

SUPERINTENDENT SEARCH PROFILE



TRI-VALLEY LOCAL SCHOOLS

November 22, 2024

Prepared for the Board of Education



John Marschhausen, Ph.D. & Dustin Miller, Ph.D.

K-12 Business Consulting, Inc.

Tri-Valley Local Schools

Superintendent Search Profile Report November 22, 2024

This report presents the summary of findings from the Superintendent Search Profile focus groups conducted by K-12 Business Consulting, Inc. (K-12) on Thursday, November 14, 2024. Nine profile forums were held, and 283 search profile questionnaires were submitted from various stakeholder groups. Once the Board of Education (BoE) selected K-12 to conduct the superintendent search, a Search Profile Assessment document was created to solicit input from various stakeholders in the community. Stakeholders were identified by the BoE in addition to a community-wide invitation welcoming individuals to meet with Dr. John Marschhausen and Mr. Thomas Ash, K12 consultants, to discuss superintendent characteristics. Any stakeholder who had a desire to express an opinion was invited to submit a search profile questionnaire and/or meet with K-12 at meetings held on November 14, 2024. Information obtained through these sources, and summarized below, will be used to assist the BoE in identifying characteristics of potential superintendent candidates.

The Search Profile Assessment document was made available to district staff, identified stakeholders, the community at large, and all individuals who attended profile forums. In addition to the 283 individuals who returned written and online search profile questionnaires, there were 120 individuals who participated in community profile forums facilitated by K-12. The results of the written Search Profile Assessment focus groups are included in this report along with comments received during these discussions.

Some individuals submitted questionnaires but did not attend profile forum sessions. We are also aware of some profile forum attendees electing not to submit questionnaires. While written comments are included in this report, some of the numerical responses in the Ranking section could not be included because those responses were blank or because items were not ranked with an appropriate numerical value.

In accumulating data used in this report, K-12 sought opinions, recommendations, and general comments with respect to preferred candidate characteristics, traits, qualifications, and personal demeanor, as well as district strengths, weaknesses, issues, and concerns which may have a bearing on future leadership strengths of the next superintendent. At the request of the BoE, K-12 sought views from a broad range of individuals represented in the district to assist in the search process. It was determined that K-12 would report the findings to the BoE without revealing the identity of any citizen or staff member who provided information, thus equipping the BoE with unbiased data to use as it proceeded to define the search profile for the next superintendent.

The Search Profile Assessment document was used to provide a framework for reporting the information compiled by K-12. Broad themes were highlighted in each question area into several response groups (district office staff/administrators, high school students, teaching and support staff, community/parents, and Board of Education members). Under each question in the report, the response group's common themes were identified. The first category titled "Consistent" are comments which were frequently heard from all or nearly all night of the response groups. Comments heard less frequently or only heard in a specific response group are listed only under that response group. It is important to note that the data compilation is not a scientific sampling, nor should it necessarily be viewed as representing the majority opinion of those interviewed in the response group.

K-12 would like to commend the BoE for its efforts to include many stakeholders of the school district in the development of the Superintendent Search Profile. Many respondents expressed positive feelings

about being involved in this process and the opportunity to help shape the Tri-Valley Schools. We would like to thank Ryan Smith, Treasurer and Mr. Scott Ford, Board of Education President, for the professional manner in which all arrangements were made, including sending invitations, arranging for meeting space, as well as contacting and scheduling the forums that made this profile possible.

STRENGTHS OF THE DISTRICT

Question #1: What do you consider to be the two or three most significant strengths of the district?

Consistent Themes

1. **Dedicated and High-Quality Staff:** The results of the survey consistently emphasize the dedication, quality, and hard work of the teaching and administrative staff of Tri-Valley School District. The staff is commended for their caring nature, commitment to student success, and pride in their work and the district.
2. **Strong Community Support:** The respondents highlight the robust community support for the district, with active parent and community involvement in district functions. The community is characterized as close-knit, supportive, and united in its commitment to education.
3. **Financial Stability and Responsibility:** The responses indicate that Tri-Valley School District maintains a strong financial position. This stability is attributed to responsible financial management and allows the district to provide quality services and opportunities for students and staff. The district has not had a levy in over 30 years and is praised for its financial prudence and stable financial leadership.
4. **Academic Excellence and Opportunities:** The overall results consistently commend Tri-Valley's strong academic reputation and the high achievement levels of its students. They attribute this success to talented teachers, rigorous curriculum, and high expectations. The district is recognized for providing a quality education and offering a range of academic and extracurricular opportunities that nurture the holistic development of students.
5. **Strong Extracurricular Programs:** Tri-Valley offers a diverse range of athletic and non-athletic extracurricular activities. The responses emphasize the district's competitive sports programs and the talents and abilities of students in both sports and the arts. Extracurricular activities, notably athletics, are well-supported and serve as a unifying force for the community.

