

AGENDA

CALL TO ORDER - Vice President Cindy Garlock

APPROVAL OF AGENDA - Vice President Cindy Garlock

"I move that the agenda of Monday, November 21, 2022 Board of Education Special Meeting be approved as set forth, and that each item is considered ready for discussion and/or action."

MOTION/2ND/ROLL CALL ACTION

BOARD GOVERNANCE

BA-23-190 Leadership Profile Report & Development of Criteria Discussion Led by Hazard, Young, Attea, and Associates (Vice President Cindy Garlock)

Exhibit: BA-23-190.1-51

Action Item

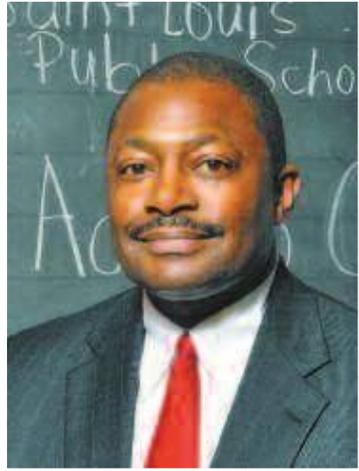
Pertinent Fact(s):

Dr. Peter Flynn will present the Leadership Profile Summary Report to the Board of Education. In addition, the Board will develop a profile of leadership qualities and criteria to be used in the hiring process of a new superintendent.

Recommendation:

It is recommended that the Board of Education approve the Leadership Profile Report as presented by Hazard, Young, Attea & Associates.

ADJOURNMENT - Vice President Cindy Garlock



KELVIN ADAMS

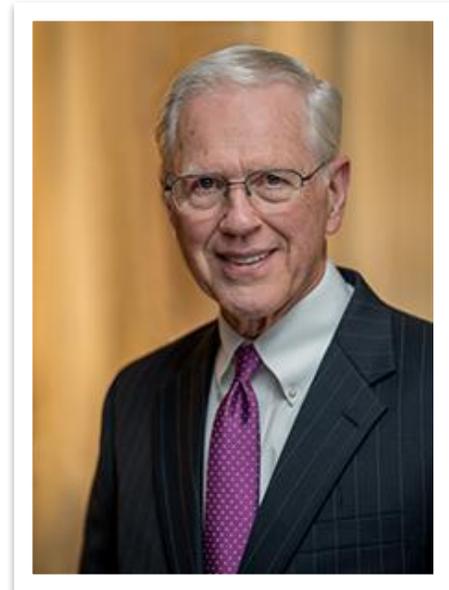


KAREN SULLIVAN



Cedar Rapids
Community School District
Every Learner. Future Ready.
Superintendent Search
Leadership Profile Report

Cedar Rapids, Iowa
November 21, 2022



PETER FLYNN



Cedar Rapids CSD Leadership Profile Report

Outcomes of The LPR Meeting

Understanding the...

- **Steps to the LPR**
- **Survey Results**
- **Meeting Results**
- **Approval Process- Desired Characteristics**

Leadership Profile Report

Here is what has happened in the last 33 days!

- **PLANNED THE SEARCH & COMMUNITY ENGAGEMENT**
- **DISTRICT RESEARCH**
- **INVITATIONS TO PARTICIPATE**
- **POST and ANALYZE THE SURVEY**
- **INTERVIEWS and MEETINGS**
- **DATA COMPILATION AND ANALYSIS**
- **REPORT PREPARATION and PRESENTATION**

Cedar Rapids C.S.D. Leadership Profile Report

DISTRICT RESEARCH

- CONSULTANTS STUDIED PUBLICLY AVAILABLE INFORMATION

INVITATIONS

- EXTENDED BY
 - Board President
 - Staff
- ON BEHALF OF BOARD
- Heather, Laurel and Colleen SCHEDULED
 - INTERVIEWS
 - MEETINGS

Cedar Rapids C.S.D. Leadership Profile Report Online Surveys October 24– November 12, 2022

Superintendent Profile and State of the District Survey

Completed by **1040** stakeholders online

- 37.9 % of respondents were Teachers (394)
- 32.2 % were Parents (335)
- 162 people were Support Staff
- 96 respondents were Community Members
- 44 were Administrators

(ALL SEVEN BOARD MEMBERS TOOK THE SURVEY OFFLINE)

Cedar Rapids C.S.D. Leadership Profile Report Survey

STATE OF THE DISTRICT

Overall Respondents to the Online Survey selected the following as strengths of the district:

- **Technology is integrated into the classroom. (TL)**
- The district employs effective teachers, administrators and support staff in its schools.(M)
- **The District provides a clear, compelling shared vision for the future. (VV)**
- Teachers personalize instructional strategies to address individual learning needs. (TL)
- **The District is working to close achievement and opportunity gaps. (VV)**

Cedar Rapids C.S.D. Leadership Profile Report Survey

LEADERSHIP COMPETENCIES

Top-rated Competencies – All respondents selected:

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- **Provide transparent communication (CE)**
- Be visible throughout the District and actively engaged in community life (CE)
- **Understand and be sensitive to the needs of a diverse student population (TL)**
- Provide a clear compelling vision for the future. (VV)
- Establish a culture of high expectations for all students and personnel (VV)

DEMOGRAPHIC QUESTIONS

AGE	ALL	PARENTS	TEACHERS
0-18	8	0	0
19-29	68	8	34
30-49	594	273	212
50-69	298	45	118
70+	16	1	1
DON'T CARE TO SHARE	52	8	27

RACE	ALL	PARENTS	TEACHERS
Amer Ind/Alas	1	1	0
Asian	7	2	4
Black	19	9	2
Don't Care to Share	134	42	56
Hispanic or Latino	14	2	8
Other race	4	0	2
Pacific Island	3	2	0
Two/More Races	10	4	0
White	844	272	320

Leadership Profile Development

Community Engagement

MEETINGS AND INTERVIEWS

1. Strengths of the District?
2. Challenges Facing District?
3. Characteristics of the Next Superintendent
 - a. Personal Attributes?
 - b. Areas of Expertise?
 - c. Administrative Style?
4. What Community Offers to Attract Candidates?
5. Names of Possible Candidates?

Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

<u>BOARD INTERVIEWS</u> -	6 Meetings	6 People
<u>ADMINISTRATORS</u> -	2 Meetings	18 People
<u>COMMUNITY</u> -	6 Meetings	13 People
<u>TEACHERS/LICENSED STAFF</u>	3 Meetings,	20 PEOPLE
<u>PARENTS</u> -	4 Meetings	15People
<u>STUDENTS</u> -	1 Meeting	1 Student
<u>SUPPORT STAFF</u> –	5 MEETINGS	7 PEOPLE

27 Meetings **80 People**

Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

Compilation Steps

- **Desirable Strengths, Challenges and Characteristics by Respondent Categories**
 - **Administrators, Board, Community, Teachers/Licensed Staff , Parents, Students and Support Staff**
 - **Most Desirable Qualities mentioned by the seven categories particularly in the leadership traits of Attributes, Expertise, Style**

Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

Strengths of Cedar Rapids C.S.D.

- 1. Teachers and Staff**
- 2. Programs and Curriculum**
- 3. Diverse Population**
- 4. Community Partners**
- 5. Communications**

Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

Challenges of Cedar Rapids C.S.D.

- 1. Staffing**
- 2. Facilities**
- 3. Diversity and Equity**

Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

LEADERSHIP CHARACTERISTICS

ATTRIBUTES

- **Visionary**
- **Problem Solver**
- **Advocate/Student Focus**
- **People Skills**



Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

LEADERSHIP CHARACTERISTICS

EXPERTISE and EXPERIENCE

- **Communicator**
- **Achievement in Diverse District**
- **Human Resources**
- **Relationship Builder**

Cedar Rapids C.S.D. Leadership Profile Report

LISTENING SESSIONS

LEADERSHIP CHARACTERISTICS

STYLE

- **Visible and Approachable**
- **Collaborative**
- **Decisive**



Cedar Rapids C.S.D. Leadership Profile Report
LISTENING SESSIONS

SURVEY DATA
+ LISTENING SESSIONS

DESIRED CHARACTERISTICS
DRAFT

Summary of Input

Most Desirable Qualities from the Surveys and Listening Sessions

Top overall competencies selected on the Online Survey and the survey of the Board:

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators.
- Recruit, employ, and retain effective personnel throughout the District and its schools
- Provide transparent communication
- Be visible throughout the District and actively engaged in community life
- Understand and be sensitive to the needs of a diverse student population
- Provide a clear compelling vision for the future.
- Establish a culture of high expectations for all students and personnel

<u>Attributes</u>	<u>Expertise and Experience</u>	<u>Style</u>
<ul style="list-style-type: none">• Visionary• Problem Solver• Advocate/Student Focus• People Skills	<ul style="list-style-type: none">• Communicator• Achievement in Diverse District• Human Resources• Relationship Builder	<ul style="list-style-type: none">• Visible and Approachable• Collaborative• Decisive

Profile of the Desired Characteristics of the Superintendent

Superintendent of Schools

Cedar Rapids Community School District, Iowa

After receiving input from administrators, community members, faculty, parents, students, and support staff, the Cedar Rapids Community School District Board seeks an experienced leader, who has had successful experience in a **diverse school district**, demonstrating a track record of **relationship building** and **student achievement** to be its next superintendent.

Characteristics continued...

The Board seeks someone who is an effective **communicator** and **visionary** who listens carefully while **collaboratively** developing and implementing with the Board a vision and then articulating and advocating for that vision for the school district, locally, regionally and on a state level. In addition, the selected candidate will be a **visible and approachable** member of the community and the District, who is present in schools and community using exemplary **people and problem-solving skills**, building teams, especially in the development of a team relationship with the Board.

The next superintendent of CRCSD will work collaboratively with the staff and community as an **advocate** that reflects a **student focus**. The Board of the Cedar Rapids Community School District is looking for a **decisive** person, who will live and become involved in the community, leading in **diversity and equity** especially as they relate to **human resources** and **student achievement**, and committing to stay with the district for a significant tenure.

Further, the Cedar Rapids Community School District seeks a Superintendent who has record of demonstrating the following competencies ...

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators**
- **Recruit, employ, and retain effective personnel throughout the District and its schools**
- **Provide transparent communication**
- **Be visible throughout the District and actively engaged in community life**
- **Understand and be sensitive to the needs of a diverse student population**
- **Provide a clear compelling vision for the future.**
- **Establish a culture of high expectations for all students and personnel**

Profile of the Desired Characteristics of the Superintendent

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The Board seeks someone who is an effective **communicator** and **visionary** who listens carefully while **collaboratively** developing and implementing with the Board a vision and then articulating and advocating for that vision for the school district, locally, regionally and on the state level. In addition, the selected candidate will be a **visible and approachable** member of the community and the District, who is present in schools and community using exemplary **people and problem-solving skills**, building teams, especially in the development of a team relationship with the Board.

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Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators

Recruit, employ, and retain effective personnel throughout the District and its schools

Provide transparent communication

Be visible throughout the District and actively engaged in community life

Understand and be sensitive to the needs of a diverse student population

Provide a clear compelling vision for the future.

Establish a culture of high expectations for all students and personnel



Cedar Rapids
Community School District
Every Learner. Future Ready.
Superintendent Search

Additional Issues or concerns?

TRUST THE PROCESS



**CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT
CEDAR RAPIDS, IOWA
LEADERSHIP PROFILE REPORT
November 21, 2022**

INTRODUCTION

This report summarizes the findings of the *Leadership Profile Report* conducted by Hazard, Young, Attea & Associates¹ for the Cedar Rapids Community School District² Board of Education³ as one of the initial steps in its search for a new Superintendent. During October and November of 2022 an online survey was conducted via the District website from October 24, 2022 through November 12, 2022, to assist the Board in clarifying the criteria it would seek in the new Superintendent of the Cedar Rapids Community School District. The data contained herein were from the survey and from individual interviews with Board Members and with individuals/groups identified by the Board between November 10 and 11th.

Through this process, the consultants attempted to identify the personal and professional qualities desired in the Superintendent, as well as the skill sets necessary to build upon what constituent groups valued (strengths), while addressing current and emerging issues (challenges) which the District might be facing. It is anticipated that this data also will be useful to candidates interested in the Cedar Rapids Community School District superintendency, as well as to the new Superintendent, once the individual is selected for the position.

We recorded 1047 individuals completing the survey and 80 individuals met with us, providing input during the process, as reflected in the following chart. It should be noted that six current Board Members participated in individual interviews and seven completed the survey as Board Members.

Group	Interviews/Groups	Survey
Board	6	7
Administrators	18	44
Support Staff	7	162
Community	13	96
Parents	15	335
Teachers/Licensed Staff	20	394
Students	1	9
Total	80	1047

¹ Referenced in this Report as HYA.

