



INVER GROVE HEIGHTS SCHOOLS SUPERINTENDENT SEARCH

PUBLIC ENGAGEMENT SUMMARY REPORT

MARCH 2026



MINNESOTA SCHOOL BOARDS ASSOCIATION

EXECUTIVE SEARCH SERVICES

Inver Grove Heights Schools Superintendent Search

Public Engagement Superintendent Search Survey

Overview: On January 29, 2026, the “Inver Grove Heights Schools Superintendent Search Survey” was made available to the public both online and in hard copy. The survey remained open for respondents until February 23, 2026, and a total of 881 people completed the survey (879 English, 2 Spanish).

Although this survey was opt-in (meaning individuals must actively choose to participate), MSBA’s analysis of the results do indicate a cross-section of people who are invested in the district were reached through the survey process. Knowing it took time and effort to do so, the school board and MSBA deeply appreciate each and every respondent who participated in the survey. The information these individuals shared through their responses will provide valuable input for the school board to consider as they move forward in selecting the next superintendent to lead Inver Grove Heights Schools.

The results of all quantitative survey responses are summarized in the first five pages of this report, beginning below with those from across the district who participated in the survey.

Self-identifiers: Survey takers were first asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

- 47.55% of respondents selected “Student”
- 25.14% of respondents selected “Parent/Guardian”
- 17.29% of respondents selected “Staff Member”
- 8.53% of respondents selected “Community Member”
- 1.48% of respondents selected “Other”

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

- Budget and Finance
- Collaborative Leadership
- Curriculum Development/Evaluation
- Educational Equity
- Cultural Competency
- Strategic Planning



Previous Experience: Respondents were asked if previous superintendent experience is important. Based on the results, 51.95% of the respondents selected “Yes,” while 48.05% of the respondents selected “No.”

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

- Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community
- Develops trust and works collaboratively with diverse groups and communities
- Experience in school finance, including resource allocation and fiscal oversight
- Demonstrates clear, confident, and adaptable communication skills
- Experience in implementing practices that support student safety and mental health
- Delegates authority while maintaining accountability

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.

- Effective communicator
- Ethical
- Transparent
- Problem solver
- Consistent
- Empathetic

The following tables provide another perspective of the quantitative data, categorizing each question’s responses by self-identifiers. The number of individual responses per category were:

- Student (418)
- Parent/Guardian (221)
- Staff Member (152)
- Community Member (75)
- Other (13)
- Skipped this question (2)

PREVIOUS EXPERIENCE REQUIRED

Student (418)	Parent / Guardian (221)	Staff Member (152)	Community Member (75)	Other (13)
Yes: 66.49%	Yes: 33.81%	Yes: 43.48%	Yes: 43.06%	Yes: 53.85%
No: 33.51%	No: 66.19%	No: 56.52%	No: 56.94%	No: 46.15%



TOP SIX AREAS OF EXPERTISE

Student (418)	Parent / Guardian (221)	Staff Member (152)	Community Member (75)	Other (13)
Budget & Finance	Budget & Finance	Collaborative Leadership	Collaborative Leadership	Budget & Finance
Educational Equity	Curriculum Development/ Evaluation	Budget & Finance	Budget & Finance	Collaborative Leadership
Curriculum Development/ Evaluation	Collaborative Leadership	Cultural Competency	Strategic Planning	Personnel Management
Social/Emotional Support Services	Social/Emotional Support Services	Educational Equity	Contract Administration & Negotiations	Curriculum Development/ Evaluation
Cultural Competency	Strategic Planning	Strategic Planning	Curriculum Development/ Evaluation	Strategic Planning
Collaborative Leadership	Student Testing Results and Achievement	Contract Administration & Negotiations	Personnel Management (<i>tie with</i>) Public Relations	Cultural Competency (<i>tie with</i>) Educational Equity

TOP SIX PERSONAL CHARACTERISTICS

Student (418)	Parent / Guardian (221)	Staff Member (152)	Community Member (75)	Other (13)
Effective Communicator	Effective Communicator	Effective Communicator	Problem Solver	Ethical
Confident	Ethical	Transparent	Effective Communicator	Effective Communicator
Ethical	Transparent	Problem Solver	Ethical	Problem Solver
Empathetic	Problem Solver	Ethical	Transparent	Transparent
Consistent	Empathetic	Consistent	Consistent	Consistent
Personable	Inclusive	Personable	Resourceful	Personable

The following two pages directly compare the school board's responses to the specialized skills question. These results indicate strong alignment between the board and public, as board members prioritized many of the same categories as a majority of the district's constituencies.

Inver Grove Heights Schools – Superintendent Search

Leadership Profile:

- Exemplifies honesty, ethical decision-making, accountability, and professional integrity throughout the school district
- Fosters collaborative relationships with both internal and external groups, values diverse perspectives, and advocates for inclusive policies and procedures
- Communicates openly and often to ensure clarity and build trust with all constituents
- Leads internal teams through setting clear expectations, communicating transparently, nurturing growth, and demonstrating shared decision-making and commitment to goals
- Partners effectively with the school board to prioritize and achieve strategic initiatives
- Utilizes data to manage and affect change
- Maintains an active presence in schools and the community, and provides a living example of the district's commitment to equity and access for each and every student

Inver Grove Heights Schools Hiring Criteria and Public Input Survey:

Specialized Skills - Board

1. Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community
2. Develops and directs an effective leadership team
3. Develops trust and works collaboratively with diverse groups and communities
4. Demonstrates clear, confident, and adaptable communication skills
5. Works cooperatively with the school board; provides options and recommendations
6. Knowledge of and experience with equity leadership challenges and opportunities
7. Visible and accessible to the school board, staff, students, parents, and community

Specialized Skills – Public Input

1. Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community
2. Develops trust and works collaboratively with diverse groups and communities
3. Experience in school finance, including resource allocation and fiscal oversight
4. Demonstrates clear, confident, and adaptable communication skills
5. Experience in implementing practices that support student safety and mental health
6. Delegates authority while maintaining accountability
7. Develops and directs an effective leadership team

The following areas of expertise rose to the top in the public input survey:

- Budget and Finance
- Collaborative Leadership
- Curriculum Development/Evaluation

Is previous superintendent experience important?

Board: Yes = 57%; No = 43% Public Input: Yes = 52%; No = 48%

All highlights are to show where there is alignment with both the school board and the community.

