville
- Stay longer
- Outside view
- Approachable and communicate with us
- Visible in the community, and create connections
- Make the school safe for me
- Not be scared to change things
- Willing to listen to students, cares about people
- Really open-minded, and concerned
- Be in all schools, elementary-high schools
- Attend student forums
- Keep us informed on issues and why we are doing this or that
- Culturally competent and provide resources for all students
- Address programs and the funding for them, arts, DECA etc.
- Someone who knows when to take control and when to let others move forward
- Someone who really cares about the District
- Great motivator, inspires others to follow
- A “local” person, someone whose background fits into the area
- Shows good charisma
- Someone who is dedicated to this district, not be a stepping stone
- Track record of setting goals and carrying them forward
- Willingness to develop strong student/admin. relationship
- Good financial sense
- Be flexible and have ability to tackle many challenges

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- Will you follow up on what you are saying you will do?
- What are you going to do different to make a difference?
- What are you going to do about racial prejudice and injustice, and inequality?

- Will you be able to create policies that address racial issues?
- What opportunities will you offer to students so they all have success in high school?
- Describe a situation where you were innovative and took a risk.
- How do you demonstrate approachability?
- If you get this job, what will your priorities be? (Looking for a focus on students.)
- How have you worked with students to improve the district?

## **SUPPORT STAFF**

**The Support Staff listed the following as the most important goals for the district to achieve in the next three years**

- Improve discipline and responsibility- especially respect- of the students to provide a safe environment
- Build a positive image within the community
- Address the enrollment decline
- Get Vision One91 out there, implement it
- Welcome new families
- Market our district, communicate to public
- Improve communication between staff and administration
- Build relationships, partnerships with businesses and cities

**The Support Staff listed the following as the district's greatest strengths/attributes to achieve these goals**

- Strength in diversity
- Teaching staff is terrific
- Pathways Program
- Opportunities for students
- Commitment to serve all students
- Technology
- Upgrades in the facilities
- Staff looks at the whole person

**The Support Staff listed the following as the district's greatest challenges/barriers to achieve these goals**

- Declining enrollment
- Dealing with rumors and issues
- Serving all students
- Closing the achievement gap

- Making all families and student feel welcome
- Perception of our high school vs other district's high schools
- Cultural competency of our staff

**The Support Staff described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- Personal interactions
- Communicate with transparency
- Promoter, positive, share the good news
- Listens to students
- Social media adept
- Able to build partnerships
- Aggressive on the issue of equity
- Sincere, personable
- Comfortable with diversity and values it
- Able to change negative perceptions
- Build neighborhood connections

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- How will you bring out leadership in your staff?
- Previous experience and success with equity?
- What are you going to do to deal with cultural proficiency for all staff and students?
- How do you support and reach out to families of poverty and color?
- What do you see as a process to close schools and why would you do it?
- How do you attract and retain quality staff?
- How will you ensure inclusive includes white families who struggle to see the strength of a diverse community?
- How do you build an inclusive community that celebrates diversity?

**EXTERNAL COMMUNITY LEADERS including CITY MANAGERS, MAYORS, CHAMBER of COMMERCE, SENIOR CENTER LEADERS, GREATER TWIN CITIES UNITED WAY**

**The External Community Leaders listed the following as the most important goals for the school district to achieve in the next three years.**

- Strong relationships between the school and the community – setting goals together and telling the same story
- District One91 is uniquely positioned to maximize the work of the Career Pathways program – helping students learn about and facilitate the Career Pathways in their lives

- Improve communications with the community
- Push staff to go into the businesses to see the knowledge and skills needed in today's world
- Need to look at education differently for the 21<sup>st</sup> Century
- Need to sell the district
- The unity we aspire to will be our Power
- Do a better job of telling the district's story to keep kids
- Want the school district to be one
- Reaching out and listening to those in the community who don't have children in school
- Recapture the students who leave through open enrollment

**The External Community Leaders listed the following as the district's greatest strengths/attributes for achieving these goals.**

- The district's ethnic and cultural diversity, embrace it
- Pathways can help students define their future, get a head start
- Rich community with good balance of housing and businesses
- The plethora of high school offerings for students, Pathways Program, College in the Schools
- Buck Hill-has trained many Olympians
- Lots of locally owned restaurants
- Are reinventing and rejuvenating this community
- Location is a strength, 17 miles to St. Paul or Minneapolis, 7 minutes from MOA, etc.
- Good schools, and teamwork with teachers
- Partnership with businesses
- A phenomenal staff that cares deeply about the students
- Wonderful facilities
- A community that wants to support the schools
- There is a spirit of innovation in the district

**The External Community Leaders listed the following as the district's greatest challenges/barriers for achieving those goals.**

- Fostering a genuine community dialogue
- The morale of staff after the recent negotiations
- The promise of community use of the high school facilities has not worked out well
- While we are the oldest community south of the river in Dakota County, we have opportunities to redo and reimagine our future
- River is a psychological barrier
- Don't do a good job of marketing our strengths and too often leave it to others, District needs to control the message

- The achievement gap
- Negotiations with the teachers last year damaged trust
- No representative on the Board from Savage
- Healing the divide in the community
- Provide more transparency to the budget
- The current image of the district

**The External Community Leaders described the following as the most important characteristics/skills the next superintendent needs to possess to be successful.**

- Sees the greater community as a partner
- Good listener – willing to have dialogue with all
- A team builder
- Understands the value of communication
- Connections to outside resources
- Communicates with multiple stakeholders, district spokesperson
- Stay for a while
- A vision for having more equitable outcomes for students
- Willing to bring all stakeholders together
- Visible in the community
- Understands diversity and can work with it in a positive way
- Experience is bringing diverse people together
- Hopefully, experience as a superintendent
- A leader who will put down some roots here
- Strong values system
- Has done their “human work” has a good sense of self and the confidence to speak in a way that builds the harmony needed to move forward as a diverse community, together the cities and the district
- Authentic and embraces who we are as a community
- Can provide leadership to a relatively inexperienced school board
- Open to having hard conversations
- Innovator, see what others in the country are doing and in Germany for example (auto pathway with Mercedes Benz)
- Leader with a clear vision for the future of elementary to High School, identify the strategic direction, let other leaders be creative in how to get there and monitor progress
- Work with the businesses use the strength of the people
- Can heal some of the wounds from the last negotiations
- Financial acumen and knowledge of budgets and lobbying
- Committed to the wall to wall Pathways model
- Hold people accountable for results
- Some innovation in their background as well as the ability to provide implementation

**What questions/areas would you like the Board to ask the candidates as they select the new superintendent?**

- What can you bring that our district needs right now?

#### **INTERNAL COMMUNITY LEADERS**

**The Internal Community Leaders listed the following as the most important goals for the school district to achieve in the next three years.**

- Stop declining enrollment
- Need to tell the positives
- Finances
- All students have equal opportunities
- Reputation, as seen in other people's opinion, change these perceptions
- Advertise and publicize
- Need to communicate the positive things about the district
- Programs that invest in and support diversity

**The Internal Community Leaders listed the following as the district's greatest strengths/attributes for achieving these goals**

- Pathways Program with its real world connections
- Strong staff and schools
- Lots of activities for students
- District is dealing with facility issues
- There are programs to deal with underachieving student
- Administrative staff very supportive

**The Internal Community Leaders listed the following as the district's greatest challenges/barriers for achieving those goals**

- Perception of inequities in the system
- Building community support for the schools
- Reducing the achievement gap
- Engaging students of color to help them be successful
- Bringing families up to speed on the district's offerings

**The Internal Community Leaders described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- Experience with diverse population
- Take on issues, don't sweep them under the rug
- Support staff
- Plan for consistent discipline
- Able to engage families of color in a positive and productive manner

- Able to deal with the achievement gap
- Comfortable and have charisma in the community
- Bridge builder, able to build support in the community
- Align focus with the school board
- Not be a stepping stone job for him/her
- Visible and engaged with all aspects of the district
- Visible and approachable
- Can deal with inequities and help to change it
- Proven track record
- Able to engage community and legislature to raise money

**What questions/areas would you like the board to ask the candidates as they select the superintendent?**

- What is your plan and vision for District One91?
- What is your view on athletics, arts, and activities?