² Referenced in this Report as School District or District.

³ Referenced in this Report as Board.

INTRODUCTION continued

PARTICIPATION

The responses provided through the interviews, focus groups, open forums and survey are listed in two places, under *Consistent Themes*, which can be found beginning on page 5 and under *Comments from Interviews, Focus Groups and Open Forums*, which begin on page 11. We have included a draft of a possible leadership profile on page 10.

The data contained in this report were gathered from Board-identified or self-selected stakeholder respondents as outlined on page 1 of this report. Therefore, it should be emphasized that the data are not from a purely scientific sampling. However, in almost all cases the responses were prioritized by the individuals and the groups from which they were gathered. In addition, prior to drawing any conclusions about consistent themes or recurring ideas, the consultants tabulated the occurrence of the Strengths, Challenges and Leadership Qualities within and among the reference groups chosen to participate in this study. So, it can be safely said that there is certainly a rigorous method for bringing these conclusions to your attention and consideration, when selecting the desired characteristics for the next Superintendent of Schools for Cedar Rapids Community School District. Items are included from the interviews, focus groups and/or survey, if, in the consultants' judgment, they were repeated with sufficient frequency thus indicating a pattern and/or warranting the Board's attention.

The consultants would like to thank all who participated in the interviews, focus groups and open forums or who completed the online survey, for their insights and candor. A note of thanks to all staff members who assisted in facilitating our time in the District, with special thanks to Laurel Day, Heather Marnier, Colleen Scholer, and other associated staff for their extra efforts in making us feel welcome, handling the necessary arrangements for our meetings, assistance at the meetings and follow-up in the District.

Respectfully submitted,

Kelvin Adams
Peter Flynn
Karen Sullivan
Associates, HYA

EXECUTIVE SUMMARY

ONLINE SURVEY

The online survey was completed by 1040 stakeholders. The largest group of respondents was **Teachers/Licensed Staff** representing more than one-third (37.9%) or 394 of all respondents. Following Teachers were **Parents** with 335 participating or about **32.2%** of all that completed the survey. The third largest participant group was **Support Staff at 162** or about 15.6% of respondents. The rest of the respondents were *Students, Community Members, and Administrators*. The Board Members took the survey manually so that the sixth category could be used by students.

Stakeholder Group Responses to Online Survey

	Frequency	Percent
Administrators	44	4.2%
Community Members	96	9.2%
Parents	335	32.2%
Students	9	0.9%
Support Staff	162	15.6%
Teachers	394	37.9%
Total	1040	100.0%

All seven Board Members completed the survey and their results are also described in the paragraphs below.

Survey Results - State of the District

Regarding the State of the District, the respondents were asked to choose from Strongly Disagree, Disagree, Neither Disagree or Agree, Agree, Strongly Agree about the State of the District overall and in nineteen specific areas. The nineteen statements were in four categories: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M. The following statements were perceived to be district strengths (based upon the percentage of respondents who selected either Agree or Strongly Agree) when responses were combined for all stakeholders responding to the online survey:

- **Technology is integrated into the classroom. (TL)**

- The district employs effective teachers, administrators and support staff in its schools. (M)
- **The District provides a clear, compelling shared vision for the future. (VV)**
- Teachers personalize instructional strategies to address individual learning needs. (TL)
- **The District is working to close achievement and opportunity gaps. (VV)**

The Board (6 or 7) chose 3 of the same top strengths as were chosen by the overall group and they are in bold above.

Survey Results - Superintendent Profile

The twelve superintendent competency statements were in the same four categories as used in the State of the District: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M. Using the online survey, the top-rated competencies respondents selected overall for a Superintendent were:

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- **Provide transparent communication (CE)**
- Be visible throughout the District and actively engaged in community life (CE)
- **Understand and be sensitive to the needs of a diverse student population (TL)**

Three of the top-rated competencies by Board Members selected for a Superintendent **were the same as three of the five** overall choices above and they are indicated in bold.

In addition, two other competencies were selected overall by the Board and are shown below underlined.

- Provide a clear compelling vision for the future. (VV)
- Establish a culture of high expectations for all students and personnel (VV)

The Board asked that the survey ask two additional questions. One about the age ranges. Here is a sampling of the results.

AGE	ALL	PARENTS	TEACHERS
0-18	8	0	0
19-29	68	8	34
30-49	594	273	212
50-69	298	45	118
70+	16	1	1

DON'T CARE TO SHARE	52	8	27
Next, the question is about how the participants identify themselves racially.			
American Indian/Alaskan	1	1	0
Asian	7	2	4
Black	19	9	2
Don't Care to Share	134	42	56
Hispanic or Latino	14	2	8
Other race	4	0	2
Pacific Islander	3	2	0
Two or More Races	10	4	0
White	844	272	320

CONSISTENT THEMES FROM LISTENING SESSIONS

DISCLAIMER: The consultants were not in a position to verify the accuracy of those things that were said by individuals or attested to by groups who participated in the community engagement sessions. In those instances where individuals were identified by name or position, the consultants made note of the comment, although it was not repeated in this report, if it reflected negatively upon the individual.

Strengths

On the following pages you will see innumerable strengths mentioned about the District, its community and its people. Noteworthy among these items is a cluster that could be labeled **Teachers and Staff**. Participants told us of staff who demonstrably care about children and are very passionate along with being qualified. They shared with us how teachers put students first every day. We heard people talk about a team feeling that was felt among the staff who seem to rely on each other and looked out for each other. The teacher leadership, such as coaches were lauded as caring individuals who were generally approachable and willingly addressed issues such as bullying. Teachers and other staff were described to us as being exceptional at all levels from Central Office administrators to paraeducators. These staff were labeled as accountable and driven.

Secondly, in frequency among those aspects of the District that we heard about from participants was the wide array of **Programs and Curriculum** offered to students at all levels across the district academically and in extra-curricular areas. The listing we recorded referred to instructional programs and curriculum opportunities that were engaging for students, and not only students who are advanced and but those who are extending their learning into areas of apprenticeships and dual enrollment at

Kirkwood Community College. People also shared with us about innovative ways of meeting the needs and desires of student's learning. We heard examples of students who were of families of new arrival to the community as well as the country and efforts to assist those students in catching up.