TOP SIX SPECIALIZED SKILLS

Student (418)	Parent / Guardian (221)	Staff Member (152)	Community Member (75)	Other (13)
Delegates authority while maintaining accountability	Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community	Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community	Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community	Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community
Experience in school finance, including resource allocation and fiscal oversight	Experience in implementing practices that support student safety and mental health	Develops trust and works collaboratively with diverse groups and communities	Experience in school finance, including resource allocation and fiscal oversight	Develops trust and works collaboratively with diverse groups and communities
Develops trust and works collaboratively with diverse groups and communities	Develops trust and works collaboratively with diverse groups and communities	Visible and accessible to the school board, staff, students, parents, and community	Demonstrates clear, confident, and adaptable communication skills	Demonstrates clear, confident, and adaptable communication skills
Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community	Experience in school finance, including resource allocation and fiscal oversight	Demonstrates clear, confident, and adaptable communication skills	Develops and directs an effective leadership team	Experience in school finance, including resource allocation and fiscal oversight
Experience in implementing practices that support student safety and mental health	Demonstrates clear, confident, and adaptable communication skills	Develops and directs an effective leadership team	Visible and accessible to the school board, staff, students, parents, and community	Visible and accessible to the school board, staff, students, parents, and community
Demonstrates clear, confident, and adaptable communication skills	Develops and directs an effective leadership team	Possesses a visionary and creative approach to problem-solving	Develops trust and works collaboratively with diverse groups and communities	Experience in implementing practices that support student safety and mental health

Additional comments: Finally, respondents were given the opportunity to answer open-ended questions in the survey, and on average, 615 of the 881 respondents provided additional commentary. These qualitative results were then reviewed by MSBA representatives, with reappearing ideas identified and grouped into themes. These themes are highlighted below for each of the questions.

The superintendent search survey asked the following four questions:

1. What are some of the good things taking place in Inver Grove Heights Schools today?
2. What challenges do you see ahead 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 community to be successful?
4. Additional comments.

1. What are some of the good things taking place in Inver Grove Heights Public Schools today?

<p>Inver Grove Heights Public Schools has a highly dedicated, caring, and collaborative staff who consistently put students first. The teachers and leaders are hardworking and deeply invested in building strong relationships, supporting student wellbeing, and helping every student grow and succeed.</p> <ul style="list-style-type: none"> • <i>Amazing caring teachers!</i> • <i>The Staff is devoted.</i> • <i>Staff cares deeply about each other and our students. We always show up for our students in various ways in/out of school.</i> • <i>Good passionate teachers</i> • <i>Teacher support.</i> • <i>The Staff dedication to students and helping families.</i> • <i>Staff who go above and beyond to help kids on a daily basis.</i> • <i>The staff is wonderful.</i> • <i>I believe most of the staff within all the schools are trying very hard to do the right things.</i> • <i>The teachers and support staff are amazing.</i> • <i>In my experience, we have amazing teachers who deeply care about their students.</i> 	<p>258 related responses: Public - 131 Students - 127</p>
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- Teachers are meeting needs of students and helping them grow.
- Committed staff that does an outstanding job everyday.
- Teachers are doing the best they can with what they have.
- We have strong, caring, knowledgeable teachers.
- Teacher/student relationships, teacher/community relationships.
- The teachers are great, the staff work together and the genuinely care about the students.
- Staff dedicated to meeting the needs of their students.
- Great teachers and resource personnel in the high school.
- Teachers care about students and perform their job despite challenges.
- Great relationships with the Principals, Asst Principals, Teachers – a very very strong team who care deeply for kids.
- Teachers that are passionate and care for the kids.
- Some excellent teachers that care about the students.
- We have a terrific staff in 199- a staff that loves what they do and does it at 100%.
- Teachers are working hard to support the needs of their students and building relationships with students and their families.
- The teachers work hard and are committed to students.
- The hard working teachers and their commitment to educating children.
- Great classroom teachers!
- Teachers and staff going above and beyond for their students.
- We have a great group of teachers that truly put the students first.
- We have an amazing staff that goes above and beyond for our students.
- Excellent staff that works together.
- Teachers and staff are coming together as a community to support students.
- Staff supporting each other in buildings.
- Strong teachers, administrators and dedication to the students we serve.
- The teachers are on the front lines giving each student their best experience with the limited resources they have.
- Connection and relationships are at the heart of everything we do
- Staff works very hard for the students. Students are at the forefront.
- Teachers are doing the best with what they have and staying focused on student success.
- Leadership works well together as a team.
- Dedicated, loyal, knowledgeable, collaborative staff members who care SO MUCH for their students and each other who are also great problem solvers/solution-oriented.
- We have great teachers and students. We are a strong community that truly invests in our students.
- School leaders, faculty and staff are connected to the community.
- The teachers seem to care and be invested.

<ul style="list-style-type: none"> • <i>I think Inver Grove Heights has a talented teaching staff.</i> • <i>Staff who are dedicated to the students they serve.</i> • <i>Reputation for quality teachers.</i> • <i>We have a great group of teachers who do what is best for students.</i> • <i>Great Principal and staff who really care and work hard to make it a positive experience.</i> • <i>Staff are hard working and students are amazing.</i> • <i>How all the teachers are kind and helpful and easy to talk to.</i> • <i>How the teachers care no matter the person.</i> • <i>I believe our school has an excellent, exceptional, and extraordinary group of staff that truly care about the wellbeing of students.</i> • <i>I like how all the staff are nice and care about the students.</i> • <i>I like how helpful the teachers are and they actually care to help.</i> • <i>I like how the school has nice teachers.</i> • <i>I like our school especially with the teachers that I have mainly because they always try their best to understand changing circumstances of their students.</i> • <i>I like that most teachers actually try to help and want students to succeed.</i> • <i>I like the building and the teachers, they're very humble people and helpful.</i> • <i>I like the teachers and how friendly they all are!</i> • <i>One thing I like about my school is that you can talk to any teacher and you can feel safe.</i> • <i>Teachers are nice and understanding.</i> • <i>Teachers are very friendly.</i> • <i>That there are many staff that cares for the students.</i> • <i>The staff make sure we stay on task and are very helpful in many ways.</i> • <i>The teachers are nice.</i> • <i>Teachers – personal relationships with them. Talk to you as a person. They care about us</i> 	
<p>Inver Grove Heights Public Schools fosters a strong sense of community where relationships, belonging, and student-centered values are clearly prioritized. The district is described as a welcoming, inclusive, and positive environment where students, staff, and families feel connected, supported, and genuinely cared for.</p> <ul style="list-style-type: none"> • <i>Student relationships are prioritized.</i> • <i>The togetherness, everyone working together in their own way to make the schools a better place.</i> 	<p>163 related responses: Public – 84 Students – 79</p>

- *The district's strategic approach centers on Belonging, Relationships, and Engagement, aiming to foster a supportive, inclusive culture for students, staff, and families.*
- *Taking care of each other.*
- *Relationship building between staff and students and families.*
- *I think our students all get along really well.*
- *The district is a tight knit community, everyone seems to know each other and everyone is very welcoming to new people.*
- *I like the culture shift going on at the IGH middle school.*
- *A place where relationships can be built – because it's small enough (even in the metro) that relationships can be built.*
- *Sense of community*
- *Good school community*
- *School community, support for everyone.*
- *School spirit has increased over the last few years. Students have more options for classes than they have had in a while.*
- *Small town feel and keep the district the size it is.*
- *Teachers have an amazing relationship with the students. You can see this when walking into any building.*
- *We are a hidden small gem – it's a big small town and people will greet you in stores and ask about the school district.*
- *Clear mission/direction.*
- *We're all Spartans no matter which schools you go to.*
- *We are a public school and we serve all students. All students belong. All families belong. That is what we are.*
- *Still has a small-town feel and I feel like I actually know members of the district office team, admin, etc.*
- *Schools have a strong "community culture"*
- *There have been many spirit days to make the school day fun.*
- *The elementary schools do a ton of fun events.*
- *Relationships between families and teachers.*
- *Must put students first.*
- *A sense of Community and strength in that students are working together. Students are lifted up and acknowledged for the good things they do.*
- *Sense of community, students first.*
- *People enjoy coming to work, the people in the system are here for the right reasons, our focus on relationships.*
- *Celebration of student achievements.*
- *Building sense of community for students.*
- *The kids are very happy there. It is a wonderful community and that needs to continue to be supported.*
- *Positive work environment in the district office.*
- *Students are at the forefront.*

