

MANSON SCHOOL DISTRICT

Superintendent Search



LEADERSHIP PROFILE REPORT

May 22, 2023

Executive Summary

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) beginning in early May for the new superintendent of the Manson School District. The data contained herein was obtained from input the HYA consultants received from internal and external stakeholders of the Manson Community via an online survey, individual interviews, and two staff/community forums.

The survey, interviews and forums were structured to gather information to assist the Manson Board of Directors in determining the primary characteristics desired and needed in the new superintendent. Additionally, HYA consultants collected feedback regarding the strengths of the District and some of the challenges that it is currently facing and will be facing in the coming years.

Summary of Stakeholder Input

INDIVIDUAL INTERVIEWS

One-on-one interviews were conducted with 18 individuals.

OPEN FORUMS

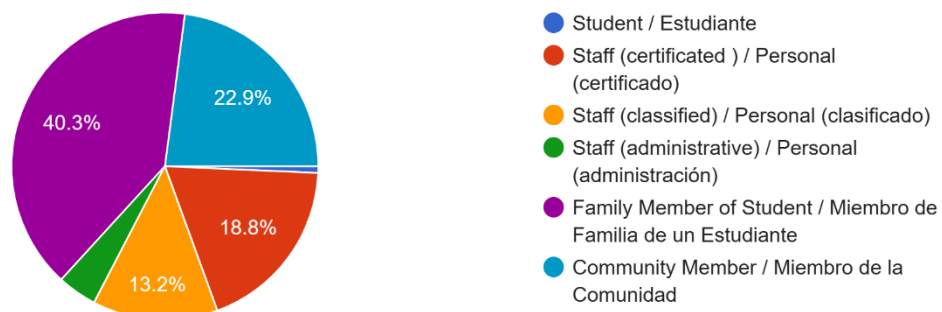
Two open forums were offered – 19 individuals attended.

SURVEY

There were 145 responses received from the on-line survey.

1. Please mark the box that represents you / Por favor marca la caja que te representa mejor:

144 responses



All discussions were thoughtful, insightful and very helpful. HYA associates conducting the focus groups, forums and interviews would like to thank the participants for giving so freely of their time and for the depth of the discussions regarding Manson School District during the sessions.

Strengths of the District

Data collected through personal contacts and survey responses provided an encouraging and optimistic view of the district. The following themes surfaced often and across these multiple data sources:

Great staff – caring & committed
Supportive families and community
Sense of “family”
Multi-generational
Small school size with the ability to know and support all students
Positive culture and climate - relationships
Options available for students
Innovative
Inclusive
Strong fiscal condition
All voices heard and valued

Most all feedback began by acknowledging the high quality/caring staff. There was pervasive recognition that all staff put students first, do whatever it takes to help each child reach their potential, and truly believe that these are “all our kids.”

In describing the Manson school district, people frequently described the community as supportive and actively engaged in schools and the district. There is long-standing District and Community Pride. It was mentioned multiple times that the community supports the schools and the schools support the community. Strong examples given included internships provided for students as well as partnering for community events. Many expressed a strong sense of optimism regarding the future of the district.

Often mentioned was the comfort found in the small size of the community and school population. The ability to truly know each student and their families as well as each staff member is a strong asset. The ability to address needs and make change is much easier in a small school setting.

Many shared the belief that students were the highest priority of the district and should remain so going forward. Knowing each child's strengths and needs and making decisions in what is best for students is a high priority.

Numerous people mentioned student and community diversity as a strong asset to the schools and district. There was strong support for program offerings recognizing the diverse student population, and a commitment on behalf of the board and staff to embrace student diversity.

Challenges and Issues Facing the District

No district, of course, is without challenges. The following emerged as common themes:

- Achievement/opportunity gap
- Board – sets the tone for the district
- Meeting needs of all students – multi-language learners – next steps
- Effective and timely communication, both internal and external
- Strategic plan to guide the district + data dashboard
- Facility needs – determine need for bond or capital levy
- Discipline – concerns over drug use; bullying; dress code
- Need for mental health counselors/support
- Attracting and retaining quality staff
- Engaging and meeting the needs of a diverse community – demographics, political, etc.

There was a strong agreement that the district must maintain an unwavering commitment to student learning, a safe and respectful school culture, and stability of staff/leadership to ensure continuous district progress and effective student learning. There was an expressed desire to focus on meeting the needs of all learners and do “whatever it takes” to help them succeed. The need for mental health counselors and support was also often cited.

Multiple stakeholders identified concern over the board and board/superintendent relations. It is commonly understood that these relationships set the tone for the whole district and there was an expressed desire for these relationships and communication to continue to improve in a positive, professional, and productive way. It was also shared by many that there seems to be improvement in this area for the past few months.

A strong desire was expressed to have clarity and coherence across the system through a strategic plan and a long-range facilities plan. In addition, a way to measure progress toward goals such as a data dashboard was desired.

Desired Characteristics

Participating stakeholders were asked to name the desired leadership characteristics for the next superintendent of the Manson School District. The following summary of personal characteristics, attributes, skills, and experiences reflects input gathered:

DESIRED CHARACTERISTICS

Superintendent

Manson School District

Small town/small district experience

Engaged with the community

Visible/accessible and in the schools and at events

Communication skills – good listener

Cares deeply about students, staff, families & community

Treats all with fairness and respect

Students first mindset

Leads by example with integrity

Experience working with and developing strong relations with boards

Inspires others – builds people up

Visionary

Values, builds, supports parental engagement

Humble

Creative problem solver & conflict resolution skills

Bond/Levy experience

Ability to address tough issues

Experience or awareness of policy governance

Multi-lingual program experience

Servant leader

Willing to make a long-term commitment

We would like to thank all the participants who attended focus groups meetings, individual interviews, or participated in the Survey. We are grateful.

We found this to be an amazing school district and community. Thank you for the opportunity to serve.

Respectfully submitted,

Kris & Gene

Dr. Kristine McDuffy and Dr. Gene Sharratt
HYA Associates