Closely related to these learning situations, people told us about ways in which the **Diverse Population** of the school district was an asset to the district presenting an opportunity for the district to observe, understand and participate in a wide variety of cultures and languages in the district. At the same time the district, some shared with us, was striving to meet the diverse needs of students. In our process of gathering this information, we personally had the opportunity to interact with language interpreters who demonstrated extraordinary skills of communication.

Next we heard and interacted with **Community Partners**, who spoke highly of the district's willingness to engage people from the community in the operation of the school district and how these partnerships were beneficial when dealing with the floods, the Derecho and COVID19. We spoke with individuals who had grown up in Cedar Rapids, going through its schools and then came back to work and invest in their hometown through community service.

Finally, the district was complimented several times by a range of groups on its ability to foster effective **Communication** pertaining to COVID and the Derecho in a manner that was family-oriented and thoughtful. Communication on an individual basis, we were told, exemplified the caring nature of teachers, taking the time to call if a student is not present.

Challenges/Concerns/Issues

The good news about the list of challenges is that it is shorter than the strengths and from what we heard there is more good news in the belief voiced by many of the participants that the District has recognized the issues and in some areas is developing the capability to address the issues. So, let us begin by writing about something that was described to us as a strength in the district, that also carries with it a challenge and that is the District's **Staffing**. The challenge in this case, we heard, shows up in the form of applicant shortages, retaining good staff, hiring and keeping a diverse workforce and keeping up with the continuing needs of onboarding new staff members, as well as tailored professional development for existing staff members. The staffing issues, it was shared with us, exist in the academic areas trying to find a racially diverse pool, as well as in the area of Transportation, where the District is competing with neighboring districts for drivers, making for a very competitive market. Participants in our discussions shared with us the perception that there seems to be turnover even within the Central Office. The staffing situation was explained to us as making the staff feel tired, not necessarily in a physical way, but more so in an emotional way.

Similarly, as we heard praise for the District for its efforts in the area of its **Facilities**, we also heard the reality that many staff, parents and students face almost daily with the aging buildings. Some of the buildings, people shared lacked resources, e.g. in the area of Science, while we heard stories of accessibility issues, particularly for students who are physically challenged. The impending Facilities Bond Issue that looms on the horizon, participants related to us, makes people anxious, while some expressed their commitment to help move this effort forward because, they said, the need is so great.

They also expressed an awareness that the bond issue cannot be rushed, and that timing is very important.

While this next issue was also mentioned as a strength, **Diversity** and its partner, **Equity**, are seen as a real challenge by people who shared openly with us in our listening sessions. We heard that Equity as a concept is not fully understood or agreed upon. Consequently, some are seeking leadership among their colleagues to discover effective practices that will reach and teach students who need to learn basic skills along with their classmates. People shared with us their understanding that equity of resources means that students are taught with resources that address their needs. The outcome of the efforts in the areas of Equity and Diversity, people shared, will be a closing of the opportunity and achievement gaps. It was stated that diverse students require the same opportunities and other educational services and paths that are available to the general student body. People also shared their beliefs that there are important conversations to be held, as well as staff development and an examination of the data to determine the equity of opportunity and results for students in programs and recruitment efforts for a more diverse staff. Although we heard the acknowledgement that the challenges are large, there was an expression of hopefulness, that we heard, apparently based upon the sincere commitment from the leadership of the district to address these issues.

Desired Characteristics of the Next Superintendent

Later in the document you will see listings of the strengths, challenges and leadership characteristics mentioned by the various groups from which we heard. On the following pages, we have listed the desired qualities for the next Superintendent in order of priority under the seven types of groups. A table format is used at first so that you can look at all seven groups and their priorities at once, side by side.

The next table shows a listing of the Characteristics of the next Superintendent in the areas of **attributes, expertise and style** items that were mentioned most frequently by all the groups combined.

Finally, we have included the draft profile which uses the highlighted items - most desirable characteristics mentioned by the seven categories of people based on the individual and group discussions. The draft profile also incorporates all of the most frequently mentioned items from the online survey, which in most cases were the same as those most frequently selected items by Board Members.

HYA will use all of its resources to assist the Board in finding candidates who will possess most of the characteristics desired by the respondents and included in the Leader Profile of Characteristics adopted by the Board. This will allow the next superintendent to build upon the District’s reputation and collaboratively working with the Board in guiding the district to its next level of excellence.

Desirable Characteristics Listed by Categories of Respondents

After naming all of the desirable traits for the next leader of the Cedar Rapids Community School District through brainstorming in group discussions or individual interviews, we asked the individuals to identify those qualities that were most **mission critical** for this school district at this point in its history and looking forward. In the table below, are the leadership qualities that rose to the top in our discussions with various people over the course of two days. **Items in bold were mentioned by two or more categories.**

<p><u>Administrators</u></p> <p><u>Personal Attributes</u></p> <ul style="list-style-type: none"> ● Positive Visionary ● Systems Thinker ● <u>Stay a while</u> <p><u>Expertise/Experience</u></p> <ul style="list-style-type: none"> ● Finances with declining enrollment ● Communicator – listener ● Diverse- Academic Achievement for All <p><u>Administrative Style</u></p> <ul style="list-style-type: none"> ● Visible and Approachable ● Decisive – stand up for decision ● Collaborative 	<p><u>Board</u></p> <p><u>Personal Attributes</u></p> <ul style="list-style-type: none"> ● Empathy ● Team builder around mission and vision ● Innovative problem solver ● <u>Caring for children</u> <p><u>Expertise/Experience</u></p> <ul style="list-style-type: none"> ● Instructional Leader Close gaps (Equity) ● Communicator-Transparent; listener ● Human Resources <p><u>Administrative Style</u></p> <ul style="list-style-type: none"> ● Collaborator ● Decision Maker with data ● Visible and Approachable 	<p><u>Community</u></p> <p><u>Personal Attributes</u></p> <ul style="list-style-type: none"> ● Advocate for students ● Visionary ● People skills <p><u>Expertise/Experience</u></p> <ul style="list-style-type: none"> ● Communicator ● Diversity and achievement ● Politically astute <p><u>Administrative Style</u></p> <ul style="list-style-type: none"> ● Collaborator ● Relationships Builder ● Visible and Approachable
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<u>Teachers/Licensed Staff</u>	<u>Parents</u>	<u>Students</u>	<u>Support Staff</u>
<u>Personal Attributes</u> <ul style="list-style-type: none"> ● Servant Leader ● Student Focus ● Provide Safe Places -Staff/Students 	<u>Personal Attributes</u> <ul style="list-style-type: none"> ● Embraces Diversity ● Problem Solver ● Accountable Leader 	<u>Personal Attributes</u> <ul style="list-style-type: none"> ● Open-minded ● Problem Solver ● Welcoming 	<u>Personal Attributes</u> <ul style="list-style-type: none"> ● People Skills ● Community Engagement ● Open-minded
<u>Expertise/Experience</u> <ul style="list-style-type: none"> ● Communication ● Equity ● Human Resources ● Strategic Thinker 	<u>Expertise/Experience</u> <ul style="list-style-type: none"> ● Academic Achievement-Diversity ● Communicator ● Relationship Builder 	<u>Expertise/Experience</u> <ul style="list-style-type: none"> ● Communicator ● Teacher/Coach ● Relationship Builder 	<u>Expertise/Experience</u> <ul style="list-style-type: none"> ● Instructional Leader-Diversity ● Labor Law in Iowa ● Communicator
<u>Administrative Style</u> <ul style="list-style-type: none"> ● Collaborative ● Visible and Approachable 	<u>Administrative Style</u> <ul style="list-style-type: none"> ● Collaborative ● Decisive ● Visible and Approachable 	<u>Administrative Style</u> <ul style="list-style-type: none"> ● Collaborative ● Visible and Approachable ● Acknowledge Board Authority 	<u>Administrative Style</u> <ul style="list-style-type: none"> ● Collaborative ● Visible and Approachable ● Acknowledge Board Authority