<ul style="list-style-type: none"> • <i>The mission stands out in everything we do.</i> • <i>We're building culture and climate.</i> • <i>About how welcoming this school is.</i> • <i>Everyone around me is nice.</i> • <i>Everyone is kind and welcoming.</i> • <i>How flexible they are with work.</i> • <i>How they try to make school fun.</i> • <i>I feel welcomed.</i> • <i>I like how encouraging they are.</i> • <i>I like how our district welcomes everyone.</i> • <i>I like that they are very understanding.</i> • <i>I like the community that has been built between staff, students and parents which comes from the school and district.</i> • <i>It feels like a connected community.</i> • <i>It is full of kind and caring people who are easy to communicate with.</i> • <i>Just a good environment, good people here.</i> • <i>The sense of community.</i> • <i>Meeting with friends, being with friends.</i> • <i>The way they care about you.</i> • <i>They try and bring people together.</i> • <i>Welcome everybody, equality, discipline, respect, responsibility.</i> • <i>I like that we are so inclusive, and how the school tries its best to represent students of all colors and ethnicities and identities.</i> • <i>I like how it's small enough where we can know everyone.</i> 	
<p>Inver Grove Heights Public Schools offers a wide range of academic, athletic, fine arts, and extracurricular opportunities that allow students to explore their interests and get involved in meaningful ways.</p> <ul style="list-style-type: none"> • <i>Sports and extracurricular activities.</i> • <i>They are allowing more social groups.</i> • <i>Emphasis on extra curricular activities</i> • <i>The activities area is thriving.</i> • <i>All the extracurricular opportunities, sports, arts, music, clubs, sparc.</i> • <i>Events such as spirit week to encourage community</i> • <i>Music program--so important!</i> • <i>Athletics, AP, PSEO, College courses</i> • <i>Our athletic programs.</i> • <i>Ability to offer ALL students access to participate in multiple co-curricular activities rather having to specialize to participate.</i> 	<p>112 related responses: Public – 40 Students - 72</p>

- *I think the broad amount of classes being offered in the high school is amazing. There are many different opportunities for students to learn outside the classroom.*
- *Growth in fine arts (expansion of theater, etc).*
- *Student programs.*
- *Kids here get a broader experience and a wider circle of friends outside of a specialty.*
- *Geographically, there are a lot of options for schools. Important to have opportunities in sports, arts, and academics.*
- *The school offers subjects/course that support music, art, science and the trades.*
- *Opportunities for students.*
- *Band and music programs are working together across Elementary, Middle and high school.*
- *High participation in extracurriculars.*
- *There have been many spirit days to make the school day fun.*
- *The elementary schools do a ton of fun events.*
- *We have some excellent learning opportunities available: concurrent enrollment, Tri-district, PSEO, and CIS.*
- *The school has so many amazing activities as well and traditions, such as SALT day, the carnival, field trips, popcorn, Fridays, and many other traditions.*
- *About that we have a lot of options of classes.*
- *All the electives they have.*
- *All the opportunities the school offers.*
- *Amount of diversity in extracurriculars*
- *Class options.*
- *How many choices you can make on which classes you want to take.*
- *The variety of classes and clubs.*
- *I like a lot of the classes that are available.*
- *That there are multiple extra curricular activities we can choose from.*
- *I like that our school district has many different clubs, organizations, and activities that promote the schools.*
- *There's lots of sports you can get involved in pretty much all year around.*
- *I like that the school has clubs and they do different activities for different cultures.*
- *It has lots of fun school sports.*
- *Sports programs.*
- *Art classes, STEAM, gym, recess.*
- *The music and art departments.*
- *We have a lot more class elective options than other schools in the US.*
- *What I like about my school are the elective classes.*

Inver Grove Heights Public Schools demonstrates a strong focus on academic growth and continuous improvement, with expanding course offerings, updated curriculum, and programs that support learners at every level.

- *Academic achievement.*
- *AP classes, many options offered.*
- *Changed curriculum.*
- *Students are in school every day learning.*
- *Concurrent enrollment, pathways, CTE – we've done a lot of work on that.*
- *The district's growing course offerings at the high school.*
- *Gifted program at Athenaeum.*
- *We love the Avid program. Helping prepare our kids for success in high school and exploring the idea of college.*
- *That they help kid with special education.*
- *The work that's been done with the 199 Way and the learning framework. We've taken a lot of pride in that and excited to share with the next superintendent. It's good work, student-centered work.*
- *Atheneum at Salem Hills Elementary and ECFE at Hilltop.*
- *Schools moving from a K-12 mindset to a E-12 mindset. Education starts at birth and a school district needs to reflect this.*
- *We have a preschool to high-school focus.*
- *Guaranteed and viable curriculum – every child has access to a classroom that's culturally responsive and has the curriculum they need.*
- *Students are learning.*
- *In high school, options for students college and career ready is an asset.*
- *There are more business classes and DCTC classes that students can take at the high school level.*
- *Innovation – educations opportunities. How are we continuing to grow. More options.*
- *We have some good initiatives going, such as curriculums and trainings that are relevant to the needs of our students.*
- *Positive changes in secondary instruction through the program review process.*
- *Kids are get educated the way they need to be educated.*
- *PSEO and CAPS programs.*
- *We open-enrolled to have our child participate in the Atheneum Gifted and Talented school.*
- *Rigor in academics and vocational or apprenticeship; AP and college avenues in school and Inver Hills. Helping all learners reach their own heights!*

109 related responses:
Public – 95
Students - 14



<ul style="list-style-type: none"> • <i>There are a lot of opportunities for students to take advanced/college level coursework through PSEO and Concurrent Enrollment.</i> • <i>I value the unique curriculum and opportunities provided to my two students in the Atheneum program.</i> • <i>Reading comprehension curriculum.</i> • <i>The support students have to learn at their own pace. Helping them understand in ways that works for them.</i> • <i>We understand how kids learn and provide opportunities for personal success.</i> • <i>Creative ways of teaching concepts during special courses (STEAM, Art, Gym, etc.)</i> • <i>Programs for high achievers (Athenium, honors classes, etc), preparing students for post high school.</i> • <i>Small district allows for individualized attention.</i> • <i>New elementary math and reading curriculum that do a better job of supporting standards.</i> • <i>Gifted and talented program in our elementary school.s</i> • <i>Shift to phonics based language learning.</i> • <i>Working to educate the youth of today.</i> • <i>How we are a very structured and strive to always being improving.</i> • <i>I like the options of available concurrent enrollment courses from DCTC and AP options.</i> • <i>My school wants us to do well in the future, and is very supportive in making sure we are as successful as can be.</i> • <i>Something I like about my school is the fact that they help you out when you need it and trying to find a way to take a good path.</i> • <i>That we get better test scores.</i> • <i>They are open to moving kids up in certain subjects like math.</i> • <i>They have the AVID program.</i> • <i>They help us.</i> • <i>We have a very good education system.</i> 	
<p>Inver Grove Heights Public Schools is supported by a strong, engaged community that actively partners with schools to support students and families.</p> <ul style="list-style-type: none"> • <i>Collaborative involvement involving different sectors of community.</i> • <i>Support for families.</i> • <i>Drives for families in need.</i> • <i>Inver Grove Heights is a great community to be a part of. This community comes together in the darkest of times, and those moments always make me thankful to work here.</i> 	<p>74 related responses: Public – 54 Students - 20</p>