Board of Education:

- **Emphasis on Academics and Athletics:** The district places a strong emphasis on providing a rigorous academic curriculum that challenges students to reach their full potential. Furthermore, the district boasts a competitive athletic program, offering a diverse range of sports in which teams have a history of achieving success.
- **Financial Prudence:** The district maintains a stable financial position, characterized by a substantial reserve fund and a balanced budget. This fiscal responsibility is reflected in the district's ability to operate without a levy for over three decades, demonstrating a commitment to sound financial management.
- **Traditional Family Principles:** The district's board of education and administration firmly believe in traditional family values, recognizing that families are the cornerstone of a strong community. They are dedicated to creating a safe and supportive learning environment that respects and promotes these values for all students.

- **Dedicated and Committed Staff:** The district employs a dedicated and talented team of educators and administrators who are committed to providing students with a high-quality education. These professionals go above and beyond to ensure that each student receives the attention and support necessary to thrive academically and socially.
- **Community Collaboration and Engagement:** The district enjoys unwavering support from the community. Parents, local businesses, and community leaders are actively involved in ensuring the district's success.

Administration:

- **Robust Community Engagement:** The Tri-Valley School District enjoys robust community engagement, with active participation of parents and community members in district affairs. The community is extensively involved in all aspects of the district's operations, contributing to its overall success.
- **Dedicated and Highly Qualified Staff:** The district is staffed by a highly qualified and dedicated team of teachers, administrators, and support personnel. The teaching staff possesses exceptional qualifications and upholds a long-standing tradition of academic excellence.
- **Commitment to Student Achievement:** The Tri-Valley Local Schools prioritize the well-being and academic success of all students. The district provides ample resources to meet the diverse needs of its students and maintains a safe and supportive learning environment.
- **Financial Stability:** The district's sound financial position contributes to its overall strength. This financial stability enables the allocation of resources to support student needs and maintain a high-quality staff.
- **Positive Learning Environment:** The district's positive and collaborative learning environment is fostered by strong community support, dedicated staff, and a focus on student success. This positive atmosphere facilitates effective education and promotes student growth and development.

High School Students:

- **Dedicated Educators:** The responses highlight educators who display a deep commitment to nurturing student success.
- **Robust Community Involvement:** The responses underscore the significant role of community support in fostering a conducive learning environment.
- **Diverse Opportunities:** The responses acknowledge the availability of a wide range of academic courses and extracurricular activities that cater to students' interests and aspirations.
- **Strong Values:** The responses emphasize the importance of instilling strong moral values and within the educational setting.
- **Athletic Achievements:** The responses mention the notable accomplishments of sports teams as an integral aspect of the school's identity.
-

Teachers:

- **Dedicated Staff:** The responses frequently cite the diligence, dedication, and caliber of the teaching and administrative staff at Tri-Valley School District. Many highlight the staff's nurturing nature and commitment to fostering student achievement.
- **Robust Community Support:** The responses emphasize the constructive relationship between the school district and the community. They acknowledge the community's elevated expectations, engagement, and unwavering support for the school district.

- **Academic Excellence:** The responses consistently commend Tri-Valley's well-established reputation for academic excellence and the high levels of achievement attained by its students. They attribute this success to talented educators, rigorous curricula, and elevated expectations.
- **Financial Prudence:** Several responses emphasize the district's responsible fiscal management, enabling it to deliver quality services and opportunities to students and staff alike.
- **Conservative Values:** A prevalent theme in the responses is the district's emphasis on conservative values. This is reflected in the context of community support, decision-making processes, and the overall school environment.

