

District 196 Superintendent Search

Stakeholder Engagement Superintendent Search Survey

Overview: On February 28, 2024, the “District 196 Superintendent Search Survey” was made available to the public both online and in hard copy. The survey remained open for respondents until March 10, 2024, and a total of 2,753 people completed the survey (2,744 English, 8 Spanish, 1 Somali).

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.

- 53.78% of respondents selected “Parent/Guardian/Caregiver”
- 24.16% of respondents selected “Staff Member”
- 16.70% of respondents selected “Student”
- 3.31% of respondents selected “Community Member”
- 1.20% of respondents selected “Other”
- 0.84% of respondents selected “Business Owner/District Partner”

Race: Those who responded to the survey were also asked how they would identify their race. The results are shown below.

- 70.36% of respondents selected “White”
- 14.75% of respondents selected “I prefer not to disclose”
- 3.85% of respondents selected “Asian”
- 3.15% of respondents selected “Black or African American”
- 2.60% of respondents selected Multiracial (two or more)
- 2.31% of respondents selected “Hispanic/Latino”
- 1.98% of respondents selected “Other”
- 0.81% of respondents selected “American Indian or Indigenous”
- 0.18% of respondents selected “Native Hawaiian or Pacific Islander”

IMPORTANT: please note none of the quantitative nor qualitative data was separated out by race. This data was gathered for the sole purpose of helping the school board better understand which constituencies responded to the superintendent search survey, and which representative groups across the district were reached in the effort to gather stakeholder data for purposes of this survey.

In addition, the survey asked respondents to list any other identities that are important to them, and the following word cloud summarizes responses in this regard:



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
- Develops and directs an effective leadership team
- Develops trust and works collaboratively with diverse groups of stakeholders
- Effectively mediates and accommodates different perspectives; values teamwork
- Is visible and accessible to the School Board, staff, students, parents, and community
- A "people person" with proven abilities in human relations and communications

Previous Experience: Respondents were asked if previous superintendent experience is important. Based on the results, 32.45% of the respondents selected "Yes," while 67.55% 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
- Empathetic
- Consistent

Tables on the following pages summarize the stakeholder survey's quantitative data by respondent category (Parent/Guardian/Caregiver, Staff Member, Community Member, Business Owner/District Partner, Student, Other). The number of individual responses per each category are:

- Parent/Guardian/Caregiver (1,478 responses)
- Staff Member (664)
- Student (459)
- Community Member (91)
- Other (33)
- Business Owner/District Partner (23)



TOP SIX AREAS OF EXPERTISE

Parent/Guardian/ Caregiver (1,478)	Staff Member (664)	Community Member (91)	Business Owner /District Partner (23)	Other (33)	Student (459)
Curriculum Development/ Evaluation	Collaborative Leadership	Collaborative Leadership	Budget & Finance	Budget & Finance	Curriculum Development/ Evaluation
Budget & Finance	Budget & Finance	Budget & Finance	Curriculum Development/ Evaluation	Curriculum Development/ Evaluation	Diversity, Equity, and Inclusion
Collaborative Leadership	Strategic Planning	Strategic Planning	Collaborative Leadership	Collaborative Leadership	Budget & Finance
Strategic Planning	Curriculum Development/ Evaluation	Curriculum Development/ Evaluation	Strategic Planning	Strategic Planning	Collaborative Leadership
Student Testing Results and Achievement	Diversity, Equity, and Inclusion	Student Testing Results and Achievement	Personnel Management	Public Relations	Support Services
Diversity, Equity, and Inclusion	Cultural Competence	Diversity, Equity, and Inclusion	Student Testing Results and Achievement	Diversity, Equity, and Inclusion	Strategic Planning

TOP SIX PERSONAL CHARACTERISTICS

Parent/Guardian/ Caregiver (1,478)	Staff Member (664)	Community Member (91)	Business Owner /District Partner (23)	Other (33)	Student (459)
Honest and Ethical	Honest and Ethical	Honest and Ethical	Confident	Honest and Ethical	Honest and Ethical
Effective Communicator	Effective Communicator	Effective Communicator	Transparent	Transparent	Effective Communicator
Problem Solver	Problem Solver	Problem Solver	Honest and Ethical	Effective Communica tor	Problem Solver
Transparent	Transparent	Transparent	Effective Communicator	Problem Solver	Empathetic
Resourceful	Consistent	Empathetic	Resourceful	Personable	Sense of Humor
Consistent	Empathetic	Personable	Sense of Humor	Resourceful	Transparent



PREVIOUS EXPERIENCE REQUIRED

Parent/Guardian/ Caregiver (1,478)	Staff Member (664)	Community Member (91)	Business Owner /District Partner (23)	Other (33)	Student (459)
Yes: 32.62%	Yes: 35.87%	Yes: 32.18%	Yes: 19.05%	Yes: 45.45%	Yes: 26.74%
No: 67.38%	No: 64.13%	No: 67.82%	No: 80.95%	No: 54.55%	No: 73.26%

The following page breaks out data which can be compared and contrasted directly against the school board's responses to the same questionnaire (in other words, an "apples to apples" comparison).

These results for District 196 indicate significant alignment between the board and stakeholders, as school board members prioritized many of the same categories as did the majority of constituent groups across the district. The school board selected the following specialized skills, which were then used as hiring criteria to develop the Leadership Profile as presented in the vacancy brochure:

- Is a visionary, creative thinker
- Delegates authority while maintaining accountability
- Develops trust and works collaboratively with diverse groups of stakeholders
- Possesses proven abilities in human relations and communications
- Has knowledge of and experience with equity leadership challenges and opportunities
- Acts with honesty and in an ethical manner with the School Board, staff, and community
- Develops and directs an effective leadership team
- Is visible and accessible to the School Board, staff, students, parents, and community



TOP SIX SPECIALIZED SKILLS

Parent/Guardian/ Caregiver (1,478)	Staff Member (664)	Community Member (91)	Business Owner /District Partner (23)	Other (33)	Student (459)
Acts with honesty and in an ethical manner with the School Board, staff, & community	Acts with honesty and in an ethical manner with the School Board, staff, & community	Acts with honesty and in an ethical manner with the School Board, staff, & community	Develops and directs an effective leadership team	Acts with honesty and in an ethical manner with the School Board, staff, & community	Acts with honesty and in an ethical manner with the School Board, staff, & community
Develops and directs an effective leadership team	Develops trust and works collaboratively with diverse groups of stakeholders	Develops and directs an effective leadership team	Acts with honesty and in an ethical manner with the School Board, staff, & community	Develops trust and works collaboratively with diverse groups of stakeholders	A "people person" with proven abilities in human relations and communications
Develops trust and works collaboratively with diverse groups of stakeholders	Develops and directs an effective leadership team	Develops trust and works collaboratively with diverse groups of stakeholders	Delegates authority while maintaining accountability	Visible and accessible to the School Board, staff, students, parents, and community	A visionary, creative thinker
Experience in implementing educational priorities	Effectively mediates and accommodates different perspectives; values teamwork	Visible and accessible to the School Board, staff, students, parents, and community	A "people person" with proven abilities in human relations and communications	Develops and directs an effective leadership team	Develops trust and works collaboratively with diverse groups of stakeholders
Effectively mediates and accommodates different perspectives; values teamwork	A "people person" with proven abilities in human relations and communications	Experience in implementing educational priorities	Effectively mediates and accommodates different perspectives; values teamwork	Effectively mediates and accommodates different perspectives; values teamwork	Effectively mediates and accommodates different perspectives; values teamwork
Visible and accessible to the School Board, staff, students, parents, and community	Visible and accessible to the School Board, staff, students, parents, and community	Delegates authority while maintaining accountability	A visionary, creative thinker	Delegates authority while maintaining accountability	Delegates authority while maintaining accountability



Additional comments: Finally, respondents were given the opportunity to answer open-ended questions in the survey, and on average 1,400 of the 2,753 respondents provided additional commentary. These results were then reviewed by MSBA representatives, with reappearing ideas identified and grouped into themes which were categorized accordingly and combined based on similarities. To separate information in a timely manner, ChatGPT was also used to select quotes based on the identified themes (although any quotes which violated data privacy laws were removed). These themes are highlighted below for each of the questions.