- *Union of Community.*
- *Providing food for families in need.*
- *This is truly a community school... businesses are interested and engaged in school activities.*
- *I really do enjoy bringing this community closer. I thought lighting up Simley pond was a great idea, and brought the community together.*
- *Community support.*
- *Schools working with families.*
- *Community involvement*
- *Community and district support with the current outside environment.*
- *I love that parents are welcome and encouraged to volunteer.*
- *Care and support for our community members.*
- *Involvement of parents and local businesses.*
- *District support for our students who are afraid and they and their families are in hiding.*
- *Small community that is community focused.*
- *The superintendent goes out and meets people and meets them where they are. He will go to the house of the people if there is something wrong.*
- *Ties to local community.*
- *Our community support.*
- *We have come together as a community to support our students.*
- *Strong community.*
- *Great community.*
- *School leaders, faculty and staff are connected to the community.*
- *We have a great community.*
- *Positive community support.*
- *Supportive community involvement.*
- *We have a supportive community.*
- *Community connections.*
- *Opportunities for family connections (back-to-school picnic, community guest speakers, carnival, Good Vibes cafe, Student of the Month Celebrations, etc.)*
- *We are a strong community that truly invests in our students.*
- *Active community*
- *Close community.*
- *How involved as a community we are.*
- *I enjoy the community I am surrounded by.*
- *I like the community and support.*
- *The community.*
- *Lots of community support for schools*

2. What challenges do you see for the district over the next five years?

There is concern the district will face financial challenges and the resulting impact these pressures could have on staffing, contract negotiations, facilities, and student programming.

- *Money. (This single word descriptor was used 23 times.)*
- *Budget, budgeting (These single word descriptors were used 28 times.)*
- *Funding. (This single word descriptor was used 13 times.)*
- *Finances. (This single word descriptor was used 8 times.)*
- *Keeping a budget.*
- *I would assume just overall lack of funds, not as much money as some other districts to work with in comparison to the neighboring metro areas.*
- *Budgeting and federal changes to funding.*
- *Unknown budget cuts.*
- *Getting referendums passed.*
- *Budget constraints.*
- *Financial Challenges.*
- *Financial challenges across the country.*
- *Managing funding for educational needs.*
- *Budgetary challenges...source of funds in a difficult economic environment and hostile federal government.*
- *I think the budget and contract negotiations are going to continue to be an issue.*
- *Rising budgets with less State & Federal money available to lessen the local tax burden.*
- *Funding – huge concern here. Lowest ADMs in the metro.*
- *Financial, with federal budget cuts things are going to be tight.*
- *Budgets always seem to be an issue.*
- *Funding for all aspects of education, with particular concern over special education.*
- *Not enough funding from the state and federal governments to meet our needs.*
- *Financial security.*
- *Budgeting will continue to get harder as state and federal funding decreases and the economy becomes too tough for our community to approve any levies.*

250 related responses:

Public – 127

Students - 123

- *Finances. Isn't that a challenge for all schools and businesses? Finances are dependent on enrollment and enrollment is down everywhere too. Without finances we can't keep up our aging facilities to stay competitive and therefore another factor in lower enrollment.*
- *Making tough financial decisions that support our teachers and students, yet are fiscally responsible.*
- *Taxpayers would say it's low taxes, but from a district perspective it's not very helpful. Keeping taxes low pose unique challenges to a district that needs funding.*
- *Lack of funding in classrooms.*
- *Feels like we're always in a finance battle – for 30 years. This is always a battle in this community.*
- *Finances seem to be so challenging right now.*
- *Managing financial issues wisely.*
- *Facilities are outdated and old – may necessitate a referendum. If things don't change at the state and federal level will also have to go out for an operating levy.*
- *There isn't always transparency about the fiscal situation.*
- *Contract negotiated rate increases outpacing revenue increases from the State.*
- *Current challenge is our teachers working without a contract. Schools will face funding challenges with needed building updates.*
- *Hard to get word out to the community because of the 80% who don't have kids in the district... This will be huge when it comes to a referendum (funding will be an issue).*
- *Some funding will be dropping off and some facilities are pretty dated.*
- *Funding, for sure will be a challenge.*
- *We don't get all the information about the budget and why/how money is spent. Want to know more about why decisions are made.*
- *No more funding cuts.*
- *Budget constraints.*
- *Dealing with additional demands with dismissing revenues due to tax cuts and weakening economy.*
- *Lack of funding from state and local level.*
- *Budget problems.*
- *Budgeting and managing money.*
- *Challenging funding issues.*
- *Excessive spending.*
- *Financial problems.*
- *Funding for schools.*
- *Funding issues.*
- *Going into more debt.*
- *Handling money and funds.*

<ul style="list-style-type: none"> • <i>I believe that money is going to be a continuous problem.</i> • <i>I think that they're probably going to face challenges with money.</i> • <i>I think the district will continue to face many financial problems and issues with passing legislation for financial aid.</i> • <i>I think we will face problems with debt.</i> • <i>Lack of funding</i> • <i>Money issues.</i> • <i>Money problems.</i> • <i>More challenges in the economy</i> • <i>Not enough money for things.</i> • <i>Struggles with inflation.</i> • <i>They might struggle financially with hardships.</i> • <i>Bankruptcy or budget cuts.</i> • <i>Possibly budget cuts.</i> • <i>Extreme debt.</i> • <i>Money management.</i> • <i>Money and needing to remodel.</i> • <i>Using funding correctly.</i> • <i>Either debt or not enough funding in schools for new sports.</i> • <i>Funding to things that need more funding (band program, arts, sciences).</i> • <i>Financial difficulties due to inflation/rising costs.</i> • <i>Handling budget issues that might affect programs or staffing.</i> • <i>Needing More funding.</i> 	
<p>The Inver Grove Heights community anticipates staffing challenges, including recruiting and retaining high-quality teachers amid burnout, low morale, contract uncertainty, shortages, and strained trust between educators and district leadership.</p> <ul style="list-style-type: none"> • <i>Keeping good staff.</i> • <i>Competitive pay for teachers.</i> • <i>Having the right teachers in the advanced programs.</i> • <i>Teacher support from admin. Teachers have also become therapists, mentors, police, administration, custodians, district problem solvers, relations. It's a lot!!!</i> • <i>Teacher unhappiness and teacher morale declining.</i> • <i>Teacher retention.</i> • <i>Burnout of teachers and staff- leaving education overall.</i> • <i>Teacher & staff retention. Teachers have been working without a contract for a long time.</i> 	<p>137 related responses: Public – 113 Students – 24</p>