Support Staff:

- **Community Support for the Tri-Valley School District:** The Tri-Valley School District enjoys widespread support from the community. This support is manifested in the willingness of community members to aid those in need, and the ongoing backing of families even after their children have graduated.
- **Dedicated and High-Quality Staff:** The staff of the Tri-Valley School District is distinguished by their dedication, quality, and pride. They are described as being committed to doing what is best for students and are highly supportive of one another.
- **Financial Stability and Responsibility:** The Tri-Valley School District maintains a sound financial position. The district is commended for its prudent financial management and stable financial leadership.
- **Academic Excellence and Opportunities:** Tri-Valley students consistently achieve high levels of academic achievement. The district provides a high-quality education and offers a wide range of educational and extracurricular opportunities that promote students' holistic development.
- **Extracurricular Programs:** The Tri-Valley School District offers a diverse array of athletic and non-athletic extracurricular activities. The district's competitive sports programs are highly regarded, and students excel in both sports and the arts.

Parents & Community:

- **Dedicated educators:** Many responses highlight the quality, dedication, and care of the district's teachers and staff. They are repeatedly cited as the district's most asset.
- **Strong community support:** The Tri-Valley community is described as close-knit and supportive of the school district. Parents are involved, and the community is united in its commitment to education.
- **Sound financial management:** The district is noted for its financial stability and responsible practices, having not required a school levy for several years.
- **Focus on academics:** The district prioritizes student achievement and educational excellence. They are commended for their academic standards and curriculum, preparing students well for college.
- **Strong extracurricular activities, especially athletics:** Extracurricular activities, notably athletics, are well-supported and serve as a unifying force for the community.

IMPORTANT ISSUES FACING DISTRICT

Question #2: What do you consider to be the two or three most important issues facing the district?

Consistent Themes

1. **Staffing Issues:** The responses consistently raise concerns about staffing challenges within the district. These concerns include teacher shortages, particularly the loss of experienced high school teachers, the need for a succession plan for retiring administrative leaders, and difficulties in recruiting and retaining qualified staff for both teaching and support roles.
2. **Student Enrollment and Engagement:** Many students are choosing alternative educational paths, such as College Credit Plus programs, career technical schools, or work-related experiences. This trend is attributed to various factors, including a lack of desired course offerings at the high school, insufficient incentives to stay enrolled, and a perceived need for more diverse and challenging academic programs. The decline in students staying at the high school raises concerns about student leadership, participation in extracurricular activities, and overall school spirit.
3. **Mental Health and Support Services:** The responses highlight the increasing prevalence of mental health and behavioral issues among students. There is a strong call for increased mental health support services, including more counselors, social workers, and intervention specialists.
4. **Communication and Transparency:** The lack of effective communication and transparency is a recurring concern. They desire a superintendent who is honest and open with the community and staff, actively responds to concerns, and utilizes various communication channels to keep everyone informed.
5. **Community Values and External Influences:** Several responses express concerns about the influence of external factors on the school environment. Additionally, responses highlight the importance of maintaining an environment that reflects conservative values and addressing issues like bullying and student safety to ensure a positive and supportive learning environment.

Board of Education:

- **Staffing Issues:** The responses express concerns over teacher shortages, particularly the loss of experienced high school teachers due to retirement, burnout, or transitions to non-teaching roles. Additionally, there are concerns about the need for a succession plan for retiring administrative leaders, including the superintendent, athletic director, operations director, and assistant superintendent.
- **Student Enrollment and Engagement:** There's a noted concern about declining high school students staying at the high school and morale. Many junior and senior students are opting to take college credit courses at Zane State Community College instead of taking similar courses at their high school, potentially due to a lack of desired course offerings or insufficient incentives. This trend raises concerns about the impact on student leadership within the high school.
- **Financial Sustainability:** Maintaining the district's financial stability is a major concern. The need to offer competitive wages to attract and retain staff is mentioned as a factor contributing to financial pressures.
- **Facility Maintenance:** The aging school building and the potential need for costly improvements are highlighted as areas of concern.
- **Cultural and Societal Issues:** Several broader societal concerns are mentioned, including, concerns about parenting and children taking responsibility, the influence of liberal ideology and its perceived impact on culture, and communication challenges, both internal and external to the district.