Desirable Characteristics Mentioned Most Frequently By the Seven Categories of People Above:

<u>Attributes</u>	<u>Expertise and Experience</u>	<u>Style</u>
<ul style="list-style-type: none"> ● Visionary 2 ● Problem Solver 3 ● Advocate/Student Focus 3 ● People Skills 2 	<ul style="list-style-type: none"> ● Communicator 7 ● Achievement in Diverse District 5 ● Human Resources 2 ● Relationship Builder 3 	<ul style="list-style-type: none"> ● Visible and Approachable 7 ● Collaborative 7 ● Decisive 3

**The numbers next to the highlighted items indicate the number of categories of respondents that mentioned these items as priorities.*

**Summary of Input
Most Desirable Qualities from the Surveys and Listening Sessions**

Top overall competencies selected on the Online Survey and the survey of the Board:

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- **Recruit, employ, and retain effective personnel throughout the District and its schools (M)**
- **Provide transparent communication (CE)**
- **Be visible throughout the District and actively engaged in community life (CE)**
- **Understand and be sensitive to the needs of a diverse student population (TL)**

- Provide a clear compelling vision for the future. (VV)
- Establish a culture of high expectations for all students and personnel. (VV)

From the listening sessions

<u>Attributes</u>	<u>Expertise and Experience</u>	<u>Style</u>
<ul style="list-style-type: none"> ● Visionary ● Problem Solver ● Advocate/Student Focus ● People Skills 	<ul style="list-style-type: none"> ● Communicator ● Achievement in Diverse District ● Human Resources ● Relationship Builder 	<ul style="list-style-type: none"> ● Visible and Approachable ● Collaborative ● Decisive

Profile of the Desired Characteristics of the Superintendent

**Superintendent of Schools
Cedar Rapids Community School District, Iowa**

After receiving input from administrators, community members, faculty, parents, students, and support staff, the Cedar Rapids Community School District Board seeks an experienced leader, who has had successful experience in a **diverse school district**, demonstrating a track record of **relationship building** and **student achievement** to be its next superintendent.

The Board seeks someone who is an effective **communicator** and **visionary** who listens carefully while **collaboratively** developing and implementing with the Board a vision and then articulating and advocating for that vision for the school district, locally, regionally and on a state level. In addition, the selected candidate will be a **visible and approachable** member of the community and the District, who is present in schools and community using exemplary **people and problem solving skills**, building teams, especially in the development of a team relationship with the Board.

The next superintendent of CRCSD will work collaboratively with the staff and community as an **advocate** that reflects a **student focus**. The Board of the Cedar Rapids Community School District is looking for a **decisive** person, who will live and become involved in the community, leading in **diversity and equity** especially as they relate to **human resources** and **student achievement**, and committing to stay with the district for a significant tenure.

Further, the Cedar Rapids Community School District seeks a Superintendent who has record of demonstrating the following competencies ...

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators
- Recruit, employ, and retain effective personnel throughout the District and its schools
- Provide transparent communication
- Be visible throughout the District and actively engaged in community life
- Understand and be sensitive to the needs of a diverse student population
- Provide a clear compelling vision for the future.
- Establish a culture of high expectations for all students and personnel

Approved by Cedar Rapids Community School District Board on _____, 2022.

SUMMARIES OF COMMENTS FROM INTERVIEWS AND FOCUS GROUPS

This section contains the summaries of comments compiled by category that were mentioned by individuals and groups throughout our three days of listening. We have indicated the top responses where indicated and the listing of ‘Other Comments’ in alphabetical order without indication of priority.

We have also indicated the number of people participating in the various groups under the seven categories.

<u>I. ADMINISTRATORS</u>	Group Meetings (Times Approximate)		People	18
Administrators	11.10.22	8:00 am	Number Present:	10
Administrators	11.10.22	9:30 am	Number Present:	8

The following listings are composites of the two meetings of Administrators:

1. Strengths of the District

- Academic Framework (Common Language); strong (2)
- Diversity of Students
- Equity – desire to include all
- Facilities- Master Plan (Elementary) (2)
- Finances
- Intentional – student focused
- Opportunities for students
- Programs Innovative and magnet schools; Fine Arts (2)
- Resilience (2)
- Teacher Commitment (Pride)
- Wages/competitive benefits if you stay
- Welcoming

2. Challenges Facing District

Administrator Turnover
 Bond Issue
 D.O.J. restraint issue
 Declining Enrollment
 Depart of Justice Investigations
 Enrollment- Declining
 Equity- there is work to do; Equity vs. Equality (2)
 Expertise lacking to support ELL students
 Facilities more to do
 Finances
 Media...local media is unfair
 Nostalgic vs. Vision
 Resources Realignment needed to support
 Salaries for new people, paraeducators and secretaries
 Staff- tired; feels beat up
 Staffing – administrative turnover in central office; reorganization
 Student Behavior – need clarity
 Systems and Procedures- need Consistency
 Teacher Retention and Recruitment
 Trust