- Keeping quality teachers.
- Size the system – everyone is wearing 17 hats. Need to get same level of work done that bigger districts do with a much larger staff.
- Staff retention.
- Get more staff and get the budget for it.
- I'm worried about losing good teachers.
- Staffing challenges. Retirement will be significant over the next 5 years.
- There is currently a shortage of staff to help with dysregulated students.
- Streamlining most important services before staff overload.
- If we want to attract and retain good teachers, we need to provide an excellent environment and culture, and a dynamic team-builder is essential.
- Supporting Frontline Staff - Teachers, Paras, Counselors - to allow them to teach and the kids to confidently learn.
- Teacher retention.
- Teachers leaving the profession or district.
- Loss of trust and relationship between teaching staff and district administration. It will need to be rebuilt.
- Keeping top-tier talent.
- Hiring and keeping quality personnel.
- Re-establishing trust with the teaching staff.
- We continue to increase staff in the district office, which gives a false student to teacher ratio. It takes money and educators from the classroom which then raises class size.
- Teacher burnout, they're tired.
- Maintaining competitive staffing in a tight labor market.
- Supporting staff through instructional shifts requires strong leadership.
- The new superintendent should plan to build a positive collaboration between the administrators, school board, and teachers union.
- If Paid Leave doesn't get fully funded for schools, or eliminated, we will face an extreme sub shortage.
- The teachers feel less equipped to manage the increase of diversity (ethnicity, behavior, homelessness) needs. The economy to pay teachers and settle contracts within a timely manner. Teacher shortage.
- SpEd staffing and case loads.
- Staffing cuts are inevitable. There also needs to be a lot of effort put into attracting and RETAINING highly qualified TEACHERS!
- Declining teacher candidates.
- I think we're going to have a shortage on teachers.
- Not giving staff enough support, especially good ones. It get to the point that they move on and we lose more great teachers.
- Extreme teacher shortage.

The Inver Grove Heights community foresees challenges related to student behavior, attendance, and mental health, with concerns about classroom disruptions, violence, declining engagement, and the need for stronger accountability and behavior supports to maintain safe learning environments.

109 related responses:
Public – 50
Students – 57

- *Really want to get bullying and fighting under control in schools and on buses. If kids can't behave, we need them out of the schools.*
- *Misbehavior and classroom disruptions.*
- *Dealing with an increasingly disruptive and entitled student population.*
- *Discipline/student behavior.*
- *Mental health – teachers, students, etc.*
- *Difficult behaviors. Students with defiance issues. Lack of parental control and support in parenting their children.*
- *Holding student behaviors accountable.*
- *People skipping school.*
- *Behavioral issues.*
- *Student's lack of respect for others and authority*
- *Behaviors impacting learning environment.*
- *Student attendance.*
- *Disciplinary problems. The bottom performers take up a disproportionate amount of time and resources from educators who could actually be teaching kids who want to learn.*
- *Correcting out of hand behaviors. Student conduct has declined to an all time low. The lack of consequences has lead to unruly student behavior.*
- *Student behavior.*
- *Dealing with issues of behavior.*
- *Extreme measures of level of discipline for different groups of kids.*
- *Student behavior issue support.*
- *Not enough help and resources for mental health and students exhibiting extreme behaviors.*
- *Lack of discipline and holding kids accountable for their actions creates a lack in trust from student body that protecting bad kids/choices is more important then protecting them and keeping a safe environment.*
- *Behavior support.*
- *Behavior and student engagement at the high school is not going well.*
- *Statistically, children are coming to us with fewer behavioral, social, emotional, academic, and mental health baselines.*
- *Discipline in the class room.*
- *Having proper/better discipline strategies to help the teachers be able to teach without constant disruptions.*

<ul style="list-style-type: none"> • <i>This lack of discipline affects the majority of students to come to school, ready to learn and deserve a safe, focused environment.</i> • <i>Some students don't know how to behave or adhere to expectations, likely with no consequences at home.</i> • <i>Navigating concerning student behaviors to staff and other students.</i> • <i>Reducing student violence and mental health issues.</i> • <i>A lot more rowdy kids.</i> • <i>Attention span decline.</i> • <i>Barely having kids at the school.</i> • <i>Behaviors in kids.</i> • <i>Bullying and cheating.</i> • <i>More counselors – don't get to talk to them for months. Need to get in sooner.</i> • <i>I feel like students will be losing more and more motivation for school.</i> • <i>I think one of the biggest change is going to be kids doing what they shouldn't be doing.</i> • <i>I think the challenge will be getting some students to participate.</i> • <i>More fights.</i> • <i>People cheating.</i> • <i>Possibly issues with unmotivated students.</i> • <i>Student Behavior/Attendance issues.</i> • <i>Increase in use of drugs.</i> • <i>Growing problems with violence and drugs. More mental health problems.</i> • <i>I think school will be challenged more with student and mental health.</i> • <i>Possibly an influx of student behavioral problems.</i> 	
<p>The Inver Grove Heights community anticipates academic challenges, including improving test scores, strengthening curriculum and early learning, addressing special education needs, and closing achievement gaps to better prepare students for the future.</p> <ul style="list-style-type: none"> • <i>We need more thought into early learning. We are the earliest learners and are important too.</i> • <i>Improve education and therefore test scores.</i> • <i>Shortage of help for students who need more support.</i> • <i>Bridging the learning gap between students who come from means and those who don't.</i> 	<p>88 related responses: Public – 67 Students – 21</p>

- *I think there are many academic challenges with keeping students learning and engaged and ready to meet the many rapidly changing world and crises ahead.*
- *Sticking to a curriculum that is purely based on the academic success of each student.*
- *Low test scores, poor curriculum.*
- *Middle school feels stuck. We want innovation. More education opportunities. More options.*
- *Students might not have the resources they need for studies*
- *The special education department needs honest help.*
- *Keeping up with changing Spec Ed philosophy especially Autism related issues.*
- *Improving test scores and student success.*
- *I believe that we need to do a better job getting these kids ready for the new world and more experience out in job field. Also, bring more elective classes back to high school.*
- *Student achievement is lagging and that will continue to curse our district.*
- *True increase in the number of students with disabilities. Classrooms are feeling overwhelmed without additional support and high needs.*
- *The falling test scores and issues with the middle school.*
- *A strong district begins with its youngest learners. When Early Learning—birth to age three, special education, and preschool—does not receive focused attention in staffing, facilities, and programming, the long-term impact is felt across elementary, middle, and high school attendance and achievement.*
- *Increasing test scores.*
- *Test scores, reading, writing.*
- *High early learning special ed.*
- *Establishing itself as a great place for parents to send their kids to school.*
- *As test scores indicate and District #199 is not different, students are not graduating with adequate reading/math skills. There's been a fundamental change in what and how students are taught.*
- *Helping students prepare for college and career, equity and achievement gaps for marginalized students.*
- *Dated report cards/curriculum in subjects that do not support the Minnesota State Standards. Providing accelerate options for middle school students.*
- *Focusing on the students and their success.*
- *Keeping on task with academics and not social pressures.*
- *Creating a special education program that is sustainable.*
- *Meeting needs that are increasing for students as they begin school.*