Administration:

- **Mental Health and Behavioral Challenges:** Responses acknowledge and highlight the increasing incidence of mental health and/or behavioral issues among students. The administrators recommend the implementation of additional mental health resources, such as social workers, counselors, and psychologists, to address this growing concern.
- **Staffing and Retention:** Responses emphasize concerns related to staffing. The administrative team recognizes staff retention as a critical issue, particularly considering the challenges associated with College Credit Plus (CCP) enrollment. It underscores the need for a comprehensive vision to address staffing needs in relation to this program.
- **Curriculum Alignment and Student Transitions:** The administrators stressed the importance of aligning the curriculum with district expectations. It emphasizes the necessity for consistent transitions between elementary, middle, and high school, particularly about academic and behavioral expectations.
- **Community Values and External Influences:** The administrators express apprehension about the potential encroachment of values that may not align with those of the community. It underscores the importance of preserving an environment that reflects the wishes and aspirations of the community.
- **Enrollment and Operational Challenges:** The administrators identify changes in enrollment and the future operational needs of the district as key concerns. Furthermore, it highlights the need to carefully consider geographic distance and associated costs when implementing educational programs, as these factors may have implications for enrollment and operational efficiency.

High School Students:

- **Absence of a Sense of Community:** Students feel isolated and disconnected from their peers, lacking a sense of belonging within the school environment. This lack of cohesion hinders collaboration, support, and overall engagement in academic and extracurricular activities.
- **Bias toward Certain Extracurricular Activities:** There is a perceived favoritism toward specific extracurricular programs, particularly sports, resulting in unequal opportunities and recognition for other activities such as music, art, agriculture, or academic clubs. These biases limits students' abilities to explore diverse interests and develop well-rounded skill sets.
- **Limited Student Autonomy:** Students express frustration due to their limited control over their schedules and course selections. They desire increased autonomy to make decisions about their education, such as choosing elective courses that align with their interests and future aspirations.
- **Desire for Expanded Academic Opportunities:** Students recognize the importance of rigorous academic coursework and express the need for more Advanced Placement (AP) and College Credit Plus (CCP) opportunities.
- **Lack of Student Voice:** Students feel that their input is not sufficiently valued or considered in the school's decision-making processes. They desire more opportunities to voice their concerns, suggestions, and ideas, particularly on matters that directly impact their education and school environment.

Teachers:

- **Student Mental Health and Support Services:** The teachers frequently mention concerns about the lack of adequate mental health support for students. They highlight the need for more counselors, social workers, and intervention specialists to address the rising mental health challenges and behavioral issues among students.

- **Curriculum and Teacher Support:** The teachers desire a dedicated curriculum director to oversee curriculum development, provide teacher training, and ensure consistency across schools. There is also a call for more professional development opportunities for teachers, both within and outside the district.
- **Retention and Recruitment of Quality Educators:** Retaining experienced teachers and attracting new, qualified educators is a recurring theme. Responses suggest competitive compensation, additional resources, and administrative support as factors in improving retention.
- **Communication and Community Relations:** Several responses emphasize the importance of clear and consistent communication between the district, staff, parents, and the community. Concerns are raised about mixed messages from administrators and negative perceptions of the district circulating on social media.
- **Student Enrollment and College Credit Plus (CCP):** The increasing number of students opting for CCP, and vocational schools is identified as a concern, leading to a decline in upperclassmen enrollment and potential logistical challenges for teachers.

Support Staff:

- **Communication Issues:** Several responses highlight communication as a significant problem within the district. Responses mention a lack of transparency and consistency in communication, difficulty navigating the website, and a disconnect between staff, students, and the district's overall goals.
- **Student Retention and Academic Programs:** The responses frequently mention the challenge of retaining students at Tri-Valley High School, with many opting for alternative educational paths. This issue is linked to a perceived need for more diverse academic programs, particularly for gifted students, to cater to individual needs and interests.
- **Safety and Security Concerns:** Respondents express concerns about school safety and security, particularly considering potential threats. The lack of adequate training for staff in handling emergency situations like an active shooter is a specific concern.
- **Staffing Challenges:** Difficulties in recruiting and retaining qualified staff, particularly for support roles such as custodians, cafeteria workers, and special education aides, are highlighted. This shortage contributes to operational challenges and impacts the overall learning environment.
- **Social and Societal Issues:** The staff reflect a concern about the impact of social and societal issues on the school environment. The influence of social media, particularly its potential for spreading misinformation and negativity, is a recurring theme.