3. Leadership Competencies

a. Personal Attributes

Positive Visionary
 Systems Thinker
 Stay a while

b. Areas of Expertise

Finances with declining enrollment
 Communicator – listener
 Diverse system – access for all Academic Achievement

c. Administrative Style

Visible and Approachable
 Decisive – stand up for decision
 Collaborative

Others

Fair and Consistent
 Politically Savvy
 Connected in the Community
 Succession Planner
 Authentic
 Believe all children can learn
 Caring
 Data Drive
 People Person
 Transparency

II. <u>BOARD</u> -	6 Individual Meetings	(Times approximate)	People 6
David Tominsky	11/10/2022	8:00 am	Number Present: 1
Jen Neumann	11/10/2022	9:30 am	Number Present: 1
Marcy Roundtree	11/10/2022	11:00 am	Number Present: 1
Cindy Garlock	11/10/2022	1:00 pm	Number Present: 1
Jennifer Borcharding	11/11/2022	8:00 am	Number Present: 1
Nancy Humbles	11/11/2022	11:00 am	Number Present: 1

The following listings are composites of the six meetings of Board Directors:

1. Strengths of the District

- Staff cares about students and staff and education in general approachable and will address issues; Passionate and exceptional at all levels from CO to paraeducators. Accountable and driven ; (6)
- Vision Future Ready ; Vision...High Liability framework Time money and energy focus on student needs; Vision/mission clear (4)
- Strategic Plan Strong (2)
- Diverse student population (2)

Other Strengths

Cedar Rapids is a good community
 Central Office Management did Well with the Derecho and Pandemic
 Community involvement
 Data based decisions SRO's collected data

Elementary Facilities
 Facilities Master Plan
 Innovation
 Leadership... Some good
 Problem Solving Identify Problems to Find Solutions
 Reputation great
 Student focused
 Urban Core

2. Challenges Facing District

- **Diverse and Equity Attracting staff – not accomplished Equity...we don't have good representation among staff; team of 5; Retention of top talent; teacher turnover; lack of support for teachers (6)**
- **Achievement Student gap (3)**
- **Facilities; Plan for Secondary School Rushed (3)**
- Cabinet - Reorganization Needed ; should be out in the school; People in the wrong positions (3)

Other Challenges

- Direction - Moving into Too Many Directions
- Education Consistent across buildings
- Engagement Specialists -roles need to be focused
- Environment needs Welcoming
- Funding (2)
- Human Resources
- IDI Better awareness in district of cultural competence
- Innovation Too Much Based on Lack of Staff
- Local control- Loss of with schools
- Making the job
- Media Press Relationship with Press; Media relations (2)
- Mental health access
- Parents don't feel comfortable...don't feel welcome
- People Feel the Strain
- People Too Few Doing Too Much
- Public Perceptions Negative (diversity, safety)
- Quality Inconsistent across schools
- Relationship with City
- Stability Needed

- Staff retention and lack of respect and state funding (paraeducators)
- Sustainability- be kind to environment

3. Leadership Competencies

a. Personal Attributes

- Empathy
- Team builder around mission and vision
- Innovative problem solver
- Caring for children

b. Areas of Expertise

- Instructional Leader Close gaps with diverse students
- Communicator – Transparent; active listener
- Human Resources

c. Administrative Style

- Collaborator
- Decision Maker with data
- Visible and Approachable

Others

Ability to Make Tough Decisions

Achievement Gap (2)

Address issues

Big Picture – Bring it Together (2)

Board Goals to move forward ; Relationship with the Board

Board Leader Knows How to Involve the Entire Board ; Invest Into the Board (2)

Bond issue

Build Up from Within

Caring and love for children

Charismatic Leader *

Cheerleader for the district

Collaborator (3)

Communication Skills* Listener Life of a Superintendent (2)

Communicator -Respected Community Voice* (2)

Compassionate (2)

Compromise when Needed

Connector (1)

Cultivate talent
 Decision making Data informed
 Decision Making Skills
 Developing
 Diverse Students Achievement gap with diverse student populations (3)
 Empathy* (2)
 Environmentally aware
 Equity Coaches Goals for
 Evaluate and Create a Pathway
 Experience in similar district; Urban Experience
 Family Oriented
 Game Player not Game Changer
 High energy and enthusiasm for work and students
 Honor past legacy but move forward
 Human Resources - Diversify the workforce; Replace non-productive people
 Innovative Thinker (3)
 Intelligent
 Mission focused Respect the mission
 Navigate with People
 Non-productive people- move them out
 Policy Thoughtful
 Politically Astute
 Professional growth advocate
 Reflective
 Stabilizer
 Staff – Retaining incentives
 Stay the course ...tweak what we are doing
 Strategic planner -System Thinker; Execute the Plan
 Sustainability commitment
 Team builder -all on the same page with same mission and vision; Relationship Builder
 Think creatively
 Thoughtful
 Unifier
 Visible and approachable (3)
 Visionary (2)
 Wise to What is already Here

III. COMMUNITY –	6 Meetings		13 People
Community Partners	11.10.22	Time 1:00 pm	Number : 3
City Leaders	11.10.22	Time 2:30 pm	Number : 2
Community Partners	11.10.22	Time 2:30 pm	Number : 1
Zoom Open	11.11.22	Time 8:00 am	Number : 1
Community Partners	11.11.22	Time 11:00 am	Number : 4
City Government	11.11.22	Time 12:00 Noon	Number : 2

The following listings are composites of the six meetings of Community groups:

1. Strengths of the District

- **Partner Willingness to; Partners; Positive Partners with Community, with the City and County (supportive during Flood, Derecho, COVID); Partnerships Senior Leadership Supports them (5)**
- **Diverse needs Dealing with them; Diverse Student Population; Diversity of Population; Diversity of Students (4)**
- **Open to Best Practices; Open to Listen to Ideas and Provide Critical feedback; Open to Restorative Practices; Openness and Willingness to Listen and Provide Feedback (4)**

Accessible and Present Board
 Amazing Teachers supportive of one another Committed
 AP courses
 Commitment to Restorative Practices
 Community Focused School Board
 Compassionate Leadership
 Connections for kids are provided by district
 Extra curriculars are for students to mix “No Club Club”
 Facilities Improvement Commitment
 Growth in Businesses and Housing
 Languages in district.
 Music
 Politically Savvy
 Pride in District Bands, Decathlons, Successes
 Programs are diverse for kids
 Regular Meetings held
 Resilience; Resiliency of the school district (2)
 See Value of Community
 Strong History and Pride

Students who are different feel included
Talented and Gifted
Teachers love their kids and go above and beyond; don't give up

2. Challenges Facing District

- **Staff Salaries and Recruitment; Staff Attraction and Retention; Human Resources Perception of Bias ; Staff Diversity Racial mix to Student Racial makeup ; Staff Lack of a Diverse Staff; Teacher retention (5)**
- **Achievement Gap for Students of Color; Equity of outcomes (4)**
- **Facilities; Facilities - just two new elementary buildings; Facilities Age and location use and maintenance now and 20 years; Facility Plan Concerns (4)**

Bond Issue 312-315 Million
Data Integrity
Department of Justice Investigations
Disciplinary Practices Exclusionary
Disconnect Between School/Family
Disconnect between schools, cabinet level admin, and school board
District underfunded
Diversity
ELL Resources- lack; ELL Students Resources to Support 2
Fairness, Transparency and Trust lack
Funding Schools are underfunded and it's hard for them to keep up
Labor Shortages
Metro Size of C.R.
Multiple languages spoken at home
Poverty -Free Reduce Lunch Population Increasing
Rod Dooley next ten years minority majority in CR at HS level
School funding Iowa financial issues
School identity...autonomy of the school vs. the district
SRO's In High Schools
Strategic Plan Implementation lacks support or competency at administrative levels
Student voice action on is lacking
Systems and processes Broken administrative
Teacher morale, not just in CRCS D not respected
Transportation shortages and Funding
Trust and transparency

Violence
Voices not heard
Welcoming Environment is lacking
What teachers can teach...race teaching CRT
White Flight

3. Leadership Competencies

a. Personal Attributes

- Advocate for children; students (2) Compassionate for All Students (2)
- Visionary (5)
- People skills; Identify with a marginalized group; Teacher advocate champion

b. Areas of Expertise

- Communicator – Listener (2) Authentic skills
- Diverse Population Leader(1); Diversity in supporting Students and Staff (2); Equity... Race, gender etc. Diverse environments becoming more diverse; Experience with diversity
- Politically astute...navigate without isolating people

c. Administrative Style

- Collaborator (2)
- Partnership builder with non profit groups; Consensus builder(2) Relationship Builder (Partnerships) City, County, Stakeholders; Conflict resolution skills; Build relationships
- Visible and Approachable Be Present (4)

Other Competencies

- Ability to Mentor Cabinet
- Ambitious and Hungry for the challenges
- Big picture thinker
- Community minded
- Connect with community
- Decisive- Able to Make Hard, Unpopular Decisions
- Different cultures- know and understand
- Fearless
- Implementing Strategic Plans with Integrity
- Innovative and Trend Setting
- Know Cedar Rapids is science based, inclusive
- Learner about community and district
- Make Tough Unpopular Decisions

- Manage Accountability of Staff
- Media friendly, better relationship
- Media Savvy
- Ownership of Problems
- Personally invested in SRCSD
- Politically astute
- Problem solver
- Restorative Practices
- Smart; Quick learner
- Systemic
- Take a stand
- Trust between Supt and Board
- Warmth/Compassion/Authentic

IV. <u>Teachers/Licensed Staff</u> -		3 Meetings	Number 20
Certified Staff -Harding	11.10.22	Time: 4:15 pm	Number: 4
CREA Teacher Union	11.10.22	Time: 6:30 pm	Number: 10*
		(*9 on Thursday night at Roosevelt; 1 on Friday at 4:00 at Wilson)	
Certified Staff Wilson	11.11.22	Time: 4:00 pm	Number : 6

The following listings are composites of the three meetings of Teachers/Licensed Staff:

1. Strengths of the District

- **Caring and Desire for the Best for Students; Opportunities for students; Extra services provided**
- **Staff Some care and are experienced, very passionate and qualified who put students first every day; Reliance on Each Other; Teacher leadership i.e.. Coaches**

Communicate Attempt to
Data collection
Job trades instruction
Loyalty
Professional Learning Communities
Reading using Brain science of reading
Resilience
Willing to Explore Options
Workforce Hopeful

2. Challenges Facing District

- **Human Resources is a major challenge- Hiring of Outside Staff without Growing Current Staff; Hiring Process Broken; Onboarding process for new staff is lacking Retaining good staff and those who are diverse; Staff Attraction and Retention Staff Racial Misappropriate to Student Racial makeup; Staff Shortages (8)**
- **Central Office Lack of Experience; Central Office and Schools not Aligned; Central Office turnover; District level (central office) is not child centered (3)**
- **Facilities - Old Buildings and Facilities; Buildings lack resources (science e.g.); Facilities are not all accessible (Handicapped students to playgrounds) 3**

Central Office Unity is lacking

Collaboration missing

Communications - District Positive Messaging

Communications on decisions

Data use is inconsistently or sometimes not at all

Equity skills among leaders are not exhibited

Graduation rate

Have the tough conversations

Special Education Inclusion Knowledge and Professional Development

Strategic Plan -Lack comprehensive program evaluations

Student Opportunities (upper mobility) not for all

Support for schools- need more

Teacher leadership lacks CREA input; support is varied (2)

Technology Hardware and Staff Aptitude to Use Technology

Too many academic silos

Transformation brings disruption Be comfortable with that.

Walk the walk in equity

3. Leadership Competencies

a. Personal Attributes

- Servant leader
- Student focused- child centered ; Students – all matter -Believe that (2)
- Provide safe places for children and staff ; Safety of staff- provide safe conditions for teachers (4)

b. Areas of Expertise

- Communication – listen, validate Walk the talk, solve problems (5); Communication – listening to understand, transparent (5)

- Equity Provide resources equitably based on needs of students (6); Equity- Racial and social justice
- Human Resources- Onboarding, retention of teachers, show growth paths
- Strategic thinker and leader with inquiry mindset -goals, metrics, processes and structures in a diverse (urban) district with opportunity gaps
- c. Administrative Style**
 - Collaborative with teachers; Collaborative; Collaborative - Partner with Teachers Union- vision and strategic plan e.g. (5)
 - Visible and Approachable in buildings and have the central office staff do the same; Visible and Approachable- Present in buildings. Expect Central Office to do same; Energetic in relating to people, being present

Other Competencies

- Administrative Presence
- Bold
- Build ownership among the staff
- Cares about people
- Charismatic (1)
- Classroom teaching experience
- Clear Outline of the Plan
- Community outreach
- Courage; Take a stand for what is right
- Delegate and supervise
- Engage with students
- Genuine and Authentic (1)
- Hopefulness without toxic positivity -be real
- Innovative – reach and teach
- Innovative problem solver
- Involved in NEA or AFT
- Life-work balance
- Passion to address Diversity
- Reality- be in touch with the reality in the schools
- Say what people need (not want) to hear; use *Selective Abandonment* (get rid of things that are no longer working/useful)
- Track Record of Success
- Understands play-based learning
- Urban school district experience
- Visionary

V. <u>PARENTS -</u>		4 Meetings	15 People
Parents Roosevelt	Date: 11.10.22	Time: 5:30	Number : 2
Hoover School	Date: 11.11.22	Time: 9:30	Number : 3
Parents ELSC	Date: 11-11.22	Time: 9:30	Number : 4
Zoom Parents/ Teachers	Date: 11.11.22	Time: 12:00	Number : 6

The following listings are composites of the four meetings of Parents:

1. Strengths

- **Communication from district with COVID and Derecho has been family oriented and thoughtful; Communication with staff and families; Teachers care and are nice . They call if student is not present; Teachers Caring (5)**
- **Instructional Program; Curriculum Opportunities More engaging for students; Opportunities for students who are advanced and extended learning Student Learning - Meeting the needs and desires of student’s learning; Students are helped to catch up (5)**

Change Willingness to Change
 Inclusive - Working at being more inclusive
 Innovative...willingness Trace Pickering e.g. Iowa BIG BlendEd
 Leadership from Board on Down
 Lottery and sharing about magnets have been good
 Magnet Schools
 Parent Support
 Staff and leadership in some schools; Longevity, invested;
 Students Great Kids
 Welcoming

2. Challenges Facing District

- **Diversity - growth area ; Diversity of staff is lacking**
- **Facilities Bond, Issues**
- **Staff support is lacking; Staffing shortages**

Administrative turnover
 Behavioral issues increased with students
 Board Openness
 Central Office Disconnect with Top Management

Data- Lack of Appropriate use
 Environment not Welcoming to diverse Populations
 Equity Follow Through needed to Practice
 Family engagement at certain schools
 Funding
 Funding State/Federal
 Growth is unplanned all over the district
 Implementation of innovations ...premature
 Land locked
 Political divide
 Program Implementation inadequate
 Resources- need financial and staffing
 Special Populations -Inadequate Resources
 Students don't feel like they belong (Panorama data)

3. Leadership Competencies

a. Personal Attributes

- Embraces Diversity Diversity as a Strength; Diversity
- Problem solver; addressing root causes; solution focused (3)
- Accountable leader*

b. Areas of Expertise

- Academic achievement Larger, growing school system with diverse (multi-cultural) populations*
- Communicator Present (3)
- Relationship builder, establish rapport with all Board, Business Community; Strategic Partnerships; Engaged in Community and Schools

c. Administrative Style

- Collaborative
- Decisive, make unpopular decisions if it is right for students
- Visible and approachable

Others

Addressing the Achievement Gap
 Assures Follow Through/Accountability
 Decisive Difficult Unpopular Decisions
 Diverse Populations
 Empathy/Compassion

Finance and budgeting, fiscal responsibility*
 HR -Select good teachers
 Humble
 Innovative we need to be different
 Live within the district
 Motivating
 Student focused – understand every child
 Understand equitable resource allocation

VI. STUDENTS 1 Meeting 1 Student (11.10.22)

Group/Individual: Student Date: 11-10-2022 Time: 5:30 Number :1

The following listings are the notes of the meeting with a Student:

1. Strengths of the District

- **Staff Work as a Team Everyone Looks out for and is reliant for Each Other; Staff is positive; Staff Address Bullying**

Buildings in Good Condition
 Technology Functions Well
 Transportation

2. Challenges Facing District

- **Classes are Sometimes Boring and I am not always challenged**
 Scheduling Does Not Work All the Time to Take the Right Classes

3. Leadership Competencies

d. Personal Attributes

- Open to Various Points of Views
- Problem Solver (1)
- Welcoming (1)

e. Areas of Expertise

- Communicator – with students too
- Teacher, Coach with Managing Conflict

- Relationship Builder
- f. Administrative Style**
 - Collaborative
 - Visible and Approachable

VII SUPPORT (Non-Certified) STAFF 5 Meetings 7 People

Hawkeye L U	Date: 11.10.22	Time: 11:00 am	Number : 5
Classified	Date: 11.10.22	Time: 6:30 pm	Number : 1
Zoom Classified	Date: 11.11.22	Time: 1:00 pm	Number : 1
Classified Wilson MS	Date: 11.11.22	Time: 3:00 pm	Number : 0
Classified Gibson	Date: 11.11.22	Time: 3:00 pm	Number : 0

1. Strengths of the District

- **Acknowledging the Trades; Trades Apprenticeships Kirkwood CC Dual Enrollment**

Good processes in place
Positive intentions
Staff
Community focused
Inclusive of all
Strong alternative high school program
Growth of the community

2. Challenges Facing District

- **Staff shortages-Teacher recruitment and retention; Transportation Drivers shortage for buses...underpaid**
- **Finances/resources seem to inequitably distributed; Financial**

Balancing staff and student safety due to DOJ ruling
Board gets direction from Superintendent and Anti-union law firm
Chapter 20 Labor law in Iowa
Communication-internal
Communications
Departments work in silos
Disconnect between school and central office
Diversity Dealing with

Education of Counselors about non-college paths
 Growth of Cedar Rapids -- 18 industrial facilities
 Mental health issues of students and staff (well-being)
 Paraprofessional low morale
 Public funds to Private Education
 Roles in the district -Lack of recognition for all of the necessary ones
 Salary equity
 Special education needs are more challenging
 Teaching the history of industry
 Timing of new superintendent

3. Leadership Competencies

a. Personal Attributes

- People skills: Personable Patient; Respectful
- Community engagement
- Open minded

b. Areas of Expertise

- Instructional Leadership with diverse populations (2) Raise bar for education basic
- Labor Law in Iowa and Politically Astute (NEA)
- Communicator with employees (Listen)

c. Administrative Style

- Collaborative
- Visible and Approachable -Have a presence at all schools
- Acknowledge authority of the Board

Other Competencies

All work has dignity
 Care
 Student focus
 Financially literate
 Trauma based practices