<ul style="list-style-type: none"> • Ability to focus on improving STEM subjects. • Keeping English and reading a priority. • Better learning. • Harder assignments and new rules. • We want staff to reach out to students about a plan for the future. • More support for thinking through the next steps (middle to HS, HS to work/college). • Learning math. • Low test and FastBridge Scores. • Maybe adding more units to advanced classes so you learn more things. • Test scores going down. • Grades dropping. • Many more educational challenges as many new people focus less on school. 	
<p>The Inver Grove Heights community anticipates challenges related to the rapid growth of artificial intelligence and technology, including concerns about overreliance, misuse, cheating, screen time, and the impact on critical thinking and learning.</p> <ul style="list-style-type: none"> • AI. (This single word descriptor was used 12 times.) • Growth of AI and technology. While good can also have its downsides • Tech integration is an important topic and research is showing that it is not the boon to education it was supposed to be. I'd like to see better balance around face to face instruction and less reliance on tech. • Technology is an issue. • Keeping up with technology. • Too much technology. • iPads and technology (causing more anxiety). • Kids becoming too reliant and focused on technology, and not developing critical thinking skills or effective communication skills. • Rapid technology changes and advancement. • There is way too much reliance on technology, go back to teachers teaching and using real books • Adjusting to how ai can affect the learning and what can be the positives about using ai but also can negatively affect how using ai. • AI and a lot of technology in schools. • AI and advancing technology. • Ai chat gpt use making kids dumber when they can't use it. Which will lower test results and the likelihood of going to college. • Ai/cheating. 	<p>69 related responses: Public – 24 Students – 45</p>

<ul style="list-style-type: none"> • Chat gpt. • Definitely the change of screen times and the way kids will learn. • More tech issues. • Students being reliable in Technology • Technology has been a major thing in improvement and I think that in the future it will affect schools one way or another. • Technology problems. • Technology will effect learning. • Technology. • The technology changes and use of AI. • There's already a problem with AI. Kids are using it everywhere and all the time. I don't even think ChatGPT is blocked on our iPads. • They might face about the misuse and abuse of AI, as things have been evolving lately and so are the technologies. • Use of AI. • Ai difficulties. • AI being used to cheat. • AI, for both students and teacher. • AI getting worse and smarter. • Possibly more cheating with AI becoming so big. • Cognitive debt due to students using AI for work. 	
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3. What does the next superintendent need to know about the history of the school district and community to be successful?

<p>The next superintendent needs to understand that Inver Grove Heights is a close-knit community that is changing demographically, requiring strong cultural awareness and thoughtful community engagement.</p> <ul style="list-style-type: none"> • I feel that the person needs to understand the changing dynamics of the community. • The community here is rather close, keep that in mind when working with the public. People talk. • The community!!! Not everyone is middle class many students have the potential but problems at home cause students to not focus. • Traditional values, conservative. • The community is a 'tweener'. We are metro, but there's farmland in our district. 	<p>127 related responses: Public – 98 Students – 29</p>
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- *We are diverse and changing.*
- *We have both a deep rooted and new community.*
- *It operates more like a small town district than a suburban district.*
- *They need to know the demographics of Dakota county as a whole.*
- *Some families with long history and generational connection.*
- *Conservatively progressive!*
- *Community is hard – a lot of haves and have nots. Vocal grumps.*
- *Wants to stay small town, but still too close to Minneapolis/St. Paul.*
- *It has become much more diverse over time, but there is also a large disparity in wealth in the community that presents challenges.*
- *We are also an older community and those residences don't necessarily support anything for our schools.*
- *Older community. Stuck in ways. Families that have been here for decades.*
- *They would be entering a growing community with the possibility of a growing district.*
- *Town is proud and have a lot to be proud of.*
- *Student ethnicity compared community ethnicity: the majority, 60% of student body identifies as person of color. Of the IGH community that identify as person of color is 25% and 80% of IGH community do not have school age children.*
- *They need to understand our community and the home lives of our students.*
- *I was born and raised in IGH so I've got roots here. It's a more diverse and developed community than when I was a kid.*
- *Inver Grove is a small, well-kept community. People live in Inver Grove because it's not a "suburb" of the city, it is more of a small town feel which makes the community that much better.*
- *IGH is extremely diverse- in race, ethnicity and socioeconomic status. We have a strong sense of community.*
- *80% of the taxpayers do not have a child in the district (older community).*
- *We are a small but changing community.*
- *The schools are a diverse community. This has always only benefited my children in having a more positive world view.*
- *It has fluctuated in boundaries often. The landscape of where students are coming from is rapidly changing.*
- *We like the feel of a smaller community.*
- *The population of the district is changing.*
- *IGH is an older community - meaning there are many households with no school age children - so we really need to be aware and "showing off" all the good and positive things we do. It's hard to get them to buy in when asking for additional levy/tax dollars.*

<ul style="list-style-type: none"> • <i>We are NOT Minneapolis or St Paul.</i> • <i>The community demographics do not reflect the student-body demographics.</i> • <i>Family community.</i> • <i>That the community has changed over time from a rural-adjacent, small-town mindset, to a diverse metropolitan area suburb.</i> • <i>Yes, we may be diverse but that can't be the only thing that drives our schools forward.</i> • <i>We have a very diverse community. We will always fight for what is right for our students and be their biggest advocate.</i> • <i>While this is a suburb, it very much has a small town feel.</i> • <i>The community is smaller than nearby districts, but seems tight-knit, especially with a single middle and high school. This is a diverse community which requires different support methods for different student backgrounds and cultures.</i> • <i>That the community is made up of people with different backgrounds and cultures.</i> • <i>The community is really sweet but blunt and if there is a problem many people are not afraid to speak on it.</i> • <i>The superintendent should know how diverse the community is.</i> • <i>There are many kind of people from different kind of cultures and incomes so its important to make sure the schools comes together and feel connected as a whole school.</i> • <i>There are very diverse students.</i> • <i>There is a large majority of low income families.</i> • <i>They should know our community is very friendly and social. They should also understand some students situations to help us in the future.</i> • <i>We are poor.</i> • <i>We have all sorts of cultures, making sure to celebrate them in any way.</i> • <i>Diverse, different needs for different students.</i> • <i>We have lots of different people that want different things.</i> 	
<p>The next superintendent should prioritize relationships, visibility, trust, and transparent communication, leading with empathy and genuine engagement with students, staff, and the community.</p> <ul style="list-style-type: none"> • <i>They need to be really good at connecting with folks with a wide range of views.</i> • <i>Civic Engagement and Integrity are critical to your success and this community.</i> • <i>Communication skills, by far, number one.</i> 	<p>131 related responses: Public – 73 Students – 58</p>

- *Listening skills, including to staff, and be open to change.*
- *Just treat everyone with kindness and be open.*
- *Positive leadership is most effective.*
- *Listen to your students and your staff. Showing up at football and basketball games – show that you want to be a part of this community.*
- *Learning the relationships while paving own path will be important*
- *Get the older community members on board with the district, because they can make or break levies and referendums!*
- *Approachable, visible, down-to-earth.*
- *Relationship-builder, collaborative, open-minded, a good listener.*
- *Treat staff as partners and know that partners are all working for what's best for students. Show appreciation of everyone's unity in these goals.*
- *Change is good, things don't have to be done the same way. Embrace change, be flexible with trends.*
- *Find someone that will take time to: observe, watch, wait, ask, question, listen...to see what IS working. That is our history.*
- *Importance of relationships.*
- *Approachable. Want someone whose door is always open.*
- *Empathy - focus on educational growth, student and academic data but also lead with empathy.*
- *Somebody who can adapt to change... not in an authoritarian way. Rather in an inclusive way so parents, staff, etc. are brought along.*
- *Be a great communicator – still update people even if you don't have all the answers.*
- *Bring in lots of stakeholders.*
- *The next superintendent needs to understand that it is our staff that make this district great and their visibility in our community. Our next superintendent should be prepared to be visible in our community in both an official, and unofficial capacity.*
- *We want an ease of access for the superintendent to the students. Joy and connectedness. Be visible and connect with students.*
- *Trust is everything. Listening first and honoring community voice goes a long way.*
- *Need to find someone that involves stakeholder.*
- *Get people's opinions.*
- *Superintendent's relationship with the community, union groups, etc. are very important and that quality needs to be a part of the next leader's skillset.*
- *Need someone who can be the face of the district. Need someone who keeps their word. Need to be humble.*
- *Big ideas are welcomed when they're paired with clear rationale, data, and long-term sustainability.*

- *Balancing tradition with innovation is critical. Change works best when framed as building on strengths, not replacing them.*
- *Success depends as much on how decisions are made as what decisions are made.*
- *There needs to be a commitment to making our schools stronger, better test scores and outcomes, more supports for the teachers and families.*
- *Listen to the community, be transparent, communicate often and get things done.*
- *We need a superintendent that respects all staff, knows all staff, and asks for input.*
- *Being present in the schools. And really listening to experienced staff, families, and students.*
- *They need to be a servant leader, listen to parents, teachers and students about the issues that are important and relevant to them. Being transparent with planned changes, policies, etc and acting promptly when safety concerns arise.*
- *For a new superintendent to be successful, it's essential to understand that relationships are at the heart of our district and community. Trust, transparency, and collaboration matter deeply here, and people want to feel heard and valued.*
- *It's also important to recognize the professionalism and dedication of our teachers. Continuing to build trust by offering flexibility and empowering educators to use their expertise will be key.*
- *Being personable and getting to know staff members by name is huge- I appreciate a friendly hello by name when seeing the superintendent.*
- *Be chill. Be cool. Be empathetic. Be funny. Be good.*
- *Be extremely opened minded and patient.*
- *Be nice to the students.*
- *Be understanding and looking at how the students will react to changes.*
- *Come to soccer practice.*
- *Communication is key.*
- *Connect with ALL students.*
- *Don't be super strict.*
- *Don't make a bunch of big changes because it's harder to adapt to them.*
- *Form relationships with students.*
- *Get to know the kids personally.*
- *Get to know the people.*
- *If you're genuine, nice, and caring you'll earn people fast as well as being able to get along with more difficult students or people.*
- *If your bossy and not kind then nobody will listen to you*
- *Just be friendly and fair and honest and not super strict but still care*
- *Keep a well relationship with students.*

<ul style="list-style-type: none"> • <i>Be creative and create more connections to the community so everyone can be involved.</i> • <i>That it's good to show you care.</i> • <i>That we like to connect and know them.</i> • <i>That you should make everyone feel welcome.</i> • <i>That you should treat people nice to people like you.</i> • <i>The most liked and respected members of our district have been the people who show up to school and community events.</i> • <i>They should know how things run, be able to fix things that are problematic without messing up the entire system.</i> • <i>To be funny and energetic and make sure learning is fun.</i> • <i>To be kind and help students out.</i> • <i>To get to know the kids.</i> • <i>Be kind, care about people.</i> • <i>Someone that care about what people say.</i> • <i>Listen, be caring, positive, and approachable.</i> • <i>To make sure every student is comfortable inside the school.</i> • <i>To understand and build connections with others so that situations aren't as chaotic or difficult.</i> • <i>Treat everyone equally.</i> • <i>Treat everyone with respect, be genuine and real, don't waste others time.</i> 	
<p>Students want the next superintendent to truly understand them, including their differences, challenges, personalities, and interests, and to lead with empathy, patience, and kindness by listening to and believing students when they ask for support.</p> <ul style="list-style-type: none"> • <i>Everybody's different and has gone through different things in their lives so don't judge someone based on what they do.</i> • <i>Everyone is a good person.</i> • <i>Everyone is kind and respectful if you are too.</i> • <i>How the students and people interact with each other.</i> • <i>How the students are and how each are special and unique.</i> • <i>I think we have a very passionate group of high schoolers and they need to know how to deal with them.</i> • <i>Know about what students need.</i> • <i>Be empathetic – to feel what other people feel and want to help them</i> • <i>Know to understand every person's different personality.</i> • <i>Some people are hard headed.</i> • <i>It's important to be strict yet also know where people are in their life.</i> 	<p>70 related responses.</p> <p><i>*This theme was only found in the student survey.</i></p>

<ul style="list-style-type: none"> • <i>Take into account the needs of students and not just teacher opinions.</i> • <i>That everybody is very different and be open to anything and everyone.</i> • <i>That everyone is different has different needs.</i> • <i>That everyone learns differently.</i> • <i>That everyone's really kind.</i> • <i>That not all the people are the same.</i> • <i>That some students need more help than others</i> • <i>That's there's always 2 side to 1 story.</i> • <i>They should understand what issues students and families are under.</i> • <i>There would be time where a student is having a hard time, and a little kindness would be highly appreciated by the student. The understanding and patience is crucial as people are dealing with things they aren't comfortable sharing with.</i> • <i>There's a lot of cool people here!</i> • <i>They should know about the troubled students.</i> • <i>Trust the students when they ask for help, believe them and help them.</i> • <i>Understand students frustrations.</i> • <i>understand what the school and kids are like.</i> • <i>We are cool people, independent, nice, welcoming, and kind.</i> • <i>We have ups and downs but overall, everyone here is trying their best.</i> • <i>What problems we have.</i> • <i>What the kids actually do with their time.</i> • <i>What works well with the environment we have.</i> • <i>Everyone is different, keeping up with trends with gain student interest.</i> • <i>They should know that everyone won't act the same for something you tell them to do, and all have beliefs and are different in their own ways.</i> • <i>I think the superintendent should know that some students at this school need to be supported mentally.</i> • <i>They need to understand, and be involved with the people around</i> 	
<p>The next superintendent needs to know that staff morale and trust have been strained in recent years, and that rebuilding strong, supportive relationships with teachers, addressing contract concerns, and ensuring educators feel valued will be essential moving forward.</p> <ul style="list-style-type: none"> • <i>Supports are lacking for classroom teachers to simply be able to get back to focusing on teaching kids, which is straining our certified staff workforce, but rest assured, we are all working our tails off.</i> • <i>Try to keep local talent here.</i> 	<p>55 related responses: Public – 47 Students – 8</p>

- *Us vs. them between administrative staff and teachers. Won't be over when the contract negotiations are done.*
- *Our staff works productively and efficient when they feel heard, seen, and valued.*
- *It has a history of attracting staff who stays with the district for long term because of a supportive work environment and competitive compensation as compared to other districts. That has been eroding the last few years though.*
- *There is significant distrust between staff and the district office resulting from years of ever-changing "plans," if said plans were ever fully developed in the first place.*
- *I am uncovering layers of fear and lacking trust between staff and leadership.*
- *Too top heavy/ more for teachers and paraprofessionals.*
- *There was a good relationship between the school board, DO, teachers and staff.*
- *Staff needs support from the district office.*
- *The district office does not seem to support teachers, especially during contract negotiations-this leads to low morale and distrust.*
- *It is hard to find subs to cover para positions so if even one staff member is out it can make things very difficult.*
- *Strong support for schools, teachers, and our place in the community. Just reading Facebook it's obvious the community supports our schools and wants teachers to paid treated and paid fairly.*
- *Teachers need more support especially with the children that continuously disturb the class.*
- *The teachers are struggling to do their jobs well with the resources provided. Things are always being added to our plate in order to make the lives of others easier. The madness must stop.*
- *Make sure the teachers get what they need to succeed in teaching.*
- *that different teachers teach differently and sometimes that doesn't work well with a kid. I believe in a more standardized way of teaching.*
- *Just let the people do their jobs, majority of the staff are decent people and teachers, they don't need micromanaging.*
- *We're all in this together and I really believe we have the best interest of students at heart. Maybe we could focus more on the things we have in common to help take away some of the frustrations I think everybody is feeling these days.*

4. Additional Comments:

The next superintendent should be a visible, approachable, and student-centered leader who communicates clearly and transparently, listens to staff and students, collaborates with the community, and leads with integrity while balancing fiscal responsibility and thoughtful innovation.

- *Clear, timely communication, transparency, and consideration for staff needs is very important to our household.*
- *We need fiscal responsibility while maintaining a good educational environment.*
- *Would be nice to employ a person with high energy, looking to be involved in the community.*
- *Lead with trust, integrity, and love and you will find.*
- *The previous superintendent did a wonderful job of communicating how the district planned to negotiate hardship and what its goals were. I hope to see that continue.*
- *Fiscal restraint and a willingness to fire people.*
- *They should know how to handle PMP, people, money, and properties. All other things are secondary.*
- *I would love to see someone that brings innovation and more cross-sector (transdisciplinary) programs and courses that provide hands-on learning.*
- *Really strong communication.*
- *Needs to honor the student centered approach while also respecting the perspectives of teachers who have constant and daily interactions with students.*
- *Don't hire someone arrogant.*
- *I realize that as a superintendent, the days will be long and whomever is chosen will be pulled in many directions to try to please everyone. One simple request is to please be present inside every one of our schools to get to know us, get to know our kids and help us feel supported from the top.*
- *Be someone that thinks outside the box, get kids ready for real life.*
- *Want someone transparent, that will give you answers.*
- *Needs to LISTEN to the community, and a very open mind to working with the district and everything.*
- *Someone who understands the safety of student well-being and staff.*

74 related responses:

Public – 62

Students – 12

- *Fearful of someone coming in with a philosophy that could do damage to our district because they're so set in their ways.*
- *The district is full of dedicated staff, engaged families, and motivated students. Maintaining a culture of collaboration, transparency, and evidence-based decision-making will be key to continued success.*
- *The new superintendent has an exciting opportunity to build on existing strengths while guiding the district through ongoing instructional and community growth.*
- *Someone willing to develop people from building and district leadership. Coaching mindset.*
- *Need someone who can be the face of the district, especially during referendum season, but we also don't need a salesperson.*
- *Need to be humble.*
- *Need a good brain for systems and delegate. No micromanage. Good knowledge of systems – what works and what doesn't work.*
- *Strong communication skills. Someone with success in getting the community involved in the schools.*
- *But must have PR skills! Relating to people is important.*
- *Need to lead the board with integrity while honoring all voices. Share openly, be respectful, and work together.*
- *We want someone authentic to their core.*
- *We need a superintendent that truly wants to put students first, and supports the educators that are in the trenches so to speak working with the students and families daily.*
- *Take time to make decisions. Don't change things for the sake of making changes. Don't do too much too soon.*
- *Trust they've got a very highly skilled team here and we want them to be a part of that team. Don't come in and fix us.*
- *Need someone who keeps their word, and they will own the work of a superintendent.*
- *Someone with a background in teaching and finances.*
- *This community deserves a strong superintendent with a proven ability to move us forward in our equity work for the benefit of students.*
- *Look for a person who will engage with staff..... be out in the hallways, stop into classrooms to meet staff members, listen to concerns and respect the knowledge and professionalism of teachers.*
- *Don't want to be a stepping stone for someone coming into their career in the district. Continuity will be important. Long term commitment.*
- *Someone who comes from a learning lens. We are in the business of kids and learning and that's what it's all about.*
- *As we look to the future, I hope our next superintendent sees purposeful innovation as a way to live out our district's core values.*

- *I would like a superintendent that remembers what it is like in the classroom and can actually be a supportive member of the 199 staff, who actually has the best interest of students in mind.*
- *I would like to see someone that listens to staff and takes their experiences into account.*
- *There are a lot of really good things going on here... Do NOT need a change maker.*
- *Next Superintendent needs to be a person who can maintain unity where it exists now and bring more people together.*
- *The new superintendent needs to work with his/her staff. A positive relationship is key to their success. They need to be a good listener and receptive to change.*
- *Be caring, responsible, hard working.*
- *Be easy to talk to and friendly to others. No one's going to connect as well with the superintendent if he/she doesn't communicate with the students.*
- *Be a champion of public education.*
- *Confident with the community.*
- *Somebody who is proactive with diversity, seeks it out in their staff and teachers, paras, administrators, etc.*
- *Has opinions and open opinions, willing to hear others out*
- *I hope for the new superintendent to be able to accommodate to students home and outside world problems like ice, or mental problems and adjusts school to their need.*
- *Listen to what students have to say but also don't let them try to take control of things.*
- *Something that I believe should be known is to end the favoritism towards those who came from economically stable house holds.*
- *The superintendent should focus on Finance, protection of students and staff, put in more strict rules and harsher punishments for those who disobey them, and find a way to limit AI use as it only harms and makes people more lazy in the end.*
- *Can say something and then take action, a doer*
- *They should be nice, respectful to student, present around the schools, and someone that thinks about the kids when they're making rules and changing things about the school.*
- *Be clear and upfront about all of the decisions they're making, especially when it comes to the budget.*
- *Being able to solve problems and not getting involved in situations just because someone went straight to the top.*