Parents & Community:

- **Lack of Transparency and Communication:** Many parents express concerns about the lack of transparency and communication. They desire a superintendent who is honest and open with the community and staff, actively responds to questions and concerns, and utilizes various communication channels to keep the community informed.
- **Bullying and Student Safety:** Bullying is a recurring concern in the responses, with many expressing that the district is not adequately addressing this issue. There are calls for a safer school environment, clear rules against bullying, and serious consequences for violators.
- **Student Mental Health and Support Services:** The survey indicates a significant need for increased mental health support for students. This includes the need for elementary school counselors, support for diverse student needs, and proactive measures to address mental health concerns.

- **Students Leaving High School:** Many students opt for College Credit Plus programs, work-related experiences, or other high school options, leading to concerns about dwindling student participation in extracurricular activities and a decline in school spirit. Responses suggest exploring ways to make the high school more competitive and engaging to retain students, including offering more diverse and challenging course options.
- **Political Influence and Conservative Values:** Several responses express concerns about the influence of political agendas and the emphasis on conservative values in the district. Some view this as a detriment to the overall educational experience and inclusivity of the district. Some responses also mention concerns about the "good ole boys club" and favoritism within the district.

CHARACTERISTICS OF NEW SUPERINTENDENT

Question #3: Please tell us your two or three characteristics that you think the Board should look for in a new Superintendent.

Consistent Themes

1. **Strong Leadership:** This theme is consistently mentioned across all stakeholder groups, emphasizing the need for a superintendent who is decisive and personable, can build trust and collaboration, effectively leads, and motivates faculty and staff, makes effective decisions, and gains the respect of the staff and community. Experience leading a large, rural district is also considered necessary.
2. **Effective Communication:** The responses stress the importance of a superintendent with solid communication skills who can effectively communicate with the board, staff, community, and media. This includes eloquence, being a good listener, being willing to use others' ideas, being approachable and transparent, and building strong relationships with various stakeholders.
3. **Conservative Values and Moral Character:** Many responses, particularly from parents and community members, emphasize the importance of a superintendent who aligns with conservative, community values and traditional family values. They seek a leader who has strong moral standards, integrity, honesty, and fairness and will make decisions in the school district's best interests.
4. **Focus on Academics and Student Well-Being:** Responses emphasize the desire for a leader who prioritizes students' needs and makes decisions with their best interests in mind. They want a superintendent who cares about children's well-being, is involved in their activities, and ensures a high-quality education and a safe learning environment.
5. **Experience and Fit:** The responses mention the importance of experience working in a rural atmosphere and fitting in with the board of education and treasurer. There is also an expressed preference for a superintendent with prior experience in education leadership, particularly as a superintendent. Specific areas of expertise include special education, curriculum development, and financial management.

Board of Education:

- **Strong Moral Character:** The Board emphasize the importance of strong moral standards and values, particularly conservative values. Integrity is also highlighted as a critical attribute.

- **Effective Leadership:** The responses stress the ability to lead and motivate faculty and staff, make effective decisions, and gain the respect of the staff and community. Experience leading a large, rural district is also considered essential.
- **Strong Communication:** The responses highlight the need for strong communication skills, including clarity and gaining and maintaining respect. Being a good listener and willing to use others' ideas is also emphasized.
- **Confidence and Courage:** The responses value confidence with humility and the courage to make tough decisions. They also mention the ability to resist bad decisions.
- **Experience and Fit:** The responses mention the importance of experience working in a rural atmosphere and fitting in with the board of education and treasurer.