## **SECONDARY ADMINISTRATORS**

**The Secondary Administrators listed the following as the most important goals for the school district to achieve in the next three years.**

- Financial Balance
- Turn around the declining enrollment
- Improve student achievement – including closing the achievement gap with students of color
- Change the negative narrative within and about the district
- Add more diversity to the staff

**The Secondary Administrators listed the following as the district's greatest strengths/attributes for achieving these goals.**

- CPSS – has been implemented and now ready to train students and parents
- The diversity within the district
- The great programs at the high school – lots of options
- There is a readiness for change in the district
- The structures are in place to address curriculum and equity
- There is a strong mission and vision
- We support one another in our efforts to serve kids and parents

**The Secondary Administrators listed the following as the district's greatest challenges/barriers for achieving those goals.**

- The need to continue our equity work

- Low student achievement
- The negative image of the district

**The Secondary Administrators described the following as the most important characteristics/skills the next superintendent needs to possess to be successful.**

- Has a vision for how all of the pieces will work together for success
- Equity experience in a diverse district
- Equity experience in a diverse district
- Approachable person who wants to know everyone including the community
- Visible and present in the schools and community
- Excellent communicator who builds strong relationships
- Someone who can bring down the barriers that exist
- Charismatic and passionate leader
- Becomes a part of the community
- A little humility
- Listens and learns before changing things
- Courageous
- Strong listener
- A team builder

**What questions/areas would you like the board to ask the candidates as they select the superintendent?**

- What is your experience with racial equity work?
- How have you raised academic achievement?
- Have you worked with limited finances?
- How would you become a part of our community?

## **SOCIAL WORKERS and CULTURAL LIAISONS**

**The Social Workers and Cultural Liaisons listed the following as the most important goals for the school district to achieve in the next three years**

- Dealing with the diversity in the district
- Help teachers and others to feel supported after the bitter contract negotiations
- Carry out the current efforts with introducing new changes
- Build a sense of community – need a balanced approach to support everyone
- Help students find success

**The Social Workers and Cultural Liaisons listed the following as the district's greatest strengths/attributes for achieving these goals**

- The alternative school
- The online learning programs
- Caring teachers

- Diversity is our strength especially with the addition of student and family support
- The free Park Nicollet Clinic that is available to students
- Career and College Pathways programs are excellent
- Strong pre-school program and support system

**The Social Workers and Cultural Liaisons listed the following as the district's greatest challenges/barriers for achieving those goals**

- There is a feeling in the district that the board really is not interested in the input of others
- Losing students due to open enrollment
- Poor communication
- Poverty
- Too many changes or new initiatives before earlier ones are complete
- Lack of alignment of district programs and efforts
- Too many administrators

**The Social Workers and Cultural Liaisons described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- Supportive of teachers
- Emphasize the whole child
- Able to connect with the community culture
- Delegates effectively
- Not afraid to go into the trenches to build relationships with others
- A proven track record of working in diverse and poverty situations
- Sees diversity as a strength
- Someone who wants to be here – not just a stepping stone
- Someone who will work with and understand the work of the cultural liaisons
- A leader who is willing to be accountable
- Creates a sense of community

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- Is this a commitment or just a career move

**COMMUNITY GROUP MEETING**

**The Community Group listed the following as the most important goals for the school district to achieve in the next three years**

- Address the cultural differences in the community
- Continue the Pathways program

- Make connections in all areas of the district
- Address enrollment decline
- Safety – especially at the high school
- Hold principals accountable

**The Community Group listed the following as the district’s greatest strengths/attributes to achieve these goals**

- Diversity
- Great teachers and great programs
- The Pathways
- Lots of community support
- Strong arts tradition
- The school has managed finances well

**The Community Group listed the following as the district’s greatest challenges/barriers for achieving those goals**

- Declining enrollment
- Funding
- Retaining the excellent teachers in the district

**The Community Group described the following as the most important characteristics/skills the next superintendent needs to possess to be successful**

- Motivated to help the high school with safety issues
- A strong listener whose door is always open
- Visible in the schools

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- Where have you traveled in the world?
- What have you learned about us?
- What do you believe are our district’s greatest strengths?