The stakeholder survey asked the following four questions:

1. What are some of the good things taking place in District 196 today?
2. What challenges do you see for our district over the next five years?
3. What does the new superintendent need to know about the history of the school district and communities to be successful?
4. Additional comments.

1. What are some of the good things taking place in District 196 today?

Summary

Rosemount-Apple Valley-Eagan Public Schools stand out for their exceptional and compassionate teachers who prioritize learners' achievements and wellness. These schools are renowned for their holistic and varied curriculum, outstanding graduation rates and test scores, and a variety of scholastic opportunities which ensure a well-rounded and superior educational experience for students. They provide a broad spectrum of extracurricular activities that promote student participation, inclusiveness, and individual development outside academic realms. Additionally, these schools are celebrated for their dedication to fairness, diversity, and inclusiveness, offering a secure, nurturing, and hospitable atmosphere that accentuates mental health support, cultural consciousness, and respect for every student.

Key themes

<p>District 196 is distinguished by its dedicated, caring, and skilled educators who are committed to student success and well-being.</p> <ul style="list-style-type: none"> • <i>We have some of the best educators who work tirelessly for students. They are creative, knowledgeable, hardworking and caring.</i> • <i>The overall excellence of the educators in the district.</i> • <i>There are many passionate educators.</i> 	<p>530 related responses</p>
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- *Caring, engaged employees working to meet student needs and achieve goals.*
- *Educators are passionate about their students.*
- *Teachers are good at their job and are kind to students.*
- *Quality teachers are working hard to help young people reach their potential.*
- *The many wonderful teachers who love what they do and care about their students.*
- *Teachers are good.*
- *The schools have really good education and teachers.*
- *Wonderful, supportive staff in schools.*
- *Great support of students by school staff.*
- *There are some good teachers who really care for students.*
- *Great staff, flexible staff.*
- *Long tenured and effective teachers.*
- *A good thing would be how good most teachers are!*
- *We have excellent teachers!*
- *The kindness of teachers.*
- *The teachers seem to really care.*
- *Communicative staff that are always willing to help everyone.*
- *Teachers being very inclusive.*
- *Teachers are on the whole a quality bunch.*
- *The teachers are engaged and invested in student success.*
- *Great teaching staff that prepares our students for their futures after 196.*
- *Great teachers and administrators.*
- *We have teachers who truly care about the holistic care of our students.*
- *Fantastic teachers, that are willing to help each and every student to do their best.*
- *The teachers are very understanding and nice.*
- *Excellent teachers.*
- *Teachers and staff who truly care about students.*
- *Good teachers with helpful lesson plans.*
- *Lots of great teachers that are sticking around.*
- *We have very good teachers who are dedicated to the students and care about them.*
- *Kids have some of the best teachers.*
- *Committed and caring staff.*
- *Great teachers and staff at schools.*
- *Diverse staff that are helping students embrace themselves.*
- *Great teachers- devoted, thoughtful, caring.*
- *Our school has a fantastic administrative team.*
- *Nice and flexible teachers.*
- *Teachers really make an impact on each kid and make learning and being in school enjoyable.*
- *Teachers that understand us.*
- *Committed teachers, strong relationships built between staff and students.*
- *I think we have some of the hardest working and caring teachers in Minnesota.*
- *Teachers here take pride in their work and want their students to succeed.*
- *The staff, the talent is there.*
- *Many highly qualified staff members.*



<ul style="list-style-type: none"> • <i>We have many dedicated staff members who truly care about students.</i> • <i>High quality education with great teachers and staff.</i> • <i>Teachers care deeply about their students and the community they serve.</i> • <i>Teachers want to help the kids.</i> • <i>Responsible and respectful school board, staff, administration and teachers.</i> • <i>Our teachers care deeply about our kids.</i> • <i>Amazing teachers and staff.</i> • <i>Dedicated teachers who bring experience to the classroom; thoughtful administrators who listen.</i> • <i>Teachers and administrators hold high expectations for everyone.</i> • <i>Dedicated teachers, supportive administrations.</i> • <i>Teachers are dedicated!</i> • <i>Caring and committed teachers.</i> • <i>There are many dedicated teachers who put in tremendous effort and energy to make school a positive experience for their students.</i> • <i>Great staff who work hard. Lots of creativity.</i> • <i>Teachers care about their students.</i> • <i>Excellent teachers and staff.</i> • <i>All of the teachers that I have interacted with over the last 10 years have been fantastic.</i> • <i>The teachers are excellent and really care.</i> • <i>The teachers and staff at the schools. Their dedication to the kids.</i> • <i>Great teachers and principals.</i> • <i>The teachers are highly trained and dedicated to the job.</i> • <i>High level, enthusiastic and creative teachers.</i> • <i>I've been so impressed at this district's ability to have such incredible teachers and staff.</i> • <i>Great teachers and principals collaborating within each school.</i> • <i>We have some of the best teachers working in our schools. Love them.</i> 	
<p>The school district excels at providing a comprehensive and diverse curriculum, high graduation rates, strong test scores, and numerous educational opportunities which foster a comprehensive and high-quality education for its students.</p> <ul style="list-style-type: none"> • <i>The students have pretty good test scores and we generally have a high graduation rate.</i> • <i>The options of classes for children to take.</i> • <i>196 continually rates high nationally and statewide.</i> • <i>The literacy curriculum overhaul due to the READ Act.</i> • <i>Positive curriculum changes.</i> • <i>Magnet schools, overall education provided.</i> • <i>A continued emphasis on strong academic/curriculum.</i> • <i>Strong college prep classes are available to students.</i> • <i>Vast curriculum opportunities. These opportunities allow for all students to learn about things they are interested in and be engaged rather than just taking a class.</i> 	<p>465 related responses</p>



- *I believe D196 provides a solid education.*
- *Schools are well-rounded and students receive a world-class education while having opportunities to be involved in numerous activities.*
- *The different choices for classes are good for students.*
- *Consistently receives high ranks for quality of education, students are well educated.*
- *Schools in this district have many opportunities and cool classes others don't have. Fun electives from many fields.*
- *The career development opportunities.*
- *The stem schools, district reputation and quality of education.*
- *The broad amount of classes kids are allowed to take and many opportunities given to students.*
- *Many opportunities and resources for every student at every level of education.*
- *Effective learning and good test scores.*
- *I like that it has a lot of challenging classes.*
- *STEAM initiatives, integrated design thinking curriculum, academic and social rigor.*
- *That they truly care about trying to accommodate kids with learning disabilities as want to see them succeed.*
- *There are some opportunities for accelerated studies. Some good opportunities for co-curricular enrichment too.*
- *Great schools/education, keeping up with change.*
- *Great curriculum and school spirit.*
- *Various opportunities for students to be involved in to develop lifelong skills in the schools and in our communities.*
- *We are a very desirable place to live because of our school district - great test results, great schools.*
- *College prep in high schools.*
- *General education and possibilities for students.*
- *A well-rounded education.*
- *High-level curriculum.*
- *There are many options for academic classes and other groups outside of class.*
- *Great college opportunities.*
- *Academic excellence.*
- *Educational excellence and standards.*
- *We are learning very beneficial skills and have lots of opportunities for different classes.*
- *Good schools, quality public education parents can trust.*
- *The learning possibilities that students have in schools, such as field trips, fundraisers, and learning labs in classes.*
- *Test scores are high.*
- *Many opportunities and strength of the curriculum. For example the mentor and leadership type class opportunities offered.*
- *Has always been great because they used to focus on providing sped support and focused on classical education.*
- *Good test scores, desirable school district to enroll in.*
- *High academic achievement.*



<ul style="list-style-type: none"> • Focus on basic educational requirements such as reading, writing, Math, Science and Traditional American History. • Better education support services than near by districts. • Access to range of subjects and different levels and specialties at the high school level. • Good academics for students. • Above-average education performance relative to the rest of the state. • New curriculum for elementary. • Education achievements. • The magnet schools are excellent. • Our experience with special education and IEPs has been very good. Keep it up. • District 196 has a proven track record of producing graduates who go on to attend colleges / higher education. • Both my children have benefited from AP classes and band. My older child was well prepared for college walking out of EHS. • Focus on reading and mathematics. • High student achievement. • Strong results with academic test results. • Many opportunities for college credit for high achieving students. • Keeping the level of curriculum. Ensuring students have access to the education that is required to succeed in a competitive world. 	
<p>Survey respondents believe the district offers an extensive array of extracurricular activities, including diverse clubs, arts and music programs, athletics, and various events that encourage student engagement, inclusivity, and personal growth beyond the classroom.</p> <ul style="list-style-type: none"> • Lots of extracurricular activities for kids to stay involved. Something to do after school. Stay active. • Various events and activities to motivate students. • Female leadership academy, the Optimist Speech Contest, food drive, GSA meetings, weekly eagle day • Athletic success. The semi-final basketball games. • Fun activities. • The extracurricular activities. • FRC team 2220. • Activities available. • Extracurricular Activities. • The arts programs, the band. • Kids who seek an opportunity to engage outside of the classroom can find an avenue. • Accelerating in state-level athletics, fine arts, and speech/debate. • The music program has always excelled want to continue to see that happen. 	<p>376 related responses</p>



- *The opportunity to take a high school class in middle school and all of the extracurriculars offered, giving everyone the chance to do things they're interested in.*
- *Lots of opportunities for students and families.*
- *A wide variety of extracurricular activities.*
- *Provides a wide range of opportunities for students.*
- *Good balance of sports and arts.*
- *Good extracurriculars.*
- *The sports and community programs.*
- *Many arts and athletics programs still thriving.*
- *We have some excellent music programs.*
- *Inclusiveness and having many clubs.*
- *Focus on arts and music programs. Resources for families. Inclusive extracurricular and clubs.*
- *ISD 196 has a good variety of programs throughout the different levels of school that allow students to participate in a wide range of activities.*
- *The theatre program and band programs.*
- *Clubs are new.*
- *The amount of activity clubs for students.*
- *There is a lot of funding available for school activities like the robotics teams and funding for sports like football, volleyball, and basketball.*
- *Number of clubs and opportunities students can participate in.*
- *Good education programs and extracurricular opportunities like sports and clubs.*
- *A wide variety of student extracurricular activities along with an acceptance of everyone.*
- *The wide variety of clubs and organizations available to students.*
- *District 196 does a good job educating the "whole" student with plenty of extracurricular activities available.*
- *Large variety of clubs and extracurricular activity opportunities.*
- *The arts program is amazing and it does a really good job of laying out your opportunities.*
- *The many and varied extracurricular opportunities.*
- *STEAM - STEM emphasis enhanced with strong Art (musical, theatrical, fine, visual, literary) encouragement.*
- *Music, language, and the arts. Specialty programs at the high schools such as the aviation class at Eagan HS.*
- *Broad opportunities for students of all levels and backgrounds.*
- *Extracurricular opportunities.*
- *A variety of clubs and extracurricular options for students they get older.*
- *The opportunity to participate in extracurricular activities.*
- *Many opportunities for students to try arts and athletics.*
- *Good musical backing, good sports teams.*
- *Many enrichment opportunities, valuing fine arts/music programs and other extracurriculars for students to participate in.*
- *Athletics and music programs.*
- *Opportunity beyond the classroom. The arts are thriving and hope they continue to be supported.*



Rosemount-Apple Valley-Eagan Public Schools are recognized for their commitment to equity, diversity and inclusion, as well as providing a safe, supportive, and welcoming environment that emphasizes mental health services, cultural awareness, and respect for all students.

272 related responses

- *Respecting all students by supporting EDI work.*
- *It's a welcoming and progressive district. Its diversity is growing.*
- *Focus on equity & cultural awareness and importance of social emotional learning for all.*
- *Kind people.*
- *Children learning and happy.*
- *Steadfast focus on educating our children on diversity and equity.*
- *Increasing support for mental health services.*
- *We are very safe with extremely good security.*
- *Support of all students regardless of identity.*
- *The safety of the students seem to be of top priority.*
- *Inclusivity. Positive environment.*
- *We have a nice community. People are nice and we have great friends here.*
- *I personally feel very safe and secure. I'm thriving in the current environment.*
- *The schools are very nice and they have a positive environment for students.*
- *Mental health help.*
- *More inclusive, creating safer learning environments.*
- *PBIS Initiatives, Mental Health Initiatives, Inclusiveness - work in progress but making headway.*
- *There's been an effort to improve diversity and inclusion practices at certain schools.*
- *Diversity and Inclusion. Mental Health Awareness and Assistance.*
- *Mental health services offered in school.*
- *Inclusion, cultural responsiveness, equity considerations.*
- *The efforts toward inclusion.*
- *I appreciate how inclusion seems to be a priority.*
- *The nice people.*
- *Inclusivity, Kindness, Student Support.*
- *Value on diversity and inclusion.*
- *The School of Environmental Studies is a wonderful learning environment.*
- *Prioritizing the safety of children while on school grounds.*
- *Sense of community in the schools.*
- *Diversity, inclusion, safe.*
- *Recognition of the diversity among our student body and corresponding efforts to accommodate needs of all students.*
- *More time and attention has been spent attending to the social emotional and mental health needs of students.*
- *Welcoming schools, collaborative spirit.*
- *District 196 cares about its people and does an excellent job of supporting everyone.*



<ul style="list-style-type: none"> • Overall good environment. • Cultural appreciation. • The care for students. • We've felt very welcomed here and have been given resources to help us and our children. • Anti-bullying protocols and rules. • The district does a good job of balancing the needs and desires of a diverse student body. • Inclusive, being open to all. • We love conscious discipline! • Great place to learn and grow. • The people who really care about our children. • The care for each student. They are not just a number but a person and our future. • The best district for children with PTSD, ADHD, Anger Issues, etc. So supportive and caring! • Unified Team here at Eagan is very inspiring and inclusive, the anti-bullying messages also seem to be working well. • Honoring the cultural backgrounds of all of our students. • Becoming more inclusive, recognizing and addressing the diverse cultures in school. 	
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2. What challenges do you see for our district over the next five years?

Summary

In the next five years, District 196 may face challenges in attracting and retaining educators, providing competitive salaries and addressing workload issues amidst rising teacher burnout and staffing shortages. The district may also have to tackle issues of overcrowding, boundary adjustments, and uneven enrollment growth. Additional challenges may include continuing to navigate divisive political climates, ensuring inclusivity in curriculum, and addressing cultural and ideological tensions while maintaining academic excellence. The district may also need to implement new curriculum to ensure relevance and alignment with evolving standards, while still addressing student safety, mental health, and behavioral issues, all within an ever-changing societal and technological context.



Key themes

<p>According to stakeholders, future challenges for District 196 will include attracting and retaining high-quality teaching staff, and addressing issues such as competitive wages and workload amidst growing concerns over teacher burnout, staffing shortages, and increases in teacher-to-student ratios.</p> <ul style="list-style-type: none">• <i>The main challenge I see is retaining and hiring more of that same talent, specifically when it comes to retention.</i>• <i>Teacher shortage and lack of respect for the profession overall.</i>• <i>Demands on teachers.</i>• <i>Difficulty attracting and keeping quality teachers due to work load, salary and retirement benefits.</i>• <i>Contract negotiations between employees and the district.</i>• <i>Our teachers deserve the upmost care and attention on their contracts to feel supported, mentally, emotionally, and financially.</i>• <i>Not enough staff.</i>• <i>Teacher burnout.</i>• <i>Retaining the quality educators and staff due to pay and lack of respect for allowing them to perform their jobs without being micromanaged.</i>• <i>Retaining teachers. Teachers NEED to be recognized and supported for their efforts to teach children.</i>• <i>Offering competitive wages and work environment/culture that make teachers and staff want to work in District 196, in comparison to other school districts.</i>• <i>Attaining and keeping great staff.</i>• <i>Teacher retirement/burnout.</i>• <i>Securing qualified teachers, support staff and substitute teachers.</i>• <i>Better pay for teachers.</i>• <i>Possible strikes from teachers over salary themed issues.</i>• <i>I saw my teachers striking and that made me sad. I think you should pay teachers more. I feel like teachers don't have the respect they deserve and aren't really taken seriously by my generation, classrooms these days seem very disrespectful.</i>• <i>Staffing - shortage of qualified staff and diverse candidates.</i>• <i>Contract negotiations.</i>• <i>Making support staff i.e. counselors, social workers, school psychs a priority for our students.</i>• <i>Continued financial support to keep good teachers</i>• <i>Overworked teachers who have little authority over their students.</i>• <i>Filling empty positions due to teachers not being able to teach.</i>• <i>Competence of teachers. Certain subjects seem to need further staffing such as AP Bio.</i>• <i>I would see the need for more teachers and substitutes such as what is happening in the current situation.</i>• <i>Teacher student ratio.</i>• <i>Retaining and recruiting quality staff.</i>	480 related responses
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- *Teachers are not allowed to discipline students. Teachers will quit and less and less will want to be a teacher.*
- *Retaining good teaching staff.*
- *Teacher to child ratio. Too many children in a classroom. High turnover rates for teachers.*
- *Paying teachers a fair, livable respectable wage.*
- *I think all districts are facing the challenge of keeping teachers in the profession. Teachers have a very challenging job and they need support mentally and monetarily.*
- *To keep our excellent staff, they need to be paid and given reasonable salary increases. Let's keep our district at the top by keeping the valuable staff leading the charge.*
- *Continue to attract and retain quality teachers.*
- *Filling teaching and para vacancies with skilled staff.*
- *Teacher burnout due to lack of necessary resources.*
- *Fair and matched contracts for teachers/staff to live within the current economy. Decreased numbers due to burn out of teachers. As a result of burn out of teachers, teachers being hired with less experience, i.e. hiring someone who is "just a body."*
- *Loss of quality teachers and staying fully staffed.*
- *Staff turnover due to retirement, burnout.*
- *Recruiting and retaining teachers.*
- *Overload of teachers will lead to more leaving. No support for teachers with behavior in the classroom.*
- *Staff not staying due to stress and disrespect of students and also lack of support.*
- *The immense increase in workload for teachers and school staff seems to be at an all time high. Finding and retaining quality teachers is going to be critical in the coming years in order to keep 196 in the front of the pack for education.*
- *Many teachers will be retiring. Filling those vacancies with high quality candidates.*
- *Consistently excellent teachers. We have had a wide range of experiences to date. I worry about a shift towards more average-to-poor teachers.*
- *Teacher retention since wages don't really reflect the value of the work of our teachers and support staff.*
- *Retaining teachers, school nurses and other staff. Teachers need to feel heard and cared about also. Their job is invaluable. Give them more autonomy in the classroom. Value their individual strengths.*
- *Teachers are leaving the profession at alarming rates, citing stress levels, burnout, and low pay.*
- *Teachers/staffing shortage and/or students/teachers ratio.*
- *The system is going to break because of what is going on with the teachers, how they're being treated, additional expectations, issues with behavior that are not being addressed.*
- *Maintenance of experienced staff and keeping younger staff in the district by paying staff a more competitive salary.*
- *Keeping teachers and staff.*
- *Having enough good teachers to keep manageable student/teacher ratios.*



<ul style="list-style-type: none"> • Staff shortages in the area of paraprofessionals because of the rate of pay they receive. • Mass retirement of the core body of teachers. • Funding staff contracts to reflect years of underfunded raises that don't reflect inflation. • We need to continue to get better funding to pay teachers competitively and have more of them. • Teachers need a certain level of authority and respect to effectively do their jobs and we all need to support them. • The growing community has made each school understaffed and has too many students in classrooms. • Teacher turnover due to being overworked. • Retaining high quality teachers. • Securing qualified teachers, support staff and substitute teachers. 	
<p>District 196 constituents see challenges ahead related to overcrowding, adjusting boundaries, and addressing the varying rates of enrollment growth while striving to maintain equity and quality in education across all schools in the district.</p> <ul style="list-style-type: none"> • Overcrowding, Boundaries, Growth. • Close the open enrollment or redraw the lines! • Enrollment, need for boundary shifts to keep/make school equitable. • Growing enrollment in some parts of the district. • The growth of the community. A lot of growing pains over the next 5 years. • Overpopulation. Many schools have too many people. • Space, overcrowding. • Rising enrollment numbers for some schools. • Even more overpopulation in schools. • Cost and population of the schools as the suburbs in the Dakota area are growing fast. • Tackling overcrowding in schools. • Crazy amounts of open enrollment. • Overcrowding in high schools. • Overpopulation in the schools. • Managing increasing enrollment in one part of district and shrinking enrollment in others. • Growing population. • Overcrowding. SHMS was already super crowded and EVHS is going to keep getting more open enrollment requests. • Rapid growth, overcrowding. • Higher enrollment. • Changing demographics and enrollment. • We can't be expected as a district to absorb all growth in the southeast metro. Need to manage growth. • Keeping up with enrollment competition. 	<p>329 related responses</p>



- *Continued increase in enrollment in Rosemount. We need to figure out how to be equitable without being equal.*
- *The growth in the student population on the east side of the district. Continued diversification of our student population.*
- *Growth that is too rapid and not sustainable.*
- *Space...We have almost 20 elementary, 6 middle and 5 high schools with Rosemount and Eastview both at crowding capacity.*
- *Enrollment trends, upkeep if schools are aging, keeping inclusive practices.*
- *Middle school and high school class enrollment size - too big.*
- *Continued growth and overcrowding of classrooms.*
- *Growth in eastern part of district and decline in other areas as the community ages.*
- *Keeping up with the growth of the communities.*
- *Boundaries. Rosemount high school is bursting, while Apple Valley can't maintain enrollment.*
- *Enrollment-overcrowding and large class sizes due to expanding population.*
- *The discrepancy in enrollment at the district high schools. It is unacceptable that the high school's enrollments are not as close to equal as they should be.*
- *Open enrollment creating 'fight' thus creating very different and leveled schools that don't represent the community.*
- *Large growth in student population and not enough time to be thoughtfully synced as an education institution that should be equitable for educational opportunity for all.*
- *Inconsistent growth/decline in enrollment in various parts of the district. There is likely a need for some difficult re-districting.*
- *Managing growth and maintaining high expectations throughout the district.*
- *Shifting demographics and enrollment. Growth in south/eastern District 196 and decreased enrollment in north/western part of the district.*
- *Student growth and building schools in time to handle the growth.*
- *Condensed growth in Rosemount area while other parts of district may be on the decline. How to balance enrollments/space.*
- *Space concerns. Increased students per classroom.*
- *Enrollment increases/decreases across the district, maintaining excellence in ALL schools in the large district.*
- *Overcrowding in schools. We need to stop open enrollment if a school is over capacity.*
- *The growth of the East side...Rosemount, Inver Grove Heights. How will that impact district lines, current school capacities.*
- *Space, growth of the district.*
- *Expanding population in the district.*
- *Overcrowding and growing classroom sizes.*
- *Imbalanced enrollment and overcrowding at certain schools.*
- *Maintaining quality along with the huge growth, large class sizes, disparity of resources between schools in the district based on the micro population of each school.*
- *Growth in certain communities causing overcrowding at schools.*
- *Increase in student population.*
- *Maintaining enrollment levels. Meeting facility needs.*



<ul style="list-style-type: none"> • Expansion of population with resulting school overcrowding and increased teacher to student ratios. • Enrollment growth and lack of space. Keeping class sizes from ballooning. • Growing student population. • Growth in the community, varied population from school to school, how can we unite the schools in 196? • Keeping up with growth of student body, maintaining 'small district' feel. • Space. Growing population and tight schools already. 	
<p>Challenges in 196 will also include navigating divisive politics, combating polarization, addressing cultural conflicts, ensuring equity in education, and balancing diverse ideological pressures while maintaining focus on academic excellence.</p> <ul style="list-style-type: none"> • Pressure from parents, community, and politicians for changes that are not science-based and are detrimental to student learning and growth (such as censorship, rules or policies detrimental to LGBTQ+ students and families, policies that reinforce racism, etc.). • DEI focused thinking that excludes and diminishes high expectations for students • Conservative groups trying to push things backwards. • Staying focused in actual school education and not sexual orientation nonsense, pronouns, gender or race, especially in elementary schools. • More proactive LGBTQ inclusive policies. • Sharp divide between leftists and conservatives are encouraging many conservatives to leave the school district. • Probably adjusting to fit the needs of the LGBTQ+ and neurodivergent accommodations, like providing sensory safe rooms and more gender-neutral bathrooms. • New ideologies that break values. • We need to get rid of DEI. • Not enough involvement of culture. • Working with a divided group of parents and students. Not straying off and teaching kids about things that shouldn't be taught in school, like sex and gender. • That the district will fall into the trap of DEI, resulting in a group of students being treated as "less than" their fellow students. • Worsening polarization of politics impacting schools. • The district needs to concentrate on education and not focusing on politics. • The encroachment of politics and left-leaning ideologies have taken the focus away from learning and academics. • Erosion of academic stands due to DEI initiatives. • Standing for the majority of family's with Christian morals and values. • Too much emphasis on woke and CRT based ideology. • Please keep politics out of this district. • We need to get past big divisive ideology. • Political divisions spilling into school board, keeping educational standards high, fostering DEI and respect for people of all backgrounds. 	<p>277 related responses</p>



- *Too much DEI and emphasis on items that don't improve the child's education and knowledge.*
- *Schools straying from educating young minds and drifting toward ideology indoctrination.*
- *Conservative agenda to change education and limit what children can learn, have access to or how they can identify in school.*
- *Continuing the current focus of DEI and gender ideology is negatively impacting everyone.*
- *Interference from national level politics.*
- *Cultural agenda over academic priorities.*
- *Keeping gender affirming care ideologies and CRT out of schools.*
- *Make a concerted effort to include children of all ethnicities/faiths/LGBTQ status.*
- *Holding true to traditional values and focusing on educating kids with critical thinking and not politics.*
- *DEI - need more of it and need to make those of different circumstances feel included.*
- *Increasing need for diversity inclusion practices.*
- *In our increasingly politicized world, education is at the center of many culture clashes.*
- *DEI initiatives and closing achievement gaps.*
- *Cultural conflicts - race, ethnicity, LGBTQ+, influence of national and state politics.*
- *keeping religion from dictating the school curriculum and avoiding the reversal of progressive ideas that keeps all students safer from harm and bullying due to short-sighted views on who matters in this world.*
- *Possible culture clashes as the district continues to become more diverse.*
- *Politics and pushing agendas and not having the kids or their education as a priority.*
- *How the district is going to evaluate equity in access to school and ensure each child has the necessary resources to actively participate in their education in a way that is accessible and useful to them.*
- *Managing an overbalanced focus on diversity and equity.*
- *Far-right conservative agenda to dismantle public schools. People who have no respect for experts, in this case, educators. A loss of societal respect for professional expertise.*
- *Combating diversity, equity and inclusion.*
- *Political Polarization of population.*
- *I am concerned about possible overreach from conservative political forces that could hamper educational and diversity efforts and initiatives.*
- *Extreme parents pushing personal values into public schools.*
- *Making sure our district respects and represents our diversifying population.*
- *Fighting off attempts to ban books, maintaining a safe and inclusive environment for students of every race, socioeconomic background and gender expression.*
- *Political agendas in the classroom instead of teaching skills to the students.*
- *Divisive politics interfering with safe and inclusive school environments.*
- *Equity and Diversity - inclusive environments and inclusive excellence - opportunity and access.*
- *Partisan politics creating division with negative curriculum and financial effects.*



Over the next five years, survey respondents identified the prospect of challenges related to implementing new curriculums effectively, ensuring inclusivity and relevance in education, addressing politicized curriculum issues, providing adequate resources, and aligning curriculum with evolving educational standards and technological advancements. All of these things may pose challenges in balancing academic rigor with preparing students for their future endeavors.

231 related responses

- *Focus on curriculum that helps prepare students for post high school life whether it be work, trade schools, college, military, etc. Students are losing the ability to problem solve.*
- *Getting the training in on all this new curriculum.*
- *The reading curriculum limited choices. The students deserve for the school district to wait and look at more than 3 choices.*
- *Getting back to the basics in the curriculum.*
- *Politicized curriculum for students and controversial topics being taught without parent input.*
- *Kids' ability to get a good education in non-honors classes.*
- *Lack of resources for curriculum.*
- *Curriculum updating with technology.*
- *The challenges that I see in District 196 over the next few years are the curriculum. Schools reward memorization rather than actually learning.*
- *The curriculum taught should match with the tests and finals.*
- *Technology and also new class standards/ curriculums.*
- *Frustrations with the curriculum not being inclusive and showing certain sides of history.*
- *The group trying to take over the curriculum development within the district.*
- *I would like to see more intentional outreach to families of color and more missing narratives implemented into the curriculum.*
- *Implementing a science of reading curriculum effectively. This is really important that it's done well. Continuing to engage learners and help students take school seriously.*
- *Inclusivity and relevance of newer topics being brought up in the curriculum.*
- *Keeping the curriculum focused on reading writing and math.*
- *All the new education legislature recently passed in MN, and with that the new curriculum and support needed for that in the schools.*
- *Pressure from outside fringe groups wanting to affect the way public schools are run and how curriculum is determined.*
- *I think the district has a lot of curriculum change happening at the lower grade levels after a period of a poor literacy plan. I worry about implementation and the district being able to do something new and what is truly best for kids.*
- *The READ act and the very limited choices for curriculum.*
- *The legislation changes and adoption of several new curriculums will be challenging.*



<ul style="list-style-type: none"> • <i>The district is behind in reading because of the lack of a curriculum. There is a lot of work to get on track with the READ act. A math curriculum to ensure all students are being taught the same things.</i> • <i>How to fund computer science courses with the growing technological world.</i> • <i>The implementation of new curriculum.</i> • <i>I am not impressed with the level of educational rigor for elementary and middle school.</i> • <i>Effectively implementing new curriculum for math, science, and reading.</i> • <i>New curriculum changes. New reading standards/curriculum required by the state. Too many changes happening at the same time and not enough time to implement them all effectively.</i> • <i>Lack of vertical alignment and trainings needed to implement new curriculums.</i> • <i>Time for learning new curriculums and to implement with fidelity.</i> 	
<p>Challenges lying ahead for 196 also include issues of safety, discipline, and mental health concerns among students, as well as combating behaviors like vaping and bullying while navigating the complexities of societal pressures and the impact of technology on student behavior.</p> <ul style="list-style-type: none"> • <i>Bullying, which leads to bad mental health.</i> • <i>Maintaining discipline/control over classrooms while helping students succeed and have the freedom they need to succeed</i> • <i>Discipline. The “no Discipline” discipline policy in effect for the past 10+ years is not working. Behavior is getting worse because there are no meaningful consequences and the students know it.</i> • <i>Lack of accountability of kids behaving badly. Kids need to have consequences for their actions and words.</i> • <i>Ensure the highest level of safety against school shootings. Focus on kids’ mental health.</i> • <i>Safety in schools and ongoing, widespread mental health concerns.</i> • <i>Getting people to stop vaping in the bathroom. I cannot even go into the bathroom without feeling like I’m getting second hand vape.</i> • <i>Students are still suffering from the disruption in their education. The mental health of students needs to be balanced with a return to rigor that is appropriate for the students age and level.</i> • <i>Gun laws, safety of teachers and students.</i> • <i>Bathroom problems such as privacy and vaping.</i> • <i>Fights or other things that cause issues with safety.</i> • <i>There is an increase in student fights, vaping in the bathroom, and more.</i> • <i>Managing societal pressures - polarization, social media, vaping/drug/alcohol use and cyber/bullying.</i> • <i>Bullying struggles in schools.</i> • <i>Safety of buildings, student behavior (increasing needs).</i> • <i>More bullying, and less people doing anything about it.</i> 	<p>209 related responses</p>



<ul style="list-style-type: none"> • <i>Student behavioral issues, specifically due to unsupervised technology use at home and exposure to inappropriate things, social media use and associated mental health issues, cell phones in the classroom, challenges with online bullying, both online and in person.</i> • <i>Large span in abilities and discipline/behavior of students.</i> • <i>Safety of school kids in this country is always going to be the highest priority unless the gun laws change.</i> • <i>No consistency in discipline for students.</i> • <i>Safety is a growing concern.</i> • <i>Our biggest concern is safety. It is alarming that so many schools don't have walls in their classrooms.</i> • <i>Lack of discipline taking place in schools is preventing others from feeling safe.</i> • <i>Student behaviors are starting to become overwhelming and unmanageable. There needs to be clear guidelines for discipline and consequences to ensure the safety of all students.</i> • <i>Enforcing rules to make an honest effort in school safety. There is too much leniency and allowing some of the students do what they please.</i> • <i>Students are getting more disrespectful over time, and we are not able to discipline them.</i> • <i>We HAVE to address mental health needs at school and in the moment. We must have highly trained clinicians in our schools who can support students in their times of need.</i> • <i>Safety is big given that most of the schools were built on an open floor plan where classrooms don't have a fourth wall or doors.</i> • <i>School safety and behavioral issues are the biggest challenges in my opinion.</i> 	
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3. What does the next superintendent need to know about the history of the school district and communities to be successful?

Summary

District 196’s next superintendent should embody empathy, advocate for students, value adaptability and transparency, and focus on student engagement and wellness. They need to encourage teamwork and visionary leadership, and be attentive to the communities’ diverse voices. While navigating a politically varied landscape, they must balance academic excellence with diverse views on inclusion and equity and ensure all district voices are heard. They'll also need to address the district's growth and diversity, maintain community connections and adapt to a dynamic student body’s needs. The next leader must uphold the district's focus on Academics, Athletics, and Arts, manage curriculum updates, maintain high academic standards, and promote a holistic education reflecting the communities’ pride in its excellence and diversity.



Key themes

<p>The next superintendent must empathize with and advocate for students, learn from and guide district leadership, embrace flexibility and transparency, prioritize student engagement and well-being, foster collaboration, and serve as a visionary leader who is attentive to stakeholder voices and current educational best practices.</p> <ul style="list-style-type: none">• <i>Understand how teenagers and children feel, don't overlook them.</i>• <i>That this is a very large district with many challenges and problems needed to be faced.</i>• <i>Don't be an enemy to students, be by their side to fix things and understand where they are coming from.</i>• <i>We need someone to be an advocate for the students, willing to take accountability and make changes to protect the students.</i>• <i>Honestly and being upfront can get you a long ways.</i>• <i>Be flexible and not strict.</i>• <i>Prioritize the student fun the more they like school the better they will do because they WANT to be here.</i>• <i>Collaboration throughout the district is key.</i>• <i>Make Decisions In the Best Interests of Students and Stick to Them...Be Confident.</i>• <i>Be willing to analyze what was done in the past and learn from previous successes and failures. Take your vision with the knowledge of the past and be bold and make a difference for all.</i>• <i>Be honest.</i>• <i>Strong fiscal management, past supr. available to staff and personable - invested in the district with a personal attachment.</i>• <i>He/she must have a very strong foundation and academics background.</i>• <i>Forward thinking.</i>• <i>It is time for change and the change needs to happen in a supportive way.</i>• <i>Be more present.</i>• <i>There is a need to empathetically build trust with staff.</i>• <i>Be a leader, not a follower.</i>• <i>The new superintendent needs to be flexible, have empathy especially for our families who are dealing with poverty and students with special needs.</i>• <i>The district has many voices and a successful superintendent needs to be willing to listen to all stakeholders.</i>• <i>They should look at the mistakes old superintendents did and try to improve.</i>• <i>He needs to know what is best for the children.</i>• <i>Being creative and a strong leader are essential qualities.</i>• <i>Previous administration was always the last to implement changes compared to other schools within our district. Be leaders instead of followers.</i>• <i>We need leadership that is kind and caring, yet also holds its students to high standards.</i>	377 related responses
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- *The next Superintendent should think about all students when making decisions and not just focus on the select groups that get the most noise in the media.*
- *Leadership skills with positive leaders and helpful solutions to staff and community members is important.*
- *History is great, but the new superintendent needs to be visionary to meet the needs of the students in this era of learning.*
- *The new superintendent needs to hear all of the community not only the voices that are complaining the loudest.*
- *Our superintendent is a leader not only within our schools but with the cities in which we reside. They will need to be a part of the community not just the schools.*
- *The new superintendent needs to bring a solid understanding of current best practices supported by research. Our curriculum and instruction is very out of date with best practices.*
- *Hopefully the new superintendent will be able to bridge the gap between the lower and upper classes in our district.*
- *Strong district that doesn't need fixing; we need vision to keep our successful.*
- *The new superintendent needs to be willing to put the people first when making decisions.*
- *We need a collaborative leader, that has a vision, yet brings unity. We need a leader who is approachable and also guides people effectively through change.*
- *Do what is best for ALL kids.*
- *PLEASE choose someone who shows empathy, respect, and value towards the teachers that are essentially working for the Superintendent. Your character, integrity, and how you treat people as humans should be #1.*
- *We need better communication and community, it's very discouraging.*
- *Understand that just because a group is loud and vocal does not mean they represent the whole or best for our students and community.*
- *Proactive communication is helpful for parents and the community.*
- *I would hope the new Superintendent would be willing to maintain the cornerstones that make this district special as well as adding new strategies and opportunities for a well-rounded learning experience.*
- *We need to have a leader that fosters collaboration across our schools and allows us to learn from within our district as well as learn from experts in the field.*
- *The community is looking for a superintendent who can provide transparency into school policy and decisions.*
- *The superintendent needs to be able to stand up for equity and diversity in the face of some of the loud voices they may hear.*
- *The superintendent needs to know where the pain points are and set goals to fix them. Goals that are actually going to work.*
- *The new superintendent will hopefully work with ALL families--conservative and liberal because if the new superintendent creates a divide as the current one has healing can never come.*
- *They need to be able to work with both sides while doing what is best for the kids.*
- *Our new superintendent needs to understand varying perspectives on race, immigrant experiences, and poverty.*
- *The new superintendent needs to listen to families.*



<ul style="list-style-type: none"> • <i>The new superintendent would need to know that being open, honest, transparent, and flexible are part of the qualities that have made this district so good.</i> • <i>The superintendent needs to have a strong vision for the district and lead us towards a common goal.</i> 	
<p>District 196’s next leader will need to navigate a politically diverse and polarized environment, as well as balance a commitment to academic achievement with the communities’ varying perspectives on diversity, inclusion, and political ideologies. The ability to do so will ensure representation and respect for all voices across the district.</p> <ul style="list-style-type: none"> • <i>There are and will continue to be loud voices in the district, the loudest voices are often not the most popular opinion.</i> • <i>Equality is overcomplicated. I feel like it is overly focused on and taking away time from basic reading, writing and math.</i> • <i>There absolutely needs to be compromise and representation of both political parties/leanings.</i> • <i>The liberal vs. conservation tension (covid, masks, rainbows, social justice issues).</i> • <i>It has been a progressive and safe environment and I want to continue to see it grow and flourish.</i> • <i>There are two politically opposing sides, and one side cannot control the narrative. It must be equal.</i> • <i>We have a LONG way to go in DEI professional development.</i> • <i>It is better to celebrate more cultures (respecting and acknowledging holidays) than pretend they don’t exist (exclusion and isolation.)</i> • <i>Know about the diversity of staff and students and ensure inclusion.</i> • <i>The incoming person needs a good track record with diversity. They need to be progressive, and they need to bring balance to our schools for teachers and students alike.</i> • <i>We value diversity.</i> • <i>Do not forget about conservatives and our values.</i> • <i>It is very liberal and media driven. The voices of parents and local business are not equally heard or respected.</i> • <i>We are very inclusive and I hope the district will continue doing that so that students can thrive in our community and feel safer in their school environments.</i> • <i>We are a very diverse community and we value inclusion.</i> • <i>This is a diverse and inclusive school district that takes pride in being one of the top districts in the state. We would like to keep it that way.</i> • <i>The district actually focused on grades and educating kids instead of trying to make everyone happy in a cancel culture environment.</i> • <i>Commitment to excellence, embracing diversity, empathy for all.</i> • <i>The diversity of our schools is what makes us outstanding. The threats against freedom of speech and safe-spaces, especially for marginalized groups and the LBGTQ+ community is something that cannot be allowed.</i> 	<p>331 related responses</p>



<ul style="list-style-type: none"> • <i>Stay out of politics. Go back to teaching children the basics and prepare them for college.</i> • <i>How to honor and work with the diversity of cultures and socioeconomic backgrounds of the students.</i> • <i>196 only listens to progressive/liberal comments and wants nothing to do with Christian conservatives.</i> • <i>There are a lot of families in this community that want schools to go back to the basics and not become political/more liberal.</i> • <i>I would love to see that built upon to keep us moving forward in an all inclusive community especially in schools. More diverse teachers would be amazing for us.</i> • <i>This is a very diverse school district With different perspectives That reflect thoughts and values traditional to the area and mindsets frequently seen in other parts of the country and global residents.</i> • <i>Lots of dissent among left radicals vs conservative parents.</i> • <i>The polarizing political divisiveness that encapsulates our very large district.</i> • <i>Recognize the values that made us flourish in the past-bring back only academics in the classroom and not political views.</i> • <i>There is tension due to political ideologies. Some believe the district has a liberal agenda and is indoctrinating students, while others believe MAGAs have infiltrated the district.</i> • <i>I don't think people want politics and social politics in class, they just want a strong education for their children.</i> • <i>What should be most important is teaching children what they NEED to learn. Not political agendas and absolute nonsense.</i> • <i>We used to be a district of mutual respect and trust in one another and in the leadership. This district has turned into a political, toxic, environment. There is no longer humanity for the people who work in it. We need that back.</i> • <i>The district has gotten far to political and many of us parents are hoping a new superintendent can avoid that behavior and focuses on the students and quality of the teaching staff.</i> • <i>Southern rural parts of the district are extremely conservative. The northern part of the district is more liberal. So, there is a lot of community disagreement about hot-button issues.</i> • <i>Balancing Liberal city thinking and Conservative rural cultures is important in creating an accepting, yet moderate curriculum.</i> 	
<p>Recognizing the district's rapid growth and increasing diversity will be key to the next superintendent's success, they should work to ensure representation and support for stakeholders while maintaining strong community connections and adapting to the evolving needs of a dynamic and multifaceted student population.</p> <ul style="list-style-type: none"> • <i>Despite growth, we are a tight community and are proud of our schools and the people that run them so effectively.</i> 	<p>243 related responses</p>



- *How fast it is growing with new neighborhoods continually popping up. People are moving to this area when they are not getting proper services where they live. We need to continually advocate for special needs and find more ways to listen to what the parents have to say.*
- *A strong understanding of ISD196 and the community would be helpful.*
- *We are a very diverse set of people and if we are under-represented it won't feel like a community.*
- *Usually really nice people, really diverse and integrated communities.*
- *They need to understand the long-term demographics of the community so that communications can be shaped to meet the needs of newer families and recognizing the attitudes of older families.*
- *We have strong supportive communities. Site based was how it all began and we tend to have moved to top down management. We still need to give our schools some autonomy.*
- *The district is becoming more and more diverse and the schools must navigate the potential tensions that may arise in such situations.*
- *Many people are struggling, and they need to find ways to help those in need.*
- *We are one district filled with many unique school communities.*
- *Our 196 communities have been very supportive of our schools, and we value those partnerships.*
- *Our district has had a solid connection with and support of its community. That connection needs to be kept strong.*
- *Lots of diverse learners, whether ELL, SpEd or people of color.*
- *Strong community, value in education very highly, affluent district with strong parental backing and involvement.*
- *This district has a long history of high achievement. People move here to raise their families in these schools.*
- *We need to move into the future. The demographics have changed. We need or staff to reflect the students they serve.*
- *Growth and achievement is significant in the western part of the district, even though people are drawn to the newness of the eastern part of the district.*
- *Understand the population demographics of ISD196.*
- *Each school has their own community. Schools have different demographics that need to be supported.*
- *We are a changing and evolving community.*
- *We are a caring community and education is important to us. We believe all people are equal and deserve the same treatment!*
- *Have an understanding of the demographics and challenges to those demographics with a plan and experience to navigate everyone to a better future.*
- *It's changing in a hurry and will be an inner ring suburb school in next 7-10 years*
- *Rosemount has a strong sense of community and pride in our country.*
- *Demographics are changing.*
- *As a graduate of the ISD 196 school system, it's always felt "small" regardless of the size of the school. This intimacy leads to a strong community feel in the district.*
- *Integration hasn't been our strong point in over 50 years. We're slowly becoming more diverse, and that needs to be seen as positive.*



<ul style="list-style-type: none"> • <i>The demographics of the community and the biggest needs in the school community plus how to make those two merge.</i> • <i>People like their neighborhood schools and having a school identity.</i> • <i>How the current cultural and ethnic makeup of the schools came to be.</i> • <i>Strong family oriented communities.</i> • <i>The communities are growing and becoming more diverse.</i> • <i>Learn all the different groups and communities and their struggles and empathize with them.</i> • <i>We have many different types of students who learn in many different ways.</i> • <i>We are a very diverse school district with different needs.</i> • <i>It is changing from a predominantly white institute to a more diverse district.</i> • <i>There's multitude of different ethnic, cultural, and income subgroups in the district.</i> • <i>That even though it's a suburban school district, not everyone comes from white, wealthy homes.</i> • <i>Communities have grown and have become more diverse.</i> • <i>District 196 is fortunate enough to have an abundance of diverse students.</i> • <i>That the school district is very diverse and needs equality and representation.</i> • <i>The continuum of cultural, achievement, socioeconomic, and associated perceptions as you move from West to East across the district.</i> • <i>The communities are very diverse at many levels.</i> • <i>Not all schools are the same. Each one has its own unique strengths and needs. One size does not fit all.</i> 	
<p>The next 196 superintendent will need to uphold the district's long-standing philosophy of emphasizing extra-curricular activities while also addressing curriculum updates, maintaining high test scores, and providing a well-rounded education that meets the evolving needs and high expectations of a school community proud of its excellence and diverse offerings.</p> <ul style="list-style-type: none"> • <i>There is a long standing history of supporting the triple A philosophy of Academics, Athletics, and Arts. We are strong in all three areas and need to continue to strive for excellence in all three areas.</i> • <i>Making sure we have high test scores and teach the basics.</i> • <i>We are proud of our district and want it to continue to focus on Arts, Academics and Athletics.</i> • <i>He or She needs to learn on how to continue with the legacy of being one of the top districts in the state and look on how to continue our high test scores.</i> • <i>We have a lot of emphasis on creative arts like choir and theatre.</i> • <i>We put a lot of effort into the arts.</i> • <i>A long history of success, high achieving students, fantastic music and theater programs - well-rounded offerings and collaborative learning.</i> • <i>The district hasn't had a reading or math curriculum for years and continues to support reading interventions services that are not researched based.</i> 	<p>232 related responses</p>



- *How difficult of a road curriculum has been for elementary teachers. How many new things will be put on our plate this upcoming year.*
- *We need to grow academically. Funds have to go to sped and academics. Give teachers TRAININGS to support evidence based practices for learning.*
- *It has a long history of academic, athletic, and arts excellence and we should continue to improve in all areas to be a top 5 district in the state.*
- *Used to be a top school district - now the math/reading scores are declining.*
- *Grades matter. Curriculum matter. Teachers are a major asset and resource. We want results. Our kids test scores matter.*
- *Parents expect all kids in this district to have opportunities in the arts, music, languages, sports, clubs, and technology, and to be prepared for higher education.*
- *The reason this district is successful is because of the triple A philosophy. This is why we live here. Specifically, the arts must be maintained and supported.*
- *Focus on the basics of the curriculum.*
- *The district has outstanding athletic and arts programs, dedicated teachers in all grades/schools, and a highly engaged parent community.*
- *We are also a district known for providing varied opportunities to students in all realms (Arts/Academics/Athletics). This needs to continue.*
- *Our kids are kind, smart and need to be challenged. Academics should come first before sports, arts, home economics.*
- *We value national rankings for academics, athletics, and the arts.*
- *ISD196 is known for its Academics, Arts and Athletics. It would be unwise to lose those guiding principles.*
- *196 has pride in academics, arts and athletics, this is very important as it allows students to find a place where they can fit and excel.*
- *We have not had new curriculums in 10+ years. We now are getting all new curriculums in the elementary school. We need someone who understands how difficult and time-consuming this will be for the classroom teacher.*
- *Academics still motivates parents, but students love all the other things that happen like sports and music and arts. Need to balance fun and rigor.*
- *The biggest opportunities being 1) in developing the new reading curriculum and 2) ensuring equitable delivery of curriculum for SPED students who are placed within Gen Ed classrooms.*
- *We expect students learning reading, writing, and arithmetic over anything else in the curriculum.*
- *We are behind in curriculum advancement in the areas of career and technology education. Pathways for education should be explored.*
- *I feel they need to know that especially at a k-5 level, teachers are tired and frustrated about the lack of curriculum and guidance and then the push of new curriculum while still trying to hold on to ties of old material.*
- *School district is very good and have a very great track record overall and that needs to be maintained and needs to take it to the next level again that what it is today.*
- *Schools within district 196 used to be national examples of academic and music and art excellence.*
- *ISD used to be a premier school district. However, it has not kept up with the rest of the world and is now just ok.*



<ul style="list-style-type: none"> • <i>VERY strong district statewide, student first always.</i> • <i>Great district that needs to stay ahead of the curve.</i> • <i>We are proud of our schools and think education is important for ALL students.</i> • <i>This district is a great one. Please keep the bar high.</i> • <i>We like our tradition of excellence.</i> • <i>We are often on the forefront of technology integration.</i> • <i>It's a major school district with a good reputation.</i> • <i>We have a strong commitment to a well-rounded education and exceeding academic standards.</i> • <i>This is a successful school district and we want to continue on that path. Focus on academic excellence.</i> • <i>Excellence is expected in this environment and we strive to be the best we can be.</i> • <i>Keep us a highly-rated school district.</i> 	
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4. Additional Comments:

<p>Stakeholders across District 196 want a superintendent who is experienced, respectful, innovative, financially-savvy, engaged with the communities, and capable of making informed, inclusive decisions while maintaining the district's history and current momentum.</p> <ul style="list-style-type: none"> • <i>It would be a benefit to our district to have a strong, experienced, well-rounded superintendent with a history and familiarity with and commitment to our district.</i> • <i>I hope the new superintendent is able to rebuild trust, treat people with respect and not belittle people who are working diligently for teachers and students.</i> • <i>We need a superintendent who is willing to ask difficult questions and do so with respect and gain multiple perspectives before arriving at a decision.</i> • <i>Superintendent should be able to build off the strength and positives of the district, while partnering to improve/enhance affordable education opportunities.</i> • <i>This is a big job they will need to look at what previous superintendent's have done and be innovative in today's climate but keep the long history of the district intact.</i> • <i>The superintendent needs to have the ability to plan ahead, especially regarding financial planning.</i> • <i>It's very important to me that the new superintendent have a good working relationship with staff, and that they are open and able to listen to different perspectives.</i> • <i>The new superintendent needs to have a strong understanding of the new literacy laws and an understanding of how the new curriculum and special education regulations are to be implemented.</i> 	<p>178 related responses</p>
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- *We need to have someone who can consider the perspectives of different student populations.*
- *I feel it is important that the next superintendent has experience at various levels of education, starting as a teacher. They also need to be visible and engaged with all stakeholders, including teachers. They need to have a strong vision for the district and be able to put together a strong leadership team that can implement changes effectively.*
- *I think the new superintendent needs to have the ability to compromise and make difficult decisions when the need arises.*
- *I hope we can find a superintendent with the qualities, skills, and experience to drive the district back to where it needs to be.*
- *My ideal candidate for superintendent is someone who understands their role as a servant leader - someone whose role is to support and value those staff.*
- *The District needs honest, ethical, transparent, accountable, leadership.*
- *I want a "neutral" Superintendent for a lack of a better way of saying that. I do not want an extreme leader that will shut off voices and only listen to one side that agrees with their perspective.*
- *I would love to see that this superintendent who has experience in diversity equity and inclusion.*
- *Focus less on someone who has done this before and more on someone who has strong change management and problem-solving skills. With a strong ability to think outside the box.*
- *I would like to see someone fresh and innovative come into this Superintendent role. Hopefully someone with insight and innovation to shake things up.*
- *We need a leader who understands the work we are currently doing and has the skills to move us forward without a lot of disruption. There are a lot of critical changes currently underway and we don't want to lose momentum.*
- *We need someone brave, creative, compassionate, curious and kind who builds strong relationships with all groups and keeps students at the center.*