Administration:

- **Strong Leadership:** This theme is consistently emphasized across the responses, highlighting the need for a superintendent who demonstrates decisiveness, a personable and positive leadership style, and the ability to build trust and foster collaboration among administrators.
- **Effective Communication:** Responses stress the importance of a superintendent who possesses excellent communication skills, including the ability to listen attentively to staff, parents, students, and community members. Clear and effective communication is crucial for successful leadership.
- **Community Alignment:** The selected candidate should have morals and values that align with the school district and community. They should understand the community's ideologies and be willing to stand against those who don't represent them. Responses also suggest that the superintendent should be actively engaged in the district's operations and community.
- **Fiscal Responsibility:** The responses highlight the importance of a superintendent who understands the financial aspects of running a school district and prioritizes budgetary responsibility. They should be able to make sound financial decisions while considering the needs of all stakeholders.
- **Innovation and Vision:** While less prominent than the other themes, this theme calls for a forward-thinking leader who embraces innovation while being realistic about what can be achieved within the constraints of available resources and organizational goals. This suggests a balance between embracing new ideas and ensuring practicality.

High School Students:

- **A Student-Focused Leader:** The responses emphasize the importance of a leader who makes student needs a top priority. This leader would demonstrate care for student well-being, participate in student activities, and prioritize student best interests in decision-making.
- **Approachability and Support:** The responses highlight the need for a leader who is approachable and supportive, and who engages actively with the school community. This includes visibility at school events, a willingness to listen to concerns, and offering support to both staff and families.
- **Open-mindedness:** The responses repeatedly mention the importance of open-mindedness in a leader.
- **Strong Ethics and Fairness:** The responses consistently stress the importance of a leader with strong ethics. They desire someone who embodies qualities like honesty, integrity, fairness, and decisiveness.
- **Community Involvement:** The responses value a leader who is actively involved in the community.

Teachers:

- **Strong Leadership and Vision:** Many responses emphasize the need for a superintendent with a clear vision for the district's future, strong leadership abilities, and the capability to inspire and motivate staff and students. The responses express a desire for someone who can set strategic goals, make tough decisions, and lead the district in a positive direction.
- **Effective Communication and Community Engagement:** The responses frequently mention the importance of a superintendent who can communicate effectively with the board, staff, community, and media. They highlight the need for someone approachable, a good listener, and able to build strong relationships with various stakeholders.
- **Experience and Expertise:** Several responses express a preference for a superintendent with prior experience in education leadership, particularly as a superintendent. Specific areas of expertise include special education, curriculum development, and financial management.
- **Integrity and Moral Character:** The superintendent's character is strongly emphasized, with many responses highlighting the importance of integrity, honesty, fairness, and strong moral principles. The responses value a trustworthy, transparent leader who makes decisions in students' best interests.
- **Understanding of the Tri-Valley Community:** The responses indicate a desire for a superintendent who understands the specific needs and values of the Tri-Valley community. This includes being familiar with the rural setting, respecting community input, and aligning with the community's values and morals.

Support Staff:

- **Strong Leadership and Decision-Making:** The responses emphasize the need for a superintendent with decisive leadership skills, the ability to make timely choices, and the strength and conviction to stand by their decisions. The new superintendent should also possess strong core values, integrity, and accountability in their leadership approach.
- **Effective Communication and Community Engagement:** The responses highlight the importance of a superintendent who is an approachable and transparent communicator, effectively conveying their thoughts and ideas to the community. They should actively engage with the community, be accessible to staff and the public, and be comfortable in informal conversations.
- **Financial Acumen and Conservative Values:** The responses indicate a preference for a superintendent who is financially responsible and demonstrates conservative values aligned with the community. They should have a strong grasp of school finance and ensure fiscal responsibility in managing the district's resources.
- **Commitment to Students and Staff:** The new superintendent should be passionate about creating the best learning environment for students and inspiring greatness in staff. They should listen to and value the input of teachers and staff who work directly with students.
- **Integrity and Ethical Conduct:** The responses stress the importance of a superintendent with high ethical standards and integrity in all aspects of life. They should be honest and trustworthy and make decisions in the best interest of the school district.

Parents & Community:

- **Conservative Values and Moral Character:** Many responses emphasize the importance of a superintendent who aligns with conservative values, often mentioning faith and traditional family values. Some explicitly express opposition to liberal ideologies and social progressiveness.
- **Strong Leadership and Communication Skills:** The responses consistently highlight the need for a strong and effective leader who can communicate clearly and transparently with staff,

students, parents, and the community. Desired leadership qualities include honesty, integrity, trustworthiness, and a willingness to listen to concerns.

