



Future Ready. Community Strong.

Special Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN, 55337

April 8, 2019

5:30 PM

to 7:00 PM

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance
- II. New Business
 - A. Consultants Presentation of Candidates to the Board
 - B. Accept the Slate of Candidates as Determined by the Board 2
 - C. Discuss First Interview Round Questions 3
- III. Adjourn



**Agenda II.B.
April 8, 2019**

To: Board of Education

From: Abigail Alt, Board Chair

Date: April 8, 2019

Re: Accept the Slate of Candidates as determined by the Board

Recommendation: That the Board of Education accepts the slate of candidates as determined by the Board.

To: ONE91 Board of Education
Date: March 25, 2019
From: Kenneth Dragseth, Antoinette Johns, David Clough

We will be at the meeting with you on Monday, April 8th to present the candidates to you and to plan for the interviews on April 9, and 10.

We have prepared the following documents which are attached to your e-mail from us.

- 1) A Final Report
- 2) Sample questions we have created based on input, on the Profile and others which we think you should consider based on our experiences in the interview process
- 3) Committee interview feedback form

We hope you will have time to review all of this information and consider the questions you would be interested in asking the candidates. When we meet on April 8th we would like to develop the list of 14 to 16 questions to be asked of each candidate during the first round of interviews. The questions will then be put into a form with space for you to take notes on during each candidate's interview. You may also write your own questions to be considered by your fellow Board members. In the Profile Report previously provided to you, we gave you the suggested questions from each group, if they provided any to us. Please review these as you consider the questions you want to ask of candidates, and come prepared with questions you would like considered by the other Board members.

We will bring four more items on April 8th. The first item will be the number of applicants and basic information on positions they hold and the state in which they are currently employed. The second item will be information (minus names) on each of the people we are recommending for an initial interview. The third item will be a tentative interview schedule for April 9th and April 10th. The fourth will be a packet of information on each candidate for your review.

Thank you for all of the time you are devoting to this important decision over the next couple of weeks. We will be glad to respond to any questions you have, and we will be with you throughout the interview process to help in any way we can.

We have really enjoyed working with you and are looking forward to meeting with you again, as we enter this exciting part of the search process.

Please do not respond to this information I am providing in a group email or reply all response. There may be information in your note that would compromise open communication and meeting laws.

Thank you, and Regards,

Ken Dragseth, Toni Johns, Dave Clough

ONE91 SCHOOL DISTRICT

Superintendent Search Final Report

Dear Board of Education Members:

On April 8, 2019, at 5:30 P.M. we will be presenting four to six candidates for you to consider interviewing in your search for a new Superintendent for District ONE91.

These candidates, in our judgment, best meet the leadership attributes and criteria determined by the Board of Education. The candidates will have tentatively been scheduled for interviews on April 9 and 10. The following additional information will be presented to you on April 8th, after the Board has approved the field of candidates to be interviewed:

- Candidate Application Form
- Letter of Application
- Reference Letters
- Resume
- Proof of Licensure/eligibility to obtain Licensure
- Transcripts

At the end of the search, we ask that you return all files with the exception of the file of the person you have chosen as your new Superintendent.

We will finalize the list of questions for the first-round interviews at the April 8th meeting.

At the meeting, we will also spend time reviewing the interview process and everyone's role and responsibilities. Information is included about the interview process in this report for your review.

You are entering the phase of the search that requires the Board's due diligence. We appreciate the considerable effort that you will put forth in the coming weeks for the good of your community. We have enjoyed teaming with you in the search for the next leader of the District One91.

Respectfully submitted,

Kenneth Dragseth

Antoinette Johns

David Clough

CANDIDATE INFORMATION (To be presented on April 8th, 2019)
A review of search process will also be presented.

THE FIRST INTERVIEW

The next stage of the search process is conducting the first set of Board interviews of the candidates. The purpose of these interviews is to determine which candidates (ideally two or three) will move forward in the process and to begin forming your first impression of candidates who are excellent for your district.

Dates, location, and any other arrangements for the interviews have been tentatively arranged, and will be confirmed. One of us from the search team will greet each candidate and stay with them until his/her interview.

While interviewing candidates, keep in mind the characteristics, skills, and qualifications desired in the next Superintendent as written in the Profile.

Profile Desired of the Next Superintendent

The 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**

SCHEDULE FOR FIRST INTERVIEW April 9, and 10, 2019

Interviews will take place in the Board meeting room

April 9, 2019

We will assemble at 6:15PM

6:30 PM first interview

7:45 PM second interview

9:00 PM third interview

10:15 PM fourth interview

April 10, 2019

We will assemble at 4:10 PM

4:15 PM first interview

5:30 PM second interview

6:45 PM third interview

8:00 narrow field to 2 or 3 finalist

In order to prepare for the first interview, the following recommendations are offered:

- a. Please review the materials in each candidate’s folder prior to the interview.
- b. Each interview should last for approximately an hour with time for follow-up questions.
- c. Each Board member should prepare two to three questions that he/she would like to ask. Prior to the interview, redundant questions should be eliminated and similar questions should be reconstructed. Do not assign one person to pose all the questions.
- d. Feel free to probe into detail with spontaneous questions that follow a planned question.
- e. When asking hypothetical questions, do not ask a question as a direct result of your own District’s specific problem area. The solution is usually contextual and the candidate will not have the ability to know all that needs to be known.
- f. Do not ask leading questions where the answer to the question is obvious or there is only one answer such as, “Do you believe in high expectations for all students?”
- g. Board members should agree not to discuss the candidates with anyone and to remain open-minded until all interviews are completed.

- h. No candidate should be talked about in the presence of another candidate.
- i. If a question does not work or is not clear, revise it for the next candidate.
- j. Remember that the candidate should do most of the talking.
- k. Keep all of your notes and the candidate files where only Board members will see them.
- l. Finally, give positive feedback to all candidates so they feel good about the process.
- m. At the end of the first round of interviews, the Board should identify two to three finalists. The consultants will lead the Board through a structured process to assist in the determination of finalists.

THE SECOND INTERVIEW AND SELECTION OF THE SUPERINTENDENT

1. Three or fewer candidates will move forward to the second interview.
2. Staff, student and community groups have been formed to give input to the process. This input will be given to the Board members prior to their final interview with each candidate.
3. A dinner meeting has been scheduled with each candidate (you may also invite his/her spouse or significant other) and the Board for the final interviews.
4. After all interviews are completed, the Board should identify the finalist. The consultants will lead the Board through a structured process to assist with the determination of a finalist.
5. The selection of the Superintendent should be one of true consensus.
6. Avoid starting the process with a Board member championing a favorite candidate. Begin the process by eliminating candidates who are not a fit for the District. The Board does not need to discuss each candidate in depth.
7. Try to keep Board differences on other issues from intruding in this decision.
8. Talk about the relative strengths and possible weaknesses of the remaining candidates and listen respectfully and openly to other Board member perceptions of the candidates. Each Board member, with the best interest of the school district in mind, should address the issue of which candidate appears to be most acceptable to the entire Board and most capable of working with the Board as a whole. This tends to be more productive than Board members campaigning for their favorite candidate.
9. Allow sufficient time for full discussion, but try not to let differences delay the final decision too long. The longer the decision is delayed, the greater the risk that a candidate may be lost.
10. The Board should pass a resolution that states that they will enter negotiations with the candidate selected for the position of Superintendent of the District ONE91. A final resolution to hire the candidate will occur when the contract negotiations are

completed and the contract is ready to be signed. This typically is at a regular or special Board meeting.

INVOLVING THE STAFF AND COMMUNITY IN THE FINAL INTERVIEWS OF THE NEXT SUPERINTENDENT

Following are guidelines you may follow as you set up the interview groups for the Superintendent search.

1. Two or three candidates will be interviewed on the two or three separate days that you have reserved for this purpose. Our process allows for a great number of people to be involved in this process, limits the time commitment that a staff member, student or parent/community member must give to the task, and ensures that the Board is always firmly in control of the process.
2. Six different groups will interview the candidates, not including the Board. Each interview should last about 50 minutes. Each group will interview all candidates on separate days. Your prospective Superintendent will want to meet with these groups. Additionally, you will find it helpful to receive feedback from these groups that have all seen the candidates.
3. The interview groups will be the Executive Leadership team, Principals and other Administrators, Non-Certified Staff, Certified Staff, Students, and an open community meeting that includes community leaders and Parents, or any staff who have not been able to attend during the day.
4. **School Board members should not attend the interviews until the open community group interview.**
5. When inviting community members to participate in the interviews be sure that sufficient notice has been published so people know about the opportunity. In addition, you may want to reach out and invite people who have been very active in the schools and community and who bring a constructive and healthy viewpoint to this task. Try to represent a wide variety of viewpoints.
6. When inviting staff members to participate in the interviews, be sure that the leadership of the various groups is notified about the opportunity to meet the Superintendent candidates. Also, notify all staff of the opportunity, if that is possible.
7. Send a written confirmation of the time and place the interviews will take place to each group.
8. A district tour for the candidate will be included.

9. At the end of each group interview, each participant will complete a feedback form on the candidate. The forms will be copied and given to each Board member prior to the Board interviews each evening.
10. The Board should use the input of the staff and committee members as they conduct their second interviews.
11. Below is the schedule that will be repeated each day for the two or three finalists.

Interview Schedule April 15, 16, and 17th, 2019 if needed

Superintendent Candidate Interview Schedule

Monday, April 15: CANDIDATE A

Tuesday, April 16: CANDIDATE B

Wednesday, April 17: CANDIDATE C

Time	Interview Group	Location
9:00-11:00	District Tour	
11:00-11:45	Meet with Students	BHS
12:00-1:15	Lunch meeting with Ex. Leaders	Diamondhead (DEC)
1:30-2:15	Principals and other Administrators	Diamondhead-Burnsville Room
2:30-3:15	Non-Certified Staff	Diamondhead-Burnsville Room
3:30-4:15	Certified Staff	Diamondhead-Burnsville Room
4:15-5:00	Break	Superintendent conference room
5:00-6:00	Community (parents, internal & external leaders etc.)	Diamondhead-Eagan/Savage Room
6:15-7:30	Dinner with Board	Mediterranean Cruise Cafe
7:45	Interview with Board of Education	Diamondhead-Burnsville Room

NOTE TAKING

While interviewing the candidate, keep in mind the attributes desired in the next Superintendent developed from the focus groups and survey input

COMMITTEE INSTRUCTIONS

INTERVIEW DOS AND DON'TS

- Give lots of smiles and positive non-verbal cues to the candidates interviewing with you today. You want to present yourselves as warm, caring people. Even when candidates are not successful, they want to believe they are well received by the committee. Remember that the candidates are interviewing you as well as you are interviewing them. Be gracious, friendly, and professional at every point in your interactions.
- When the committee is about ten minutes from the ending time of the interview, the chair should signal the end by saying, “We have time for one more question, and then we’d like to answer any questions you may have.”
- Each person should prepare questions prior to coming to the interview. Every person should have a chance to ask his/her first questions before someone asks a second question. Follow-up questions that seem relevant to the original question can be asked by anyone.
- As you develop your questions: (a) Do not ask leading questions that have obvious answers; (b) Do not ask questions that are so specific to your District that the answer is one of the District’s context rather than one that reveals knowledge and skill of the candidate; (c) Make sure your questions are easily understood by the candidate; and (d) Do not spend a disproportionate amount of time on one area. The Superintendent’s job is huge – try to elicit a good overview of the skills across the position rather than in one area.
- Each committee member will fill out the feedback sheet on the candidates before any discussion of the candidate occurs. Please give your completed feedback sheet to the consultant at the end of the session. Your sheet will be provided to the board for their review prior to their final interview with the candidate.
- Remember the School Board makes the final decision. Your role is to give the Board accurate feedback regarding your impressions of the candidate. The Board will have follow-up interviews after reading your feedback.
- **Do not ask illegal questions (those relating to age, religion, race, national origin, sexual orientation, gender issues, marital status, children, handicaps, criminal record, or financial affairs). If a candidate brings up a topic, such as his or her children, you may ask a follow-up question.**

FINAL STEPS – SELECTING THE SUPERINTENDENT

1. Assuming that all has gone well during the site visit, a representative or representatives of the Board should meet to discuss general terms of salary and benefits with the final candidate. Typically, the Board should expect the Superintendent's attorney to review the contract and should expect negotiations on contract points. The Board should vote on employing the finalist only after it is assured that the finalist is ready to sign the contract.
2. The Board should make the appointment of the new Superintendent with a unanimous vote if possible.
3. Some districts require the candidate to have a complete physical examination with the cost being borne by the District.
4. Publicity on the appointment should be released only after the prospective Superintendent has agreed to the contract. The signed contract may be brought to the Board for action at the completion of negotiations between the candidate and the Board. A prepared news release should be given simultaneously to the media in your community and to the new Superintendent's community.
5. After the Superintendent is under contract, a letter signed by the Board President should be sent to all candidates who were interviewed by the Board thanking them for their interest in the position and informing them of the Board's selection. The consultants will send communications to all other candidates.

Superintendent Search Calendar ONE91 School District

January 22, 2019	Meet with Board to establish search process and timeline
January 25	Set up Internet feedback for community/staff/students Stakeholder letter to explain process
February 4	Meet with Board, staff, students and community for input into the "New Superintendent Profile"
February 11	Last date for Input into Online Survey
February 13	Develop "New Superintendent Profile" Submit report on findings to Board
January 25- April 1,	Recruit candidates
April 8	Candidates presented to Board
April 9, 10	First Board Interviews

April 10	Board narrows to 2 or 3 finalists
April 15, 16, 17	Community/staff/students, etc. interview candidates, Final Board interview for each finalist
April 16 or 17	Board narrows choice to enter into contract negotiations With one finalist
April	Negotiate contract
April or May	Board action on Superintendent's contract <u>if possible</u> Or set a special meeting
July 1, 2019	Superintendent assumes duties

March 25, 2019

TO: ONE91 School Board Members

FROM: Antoinette Johns, Search Consultant, School Exec Connect

RE: Potential Questions for First Round of Interviews

Below are sample questions for the first round of structured interviews on April 9, and April 10, 2019. There are questions incorporated that specifically address the attributes desired in the new superintendent from your superintendent profile. Please review the questions and identify those you feel would be the most important to ask the candidates. You are also free to design possible questions of your own. During the interview there will be time for 14 or 15 questions, or about two per Board member. They should be asked one at a time in a round robin format. I have suggested a beginning question and listed some final question options. It is important to have at least one or two questions addressing each of the categories listed. In most cases, candidates will have at least 5 minutes to ask questions of the Board as well.

We will go over the interview process again when we meet to present potential candidates on April 8th. The questions for the first-round interviews can be determined beforehand by the Board or on April 8th and then assigned to each of you. Questions for the final interviews by the Board will be determined by Board members based on issues raised in the first interview, based on the materials provided to you about each candidate, or from constituent group interviews and the comments provided to the Board on the feedback forms.

Thank you for your support,

Antoinette Johns

Questions of Candidates for the ONE91 District Superintendent Position

Personal

- 1. First Question – Within five to seven minutes tell us a little about you personally – what your interests and professional achievements are and how they prepared you for the position of superintendent in our district.**

Vision – Planning for the Future

- 2. Describe your skills in strategic and long-range planning? How would you work with staff and community to implement our district's strategic plan?**
- 3. What are the significant challenges that schools need to consider as they plan? As you have studied our district what unique challenges do we face that may be different from other districts?**

4. **How would you develop a 21st century educational vision for our district and lead us to higher achievement and greater success for all?**
5. **What do you see as the key changes that must be made in education in the next ten years if students and staff are to meet the challenges of the 21st century?**

Curriculum and Instruction

6. **What strategies or best practices do you know that could help the district improve student achievement and meet the multiple needs of all our students?**
7. **What major educational initiatives have you put forth and implemented? What were the outcomes?**
8. **What is your experience with CIS, PSEO, collaborative districts, AVID programs and other programs to meet the diverse needs of students? What do you support?**
9. **What strategies have you used in your current district to meet the multiple needs of all students?**
10. **How would you ensure that services are provided for gifted and talented, special education, career and technology, ELL, and visual and performing arts students? Give two examples of where you have developed programs to support two of these areas.**
11. **What do standardized tests scores tell us and not tell us about a school district? How would you address the achievement gap among groups in our district?**
12. **Describe your background/training in the area of cultural competency. Give some examples of programs you have developed or been a participant in that have made a difference for students of color.**
13. **What is your plan to ensure that staff at all levels are educated around issues of equity and are committed to equitable education that produces unpredictable demographic results? What have you done in your current position in this area? (This includes cultural and economic diversity)**
14. **Describe a successful instructional effort that you have been a part of and tell us the specific role you played. Why was this important to your district?**

15. **How do you increase rigor and relevance in an academic program?**
16. **How do you balance the educational needs of all students making sure that students who struggle and those who are most successful continue to grow academically?**
17. **What are the key components of a successful curriculum and instruction program in a district and how do you get each school involved in that effort?**
18. **What are your students' experiences regarding graduate rate and going on to post-secondary?**
19. **What have you done in your district to implement the use of technology in instructional practices?**
20. **What is your vision of the role technology should play in our classrooms and schools?**
21. **What have you done in your district to promote E-12 education and the importance of early childhood education?**

Public Relations and Communication

22. **How would you reach out and make connections to community groups, organizations, city governments, and legislators to serve the needs of the district? Please provide a specific example.**
23. **How do you communicate to your staff, students and public in your current district? What different strategies do you use, and share an example of those strategies?**
24. **How do you work with staff, community members, other public Institutions, the community and private sector to enhance trust between all parties? Give us an example of an initiative that has worked in building this trust and partnership.**
25. **How would you communicate that we are a top school district and people of our district should keep their kids in our schools?**
26. **How would you describe “customer service” and how would you bring a “customer service” focus to this district with both internal and external stakeholders?**
27. **How do you get out and know what the buildings and programs are doing? What strategies do you use to keep connected to the students, staff and school programs?**

28. **It is becoming increasingly more important that a superintendent be connected to the legislative process and has influence in that arena so that the district he/she leads will benefit. What have been your experiences and successes in this area?**
29. **The ONE91 student and adult communities are becoming more diverse, both economically and culturally. How would you reach out to these different communities and help ensure that all students learn in a positive and caring environment? Give some examples of successful initiatives you believe would assist in this effort.**
30. **Share with us your equity journey and what you are committed to as a result of your journey**
31. **How will you support the staff to be able to address issues of racism and bias?**
32. **How should students be able to access advanced classes and plan for their career and college readiness?**
33. **A community member has been very critical of your decisions and of the board. It is hurting your effort to move the district forward. How would you respond?**
34. **What are the two most important needs of students in their learning environment and how will you support these needs being there?**
35. **In your current district, how do you keep abreast of what your students, staff and community are thinking and feeling? What do you want to know?**
36. **How would you become an integral part of the community and create positive connections with all the communities in the district, the business community, civil and service organizations, and the legislature?**

Leadership

37. **Please describe your leadership and management style – how you gather input, make decisions, resolve conflicts, and move the organization forward. Give us some examples of where that style was utilized.**
38. **What does it mean to view your work and the work of the staff and district through an equity lens?**
39. **How do you build trusting relationships and improve morale among the Board, teachers, support staff, administration and the unions?**

Give an example of a situation where you were successful in building those relationships.

- 40. What strategies do you use to build strong relationships with the unions? What would the unions say about you regarding your relationship building in your current district?**
- 41. What are your expectations of the school board and how would you go about establishing a strong, positive relationship with all board members?**
- 42. How do you build a strong administrative team and what are the expectations you have for them?**
- 43. Discuss a time when you made a decision that you would now have done differently. What would you have done differently? What did you learn?**
- 44. What do you perceive as the role of the buildings and how should these be linked to the Superintendent and the Board?**
- 45. How would you ensure the safety of students and staff in our buildings? What have you done in your previous district?**
- 46. How do you define doing a good job in your current position?**
- 47. Describe the values, ethical and professional standards you hold yourself and others to within the District and the community. How do you hold others accountable?**
- 48. What would you do as superintendent to build trust and confidence in our school district and community?**
- 49. How do you build strong relationships with parents and deal with parent concerns?**
- 50. What three words would teachers use to describe you? What three words would community members use to describe you?**
- 51. What is the one characteristic a Superintendent must have? (one word)**
- 52. Have you ever been displeased with your own performance? When, why and what did you do about it?**
- 53. How would you seek input from staff and community in decision-making and how would you use that input for your decisions?**

54. **How do you ensure that the district recruits, hires and motivates the finest educators? How do you recruit employees of color for all positions in the district?**
55. **What does a staff need to be successful in this district and how would you help to provide that support?**
56. **Describe for us a situation where you have been a strong advocate for student needs in the area of academic excellence? What did you do and what was the result?**
57. **How do you build strong relationships with students and how do you involve them in decisions for the schools or district?**
58. **How would you build leadership capacity in coworkers and with the Board?**
59. **Describe for us a situation where you have been a strong advocate for high quality music, arts and athletic programs. What did you do and what was the result?**
60. **If offered this position what are the three main things you would do when you assume the superintendent's position?**
61. **Describe for us a situation where you had to make a potentially controversial decision? Tell us what your process was for resolving this situation and the results of your decision.**
62. **How do you measure your own success?**

Finances/Facilities

63. **Describe your financial expertise and background. Give examples of your success in this area.**
64. **How would you develop a plan for long term financial stability and transparency for the district and work with the school board to ensure this for the district and the community?**
65. **How have you done a business plan and accounted for how, when, where and why money has been spent? What were the results?**
66. **Describe your current role in bargaining with certified staff. What involvement do you envision as the superintendent of our district?**
67. **Share your experience in running operating and/or bond referendums. What did you learn and how successful were you in passing these referendums?**

- 68. What is your experience in planning for a growing district, and meeting the programming and facility needs?**
- 69. You are the superintendent of the ONE91 District and the district needs to reduce its budget by 5%. Describe to us how you would lead the District in this process. What are the crucial components of your process?**
- 70. What process would you follow to learn the projection of growth in your district and how will you use this information to plan for the future?**
- 71. What creative things have you come up with during budget cuts or as measures to offset cuts?**

Miscellaneous

- 72. Give an example of a situation in your district that needed attention, the tasks you undertook to deal with the situation, the action that occurred, and the results of your work?**
- 73. What is your board governance model? What is your view of it and what would be your ideal model of governance between the Board and superintendent?**
- 74. How have you managed the relationship between the board and superintendent and what are the roles of each? What did you like or dislike? Did you make changes in this relationship while in your district?**
- 75. Tell us what you have learned in doing your homework about the ONE91 District and, if selected, how would you use this knowledge in establishing your entry plan into the District?**

Suggested final questions

- 76. In conclusion, putting all modesty aside why should we hire you for this position?**
- 77. Why do you want to come to our school district? Why the ONE91 District?**
- 78. What questions do you have of us?**

Prohibited Questions

Questions relating directly or indirectly to the following aspects of the candidate's background are prohibited by federal, and in many cases, state laws. Questions **may not** be asked about any of the following:

Race, Religions, National Origin, Age, Gender Issues, Sexual Orientation, Marital or Family Issues, Handicaps, Criminal Record and Financial Records

CANDIDATE FEEDBACK FORM

ONE91 SCHOOL DISTRICT

Immediately following your interview, before speaking to others, please complete and return this form to the designated person.

Candidates Name _____

Check all that apply:

Parent ___ Community Member ___ Administrator ___ Teacher ___ Support Staff ___ Student ___ Other ___

Please give your impressions of how this candidate matches the criteria of skills and characteristics desired in the next district administrator.

Describe how you think this candidate will lead and relate to the various constituencies of the school community.

What questions or topics would you encourage the Board to explore further with this candidate in its next interview?