## PROFILE DESIRED OF THE NEW SUPERINTENDENT

*The new superintendent should be a person who:*

- Is committed to the Roadmap and Vision One91 Plan, and is able to implement the strategic plan for the District with action plans creating excellence and opportunity for all students
- Understands and can address the needs of the wide variety of students served in the District providing exemplary, high impact academic programs allowing all students to have multiple options upon graduation.
- Is of high integrity, possessing excellent interpersonal skills, being approachable, friendly, creating in-depth relationships with staff, businesses, and community
- Is an experienced, visionary leader who works well with all staff, community and business leaders to guide the District towards Career and College readiness for all students
- Has a strong understanding of school finance, budget, and can lead the District in directing and stabilizing the finances
- Communicates well and frequently in person, in written form, and via social media with the staff, community, students and parents.
- Listens and considers the input received so action can be taken in a collaborative manner
- Will work with the appropriate community and District people to create a brand of excellence for the District, and communicate it to stakeholders
- Listens and supports the social-emotional needs of students: furthers the cultural competency of the staff, student body and within the community so that every student feels welcomed, safe and valued, regardless of unique differences per District Policy 102 “Equal Educational Opportunity”
- Has had experience in an evolving diverse district of a complex size similar to district One91
- Is a visible and approachable leader who will embed herself/himself in the community long term, becoming a part of the One91 community committed to the vision of the One91 district being an excellent system of education for all students
- Is comfortable as the “face of the district” advocating on behalf of the district in the community, with the state department, cities, county, and legislature to further the image of quality educational programs and caring for students in One91
- Supports and furthers Community Education via ECFE, and the breadth of options available to the community from Birth to senior citizen status

District	Salary	403(b)	Vacation	Holidays	Sick	Bereavement	Health	Dental	Life	LTD	Enrollment	Number of staff	Annual Operating Expenses fy2017 actuals General Fund Only
Bloomington	\$ 183,618.00	Match not to exceed 2% of salary	30 days/year Can receive payment for 70 days upon termination	13	1 day/month, unlimited accumulation	Available	District pays 100% Single 80% Family HSA \$1350/year	District pays 100% Single 80% Family	2x base salary, ER Paid	Provided	10,285	1070	\$ 141,739,097.83
Burnsville	\$ 184,000.00	\$ 5,000.00	33 days / year	10	12 days per year	3 days per year	Full Single, Family same as Directors	Full Single, Family same as Directors	\$ 500,000.00	Provided	8,563	1278	\$ 125,753,030.13
Eden Prairie	\$ 208,080.00	\$ 9,000.00	28 days / year	12	16 days per year up to max 60	5 days per year	1100 per month, if elects family coverage salary increases \$635 per month	Full	\$500,000	Provided	8723	1279	\$ 118,197,546.47
Edina	\$ 223,300.00	\$ 5,000.00	26 days / 10 w. 6 months carryover	11	15 / 60		\$1,850	included in health	4x annual salary	Provided	8484	1381	\$ 104,550,422.54
Hopkins	\$ 198,413.00	\$ 5,400.00	27 days / 10 w. 6 months carryover	10	15 Days	Available through sick leave	\$9,612 plus \$12,913 added to salary to pay for difference between single and family	included in health	3x annual salary	Provided	6597	1068	\$ 89,580,283.84
ISD 196	\$ 218,990.00	Match to 6%	28 days / year	14	15 / 208		Same as Directors	Same as Directors	4X base salary	Provided	28,195	3439	\$ 340,608,678.74
Lakeville	\$ 199,980.00	\$ 17,000.00	30 days, 5 can be paid out each year	11	15 days per year up to max 45	3 days per year	Appx 11% EE	District pays 100%	\$300,000 ER paid	Provided	10,930	1212	\$ 126,130,366.50
North St. Paul	\$ 205,663.00	\$ 6,000.00	25 days / yr	12	15 / 176	Available	Full	Full	\$ 400,000.00	Provided	10,270	1482	\$ 136,518,384.16
Prior Lake	\$ 201,630.00	\$ 7,000.00	24 days / yr	12	15 / 176	Available	Full	Full	\$ 400,000.00	Provided	8567	987	\$ 85,056,748.03
Robbinsdale	\$ 203,660.00	Match to 3%	60 Days PTO	12	PTO	5 days	Full	Full	3x base salary	Provided	12,011	1779	\$ 170,054,519.74
Roseville	\$ 206,300.00	Match not to exceed 2% of salary or \$2000, whichever is less	26 days year, max 45	10	1 1/2 days/month unlimited accumulation. Contribution to 403(b) each year of unused sick leave up to 10 days.	5 days	Contribution equal to highest premium	District pays 100%	3x base salary, ER Paid	Provided	7,613	983	\$ 101,688,171.07
Shakopee	\$ 189,000.00	Match to 2.5%	25 days / yr	10	18 days/yr unlimited accumulation	Available	\$21,500 Cafeteria model.	Included in Cafeteria	3X base salary	Provided	8226	1038	\$ 93,454,998.61

KEY:  
Human Resources Information

27