- **Focus on Academics and Student Well-being:** The new superintendent should prioritize student growth and development, ensuring a high-quality education and a safe learning environment. This includes supporting teachers and staff, fostering a positive school culture, and addressing issues like bullying.
- **Financial Expertise and District Management:** The responses indicate a need for a superintendent with financial knowledge and experience managing a school district effectively. This includes responsible budgeting, allocating resources fairly, and advocating for fair wages for educators.
- **Community Engagement and Local Connection:** Many respondents desire a superintendent who is actively involved in the community, understands local values, and prioritizes the needs of the Tri-Valley district. Some emphasize the importance of hiring someone from within the district or a similar rural area, while others suggest an outsider perspective could be beneficial.

SUPERINTENDENT CHARACTERISTICS BY RANKING

1 = MOST IMPORTANT

TO

10 = LEAST IMPORTANT

CRITERIA	BOE	ADMIN	TEACHERS	SUPPORT STAFF	PARENTS/ COMMUNITY	STUDENTS
Ability and willingness to deal fairly with faculty, staff, students, and parents	3	2	1	2	1	3
Effective at creating and implementing a vision for the district	6 (tie)	8	2	1	2	2
Expertise in design and implementation of instruction and curriculum	5	6	6	5	4	7
Effective at both written and verbal communications	8	4	7	3 (tie)	3 (tie)	6
Successful experience as a superintendent	1	9	10	7	3 (tie)	8
Experience with socially and economically diverse student populations	9	7 (tie)	9	9	9	9
Fiscal management expertise	7	3	8	8	8	10
Effective organizational and management skills	4	7 (tie)	3	6	5	5
Personal involvement and interest in the community	6 (tie)	5	4	4	7	4
A leader with strong interpersonal and public relations skills	2	1	5	3 (tie)	6	1

RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS ALL GROUPS

RANK **TOP 5 CHARACTERISTICS**

- | | |
|---|--|
| 1 | Ability and willingness to deal fairly with faculty, staff, students, and parents. |
| 2 | A leader with strong interpersonal and public relations skills |
| 3 | Effective at creating and implementing a vision for the district. |
| 4 | Personal involvement and interest in the community |
| 5 | Effective organizational and management skills |

RANK **BOTTOM 5 CHARACTERISTICS**

- | | |
|----|---|
| 6 | Effective at both written and verbal communications |
| 7 | Expertise in design and implementation of instruction and curriculum |
| 8 | Fiscal management expertise |
| 9 | Successful experiences as a superintendent |
| 10 | Experience with socially and economically diverse student populations |

SUMMARY

The information gathered through surveys and interviews bears strong similarity across all groups with respect to Tri-Valley Schools strengths, issues, and concerns facing the district, as well as the characteristics desired in the next superintendent.

All groups and individuals expressed that Tri-Valley School's *greatest strengths* include:

1. **Dedicated and High-Quality Staff:** The results of the survey consistently emphasize the dedication, quality, and hard work of the teaching and administrative staff of Tri-Valley School District. The staff is commended for their caring nature, commitment to student success, and pride in their work and the district.
2. **Strong Community Support:** The respondents highlight the robust community support for the district, with active parent and community involvement in district functions. The community is characterized as close-knit, supportive, and united in its commitment to education. This support is evident in the passing of levies, the willingness to rally around those in need, and continued support from families even after their children have graduated.
3. **Financial Stability and Responsibility:** The responses indicate that Tri-Valley School District maintains a strong financial position. This stability is attributed to responsible financial management and allows the district to provide quality services and opportunities for students and staff. The district has not had a levy in over 30 years and is praised for its financial prudence and stable financial leadership.
4. **Academic Excellence and Opportunities:** The overall results consistently commend Tri-Valley's strong academic reputation and the high achievement levels of its students. They attribute this success to talented teachers, rigorous curriculum, and high expectations. The district is recognized for providing a quality education and offering a range of academic and extracurricular opportunities that nurture the holistic development of students. There is a focus on college readiness and preparing students for their future.

5. **Strong Extracurricular Programs:** Tri-Valley offers a diverse range of athletic and non-athletic extracurricular activities. The responses emphasize the district's competitive sports programs and the talents and abilities of students in both sports and the arts. These programs are seen as promoting physical fitness, teamwork, and leadership skills. Extracurricular activities, notably athletics, are well-supported and serve as a unifying force for the community.

