

SPECIAL MEETING
Monday, November 1, 2021 6:00 PM Central

MS/HS Media Center
30805 Olson Street
Pequot Lakes, MN 56472

1. **Call to Order and Pledge of Allegiance**
2. **Approval of Agenda**
3. **Approve Superintendent Hiring Criteria**
4. **Approve Superintendent Vacancy Brochure**
5. **Approve Assurance of Compliance with State and Federal Law Prohibiting Discrimination**
6. **Adjournment**

Pequot Lakes Schools Superintendent Search

Stakeholder Engagement Superintendent Search Survey

Overview: On October 11, 2021, the “Pequot Lakes Schools Superintendent Search Survey” was made available to the public both online and in hard copy. The survey remained open for respondents until October 25, 2021, and a total of 365 people completed the survey.

RESULTS: Survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are provided below.

- 67.77% of respondents selected “Parent/Guardian”
- 16.53% of respondents selected “Staff Member”
- 10.47% of respondents selected “Community Member”
- 2.75% of respondents selected “Other”
- 1.93% of respondents selected “Business Owner/Agriculture”
- 0.55% of respondents selected “Student”

Areas of Expertise: Those who responded to the survey were also asked to identify the top six desirable areas of expertise they believe the new superintendent must possess. The most frequently noted areas of expertise are listed below in order of preference.

- Collaborative Leadership
- Budget and Finance
- Curriculum Development/Evaluation
- Personnel Management
- Public Relations
- Student Testing Results and Achievement

Specialized Skills: The top six specialized skills the new superintendent must possess were identified in the survey results as shown below.

- Acts with honesty and in an ethical manner in dealings with the School Board, staff, and community
- Is visible and accessible to the School Board, staff, students, parents, and community
- Develops and directs an effective leadership team
- Is a “people person” with proven abilities in human relations and communications
- Effectively mediates and accommodates different perspectives; values teamwork
- Follows the School Board's chosen educational philosophy which reflects the community's values



Previous Experience: Respondents were asked if previous superintendent experience is important. Based on the results, 43.87% of the respondents selected “Yes,” while 56.13% of the respondents selected “No.”

Personal Characteristics: Survey takers were also asked to identify the top six personal characteristics they believe the new superintendent must possess. The most frequently noted personal characteristics are listed below in order of preference.

- Honest and ethical
- Effective communicator
- Problem solver
- Transparent
- Personable
- Consistent

Additional comments: Finally, respondents were given the opportunity to answer open-ended questions in the survey and on average, 275 of the 365 respondents provided additional commentary. These results were then reviewed by MSBA representatives, with reappearing ideas identified and grouped into themes. These themes are highlighted below for each of the questions.

What are some of the good things taking place in Pequot Lakes Public Schools today?

1. Pequot Lakes Schools have a capable, collaborative, and committed staff that goes above and beyond for each student in the school district.

- *We have great teachers who care about our students.*
- *There are many great teachers and coaches who are helping educate our children and mold them into good citizens.*
- *I feel we have some of the best teachers around. My children enjoy school and learn so much from them.*
- *Relationships between students and staff are positive and open.*
- *Teachers actually care about their students.*

2. The district does everything it can do to meet the needs of all its students by providing a variety of curricular and extracurricular programs.

- *Extracurricular activities and involvement in community. Class choices.*
- *SEEDS and addressing the whole child and the difficulties certain students face at school. Great sports program.*
- *I am impressed with the choices of classes and activities for a smaller district.*



- *Many opportunities for our young kids to learn and develop.*
- *There are high academic standards. Offering CIS and honors classes are important. The early childhood programs are amazing and the best in the area.*

3. Pequot Lakes district parents and community members are highly involved in the schools. Everyone appreciates the level of communication provided by the district.

- *Parents and community are getting more involved with the school system.*
- *Strong families supporting education.*
- *There is a lot of community involvement and a push for students to be challenged academically.*
- *The parents and community have a voice.*
- *Consistent communication with families.*
- *I love the communication.*

4. Stakeholders appreciate how well the district has handled the pandemic and are happy to have the students back in school.

- *Keeping the school open and allowing student to interact with each other.*
- *The students are back to in-person learning, which is great!*
- *Kids are back in the classrooms and teachers are happy to be teaching in-person again.*
- *Flexible COVID response based on targeted numbers that are relevant for the schools.*
- *More freedoms and parent choice regarding the handling of COVID.*

What challenges do you see ahead for the District over the next five years?

1. Pequot Lake stakeholders are politically divided, and it is having a polarizing and adverse effect on both the community and the district.

1a. Some stakeholders want the district to focus primarily on academics.

- *Our district needs to challenge itself to stay focused on educational basics and not get caught up in social issues and injustices.*
- *Remembering that teachers are there to teach reading, writing, art, music, and leave the other stuff to parents to teach.*



- *The school district has wandered off its academic path in favor of social direction. This needs to change. Schools need to get back to basics.*
- *The change of curriculum to reflect cultural policies rather than academic quality.*
- *Improving reading and math capabilities. Concentrate on critical thinking skills and get rid of politics in the classroom.*
- *There has been a change in curriculum to reflect cultural policies rather than academic quality. As a community we need to educate our children in the realm of academics, not culture.*

1b. Other stakeholders want the district to increase DEI (diversity, equity, and inclusion) curriculum and work on making all students feel accepted.

- *There needs to be a strong commitment to diversity, equity, and inclusion, which is part of the strategic plan and mission.*
- *The district needs to continue working towards an environment that is welcoming to all. This includes continuing work related to equity, diversity, and inclusion.*
- *Finding ways to address diversity with the community and creating a welcoming and safe environment for all students.*
- *Preparing all students to thrive in a diverse, rapidly changing, multicultural world.*
- *Representing and supporting a student body that is growing in diversity.*
- *Confidence and standing strong to defend the ideas around why Diversity Inclusion Equity and its importance. Also being able to teach history that includes truth about racism and our country's history and differentiating / communicating this beyond politics.*

1c. Many stakeholders are worried about how the political divide in the community is affecting students.

- *Dealing with balancing politics and education. Staying focused on making well rounded students academically and also kids who are empathetic and tolerant members of our community.*
- *Differing opinions amongst the community and managing through that while still effectively ensuring our children are getting a proper, unbiased education.*
- *I think we will be seeing an increase in new families and helping them feel included and part of the community will be important. I also think the political divide will continue to cause unease with a lot of people.*
- *Continued political divisiveness in a community that fails to recognize different points of view.*



- *Challenges and division in the community regarding ID&E curriculum.*

2. District stakeholders are concerned about ever-increasing enrollment and not having the physical space and staff to accommodate this increase.

- *Growth: not a bad thing if there are enough teachers, space, and equipment to go around.*
- *Need additional facilities to accommodate growth with limited space on campus.*
- *Possible growth in student numbers and increase in mental health needs.*
- *Accommodating the increasing enrollment numbers.*

3. Pequot Lakes stakeholders desire a leader that will help restore the collaboration, communication, and trust between the district and the community.

- *Worried about the hostility in the community. Worried about people thinking they know what's going in our school but are misinformed.*
- *Build trust amongst all. Continuing to foster communication with the community and getting our academics to the standard that our kids deserve.*
- *As a community, many people are losing trust in the public education system based on personal disagreements. The increasing polarity creates tension and animosity. Bringing the community together again will be essential.*
- *Building collaboration, Board re-engaging with its public and earning public trust again.*

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

1. Pequot Lakes stakeholders want the new superintendent to know they are a small, supportive school community with a mix of political ideologies.

- *We are a school district that supports and is supported by our community.*
- *It's very family and community oriented. People support each other and expect the best for their kids.*
- *This community is very tight knit and has strong opinions.*
- *Pequot Lakes is a beautiful place with amazing people. We are an area with a rich history but need to work on equity and inclusion.*



- *We have a strong community that invests heavily in the success of our students. There is now a disconnect between the community and the direction of the school. We need to get back on the same page.*
- *We need a superintendent that focuses on achievement and preparing kids for the next phase of life. There should be less focus on equity and equal outcomes and more focus on ensuring all students have access to equal resources and opportunities.*
- *Divisiveness is strong here. Change is hard. I hope the school can remain a neutral place where nationwide values are acceptable and students have a safe place to experiment and grow, as teens should do.*
- *The issues have been ignored, but now the community is changing and will continue to change. Now is the time to address difficult issues and move forward to a more welcoming community to people who may not be what some people are used to.*

2. Stakeholders are seeking a superintendent that is forthright, transparent, and honest with all district stakeholders and works to unify the community.

- *As with any other school district there are very strong opinions. I believe to be successful the superintendent will need to be a good listener but also be able to stand his/her ground when it comes to divisive issues.*
- *Keep it simple, be honest and upfront.*
- *We are a district made up of many income groups and teaching in such an environment can be challenging. Pequot Lakes has many good staff with good ideas. The superintendent will have to listen to ALL staff and allow them the freedom to openly express their ideas.*
- *Be transparent, available, have open dialogue. Treat others as they would like to be treated; work in collaboration with the parents, teachers, paras, and community members to continue harmony within the school.*
- *Be involved in the community from the start. Get to know members of the community - parents, students, business owners. Make yourself visible.*

3. The Pequot Lakes community wants the next superintendent to get to know the needs of the community and district.

- *Get to know the types of people that live in the community, how the community is changing, school scores, parent and child needs, and business needs.*
- *This is a community that has always felt a great deal of pride in their town and school district.*
- *The new superintendent needs to know the challenges that we've faced in the past, especially those that have caused grief and emotional strain.*
- *Talk to some of the active members of our student body, community, and parents and you'll learn a lot.*



- *The Pequot Lakes school system has a long and rich history of excellence packed into a relatively small district. This community values small town living and its involvement in the schools to cooperatively raise responsible, hard-working, empathetic, giving, and engaged young citizens.*

Additional comments:

1. Pequot Lakes School District community members are deeply invested in their students' education and would like the next superintendent to know their vision for the district's curriculum.

- *We want the child to be taught the traditional courses and truth in the classrooms with no added opinions or views.*
- *A school should be a place of learning. That means teaching the full history of our country – including when we should have done better.*
- *Work concerning diversity, equity, and inclusion must continue.*
- *Our next superintendent needs to be fair and logical with regards to politics. They need to keep all ideologies out of the curriculum.*
- *I am really hopeful the new superintendent and school board can stand up to all the political pressure of the culture wars to keep the DEI work going. We need it.*
- *I'd like to see more emphasis on academics, critical thinking, and communication skills to set our children up for success.*
- *This community has WAY more that unites us than divides us.*

2. Stakeholders are seeking a superintendent that will be a leader who can unite and support the staff, students, and community.

- *I believe the superintendent should set the tone for how students, families, and community and outside communities see the school district.*
- *We need a superintendent that is down-to-earth, present in the community, knowledgeable about the area, and not afraid to be hands-on.*
- *The new person needs to have the strength of character to be able to stand behind their beliefs / actions.*
- *Kids are having fun and a lot of support for each other. Staff truly care about our children. I believe most everyone wants what's best for our kids.*
- *Teachers, students, and staff have been resilient throughout the pandemic. Staff have gone above and beyond. We truly care about our kids.*
- *Parents feel heard and the schools have our children's best interests at heart.*
- *I hope the new superintendent cares about our children and their futures.*
- *The superintendent should first and foremost have a heart for kids and families.*



MSBA Executive Search Service



Pequot Lakes Public Schools is seeking an exceptional leader to serve as **Superintendent**

Pequot Lakes Public Schools is located on the northern edge of Crow Wing County in the beautiful lakes country of north central Minnesota. The school district covers 204 square miles, and serves the communities of Pequot Lakes, Breezy Point, Jenkins, Ideal Corners, Crosslake, and Nisswa.

District Points of Pride include:

- ◆ Rigorous academic programs and standards
- ◆ Rich opportunities in the arts
- ◆ Wide range of athletics & activities for all ages
- ◆ District-wide focus on student growth
- ◆ Partnership with Marzano Resources helps provide High Reliability Schools
- ◆ Strong partnership with Central Lakes College
- ◆ Student-to-teacher ration of 17:1
- ◆ High graduation rate
- ◆ Active and supportive Parent Teacher Association (PTA), Patriot Foundation and Patriot Activities Club (PAC)
- ◆ High school courses prepare students for their future, whether college, military or work force
- ◆ Internship opportunities for high school students through partnerships with area businesses and Bridges Career Academies
- ◆ Eagle View Nature Center offers unique opportunities for outdoor education and activities for elementary students

The school district operates its own food service program and its own transportation services.

By the Numbers

- ◆ Student enrollment: 1,778
- ◆ Licensed staff members: 138
- ◆ Non-licensed staff members: 124
- ◆ Principals/Assistant Principals: 3/1
- ◆ Full-time Central Office staff: 3 FTE
- ◆ District buildings maintained: 2

Application Deadline

To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on December 8, 2021

About the Community

Pequot Lakes is home to the iconic bobber water tower, and the area is surrounded by pristine lakes, towering pines, quaint restaurants, and shopping. It is one of the most picturesque cities in Minnesota, known for its small-town atmosphere balanced with big-town opportunities. Additional highlights include:

- ◆ High community engagement, evidenced by support at high school career day, Festival of the Arts, Veteran's Day celebration and more
- ◆ Schools instill the value of community service, including the annual high school Day of Caring
- ◆ Strong business partnerships provide internships, on-the-job training, and other opportunities
- ◆ Outdoor enthusiasts' paradise featuring fishing on area lakes including the Gull and Whitefish Chains, hunting, ATV/OHV trails and more
- ◆ The Paul Bunyan Trail runs through downtown with 115 miles of hiking, biking, skating, skiing and snowmobile trails, and the nearby Cuyuna Country SRA has 50 miles of mountain bike trails
- ◆ The Lakes Area is home to more than 450 holes of golf at top-rated courses
- ◆ Community pride embraced at many area festivals and events held throughout the year
- ◆ Established and supportive community organizations include Rotary, Lions, Legion clubs
- ◆ Expected commercial and residential growth
- ◆ Only a short, 20-minute drive to the regional center of Brainerd, Minnesota

Leadership Profile

The Pequot Lakes School Board seeks a superintendent who:

- ◆ Develops trust and works collaboratively with diverse groups of stakeholders
- ◆ Has experience in school finance
- ◆ Acts with honesty and in an ethical manner with the School Board, staff, and community
- ◆ Is a “people person” with proven abilities in human relations and communications
- ◆ Works cooperatively with the School Board; provides options and recommendations
- ◆ Is visible and accessible to the School Board, staff, students, parents, and community
- ◆ Develops and directs an effective leadership team
- ◆ Effectively mediates and accommodates different perspectives; values teamwork

Previous superintendent experience preferred, but not required.

School District Mission

Inspiring a passion for learning to ensure success for every student.

District Financial Highlights

◆ General Fund Revenue:	\$ 21,456,045
◆ General Fund Expenditures:	\$ 20,369,888
◆ Unreserved Fund Balance:	\$ 3,382,016
◆ Total General Fund Balance:	\$ 7,973,895

Salary and Benefits

The current superintendent’s base salary for the 2021-2022 school year is \$140,000. The final salary will be negotiated commensurate with experience and qualifications. The contract length is negotiable as provided in Minnesota statute.

Search Timeline

Announce Vacancy	November 3, 2021
Application Deadline	December 8, 2021
Applicant Screening	December 9-20, 2021
First Round Interviews	January 3 & 4, 2022
Second Round Interviews	January 10, 2022
Approve Contract	January TBD, 2022
Superintendent Begins	July 1, 2022

Screening Team

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

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 by MSBA prior to 11:59 p.m. on December 8, 2021.

Contact Barb Dorn at 507-508-5501 (bdorn@mnmsba.org) with questions. Please mark any correspondence and/or envelopes “Pequot Lakes Public Schools Superintendent Search.”

Applicants are requested not to contact school board members.

Pequot Lakes Public Schools is an equal opportunity employer. The MSBA Executive Search Service is an equal opportunity search agency.

Deadline to apply: December 8, 2021



Virginia Davis

E-mail:
mde.compliance-assistance@state.mn.us

Phone: 651-582-8338

Address:
1500 Highway 36 West, Roseville, MN
55113

Assurance of Compliance 0186-01 Pequot Lakes Public Schools -INFORMATION NEEDED TO EVIDENCE COMPLIANCE- School Year: 21-22

* - indicates required fields.

Coordinator Identification Information

	Human Rights Coordinator	Title IX Coordinator	504 Coordinator
Name*	AARON NELSON	AARON NELSON	MICHAEL O'NEIL
Telephone Number*	218.568.4996	218.568.4996	218.568.4996
Fax Number*	218.568.5259	218.568.5259	218.568.5259
E-Mail Address*	aaronnelson@isd186.org	aaronnelson@isd186.org	moneil@isd186.org

Mandated Reporter Training

Minnesota Chapter 260E.30, Subd. 2(b). Districts must inform all mandated reporters of the duties.

* I verify that all mandated reporters employed by or otherwise associated with any school in this district have been informed of mandated reporting requirements and of the prohibition of retaliation against anyone reporting maltreatment.

Date of Verification *

11/01/2021

As part of the Minnesota Department of Education's data collection for the Minnesota Olmstead Plan related to the topic area Prevent Abuse and Neglect please provide the following information;

Total number of school district employees who have received mandated reporter training as of verification date?

Number of licensed staff?

Number of unlicensed staff?

*This information is requested to assist in the prevention of abuse and neglect of students with disabilities through increased awareness and education of all school personnel and their duties associated with mandated reporting requirements.

Document Submittal Verification

Does MDE have current and accurate copies of the following documents?
Please submit updated policy if revised since Last Submitted Date.

Document	Last Submitted Date	Upload Document*
Harassment and Violence policy	11/08/2019	Select Upload Document: <input type="button" value="Choose File"/> 413 Harassm...iolence.pdf

District Compliance Requirements Checklist

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons who authorized to submit information on behalf of the district.

Check all statements in which the district has complied with the state and federal requirements prohibiting discrimination.

Federal Laws:

* Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.

- * Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.

- * Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000e(k)).

- * Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.

- * The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 621), which prohibits discrimination on the basis of age (over 40 years).

- * Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.

- * The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.

- * Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).

- * The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).

- * The Age Discrimination Act of 1975 (42 USC § 6101 and 6102; 34 C.F.R. part 110).

- * Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws:

- * The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.

- * Minnesota Statutes, section 121A.031, which requires school districts to have a written policy to prevent and to prohibit student bullying.

- * Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.

- * Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.

- * Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.

- * Minnesota Rules, Chapter 3535.0100-.0180; 3535.2300-.2800; 3535.3000-.3700, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

By clicking "Submit" you are affirming that these laws are available in each building in the district, that the information that you have provided is : and that you have the authority to submit this assurance on behalf of the district. Clicking "Cancel" will clear data entered.

NOTE: When data entry is complete, click "Submit" to send data to The State Department of Education.