The *top issues and concerns* facing Tri-Valley Schools, which surfaced through profile forums and from individually submitted questionnaires, include:

1. **Staffing Issues:** The responses consistently raise concerns about staffing challenges within the district. These concerns include teacher shortages, particularly the loss of experienced high school teachers, the need for a succession plan for retiring administrative leaders, and difficulties in recruiting and retaining qualified staff for both teaching and support roles. Responses suggest that competitive wages, additional resources, and administrative support are crucial for attracting and retaining quality educators.
2. **Student Enrollment and Engagement:** Many students are choosing alternative educational paths, such as College Credit Plus programs, vocational schools, or work-related experiences. This trend is attributed to various factors, including a lack of desired course offerings at the high school, insufficient incentives to stay enrolled, and a perceived need for more diverse and challenging academic programs. The decline in enrollment raises concerns about student leadership, participation in extracurricular activities, and overall school spirit.
3. **Mental Health and Support Services:** The responses highlight the increasing prevalence of mental health and behavioral issues among students. There is a strong call for increased mental health support services, including more counselors, social workers, and intervention specialists.
4. **Communication and Transparency:** The district's lack of effective communication and transparency is a recurring concern. They desire a superintendent who is honest and open with the community and staff, actively responds to concerns, and utilizes various communication channels to keep everyone informed.
5. **Community Values and External Influences:** Several responses express concerns about the influence of external factors on the school environment. These concerns range from broader societal issues such as parenting and the impact of liberal ideology to more specific concerns about the influence of social media and the pressure to adopt social activism. Additionally, responses highlight the importance of maintaining an environment that reflects community values and addressing issues like bullying and student safety to ensure a positive and supportive learning environment.

In reconciling the concerns and the characteristics sought in a superintendent for Tri-Valley Schools, most respondents expressed the following:

The new superintendent should be visible throughout the district, be accessible, exhibit transparency in all aspects of their work, and be committed to Tri-Valley. Tri-Valley Schools prides itself on being a community where people know each other and take care of each other. It is important the new superintendent understands and appreciates the community and becomes invested in it. To that end, the district wants someone who will stay with Tri-Valley Schools and the Tri-Valley community for many years to come.

The community consistently emphasizes the need for a superintendent with strong leadership capabilities. They desire someone decisive, capable of making tough choices and committed to leading the district

with a clear vision for the future. This vision should encompass strategic goals that address the district's challenges and aspirations while inspiring staff and students to strive for excellence.

The Tri-Valley community highly values transparency and open communication. They desire an approachable superintendent who actively listens to concerns and effectively communicates with all stakeholders, including the board, staff, students, parents, and the broader community. This includes utilizing diverse communication channels and fostering solid relationships built on trust and mutual respect.

A significant emphasis is placed on the superintendent's alignment with the community's conservative values, often mentioning faith and traditional family values. This includes demonstrating integrity, honesty, fairness, and a strong moral compass. The community wants a leader whose decisions reflect these values and who can foster an environment that upholds them.

The community strongly desires a student-centered leader who prioritizes academic excellence and the overall well-being of every student. This involves advocating for a high-quality education, ensuring a safe and supportive learning environment, and addressing bullying and mental health challenges. The next superintendent should actively champion initiatives that support student growth and development.

The community seeks a superintendent who understands school finance well and can demonstrate responsible stewardship of the district's resources. This includes managing budgets effectively, allocating resources equitably, and advocating for competitive wages to attract and retain high-quality staff. The community expects the superintendent to make fiscally sound decisions that benefit all stakeholders while maintaining the district's long-term financial stability.

In closing, Tri-Valley Schools serves a strong community that is proud of its schools. We believe that the right candidate for superintendent will recognize this and embrace being part of the rich tradition. There is no question that this position will be of interest to strong superintendent candidates, and we believe we will find the right candidate who has the attributes outlined herein, who possesses the skills needed to address the issues and concerns expressed by respondents, and who will be happy to be a part of the Tri-Valley Schools community.

Respectfully submitted:

K-12 Business Consulting, Inc

Notes:
