

Special Meeting (Superintendent Search)

Tuesday, November 1, 2022 5:00 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

1) **Call to Order and Roll Call**

2) **Adoption of the Agenda**

3) **Acceptance of Minutes**

3)a. October 4, 2022

4) **Superintendent Search Community Engagement
Services Proposal Presentations and Interviews**

4)a. BWP & Associates

4)b. National Parents Union Minnesota

4)c. EPU Consultants, LLC

5) **Recess**

6) **Discussion and Selection of Preferred Vendor**

7) **Resolution selecting superintendent search
community engagement services and authorizing
contract negotiations (2022-0064)**

8) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**SPECIAL MEETING
OCTOBER 4, 2022**

CALL TO ORDER

Chair Kim Ellison called the special meeting to order at 5:00 p.m., a quorum being present.

ROLL CALL

Present: Directors Jenny Arneson, Sharon El-Amin, Siad Ali, Adriana Cerrillo, Nelson Inz, Ira Jourdain, Cindy Booker, Kimberly Caprini, Kim Ellison (8)

Absent: Director Sharon El-Amin (1)

PRESENTATIONS AND DISCUSSIONS

Council of Great City Schools (CGCS) Superintendent Search Process Overview

The board received a presentation from AJ Crabill, a school board coach from the Council of Great City Schools. Presentation topics included recommended best practices for conducting a superintendent search.

Board Discussion

Following Mr. Crabill's presentation, board members asked questions and discussed what they had heard.

ADJOURNMENT

Without objection, Chair Ellison adjourned the meeting at 6:18 p.m.

Minutes submitted by Ryan Strack, Assistant to the Superintendent and Board

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=551360>

Meeting video: <https://mps.eduvision.tv/Share.aspx?q=3SfVi13wT7R7ezZ0dSfNGQ%253d%253d>



PROVIDING DIRECTION FOR OUTSTANDING LEADERSHIP



BWP

SUPERINTENDENT SEARCH PROPOSAL **Minneapolis Public Schools**

Due Date: October 17, 2022 5:00 PM CST

Address: 1250 West Broadway Ave. Minneapolis, MN 55411

RFP#23-10, Superintendent Search Services – **Community Engagement Facilitation**



October 17, 2022

Ms. Kim Ellison
Board of Education, Chair
Minneapolis Public Schools
Special School District No. 1
1250 West Broadway Ave.
Minneapolis, MN 55411

Dear Board of Education,

BWP & Associates is pleased to submit a proposal to assist Minneapolis Public Schools' search for its next superintendent. BWP & Associates is a national search firm that employs experienced and dedicated consultants who have had successful experiences in leading school districts, who have served as instructional leaders in school districts, and who know, therefore, the unique skills that successful superintendents must have.

Our company enjoys a national presence, is connected to an extensive network of educational leaders and organizations across the country, and has a high level of expertise and knowledge in the recruitment of diverse and exceptionally qualified candidates. Because of the aforementioned, we have been successful in understanding and meeting the unique needs of school districts and their stakeholders, as exemplified by the placement of talented school leaders.

Our search team for Minneapolis Public Schools is a diverse and experienced one, composed of Dr. Kevin Castner, Mr. Steve Griesbach, Ms. Jane Berenz and Dr. Johnnie Thomas. Our team has more than 35 years of superintendent experience and has successfully completed over 65 superintendent searches. Also, it is important to note that our team has a familiarity and knowledge of the Minneapolis greater community having conducted recent searches in Minnetonka Public Schools, Prior Lake-Savage Area Schools and Edina Public Schools. A member of our team, Ms. Berenz, recently completed her successful career as a superintendent in neighboring District 196.

Further, BWP brings several other significant qualities, skills, and talents. We are mindful that only 2 percent (300) of the 15,000 school districts nationwide have an enrollment of more than 20,000 students. Therefore, the pool of superintendents with experience in larger and specifically diverse districts like yours is distinctly smaller. Our national presence and our extensive network of school leaders help us mitigate that challenge. Further, we know and understand the complex variables involved in leading and serving in larger minority-majority school districts.





Our experience has shown us that while we are a national search firm, it is always critical to have experiences in comparable districts like yours – large urban districts. Our team has those experiences – Pittsburgh Public Schools, PA; Columbus City Schools, OH; Madison Metropolitan Schools, WI; Chicago Public Schools, IL; DeKalb County Schools, GA; Prince William County Schools, VA; Arlington County Schools, VA; and Rochester City Schools, NY.

Our team is committed to working with you and the Minneapolis community to identify your specific needs and to seek a group of excellent candidates for your consideration. Your BWP consultant team is keenly aware of the mission, vision, and values of the Minneapolis Public Schools. As a firm, we believe we best serve our clients when we listen carefully to the voices of all stakeholders. When recruiting applicants and evaluating candidates, we will assess the degree to which they match the Minneapolis Public School Leadership Profile. We not only want to hear that they can "talk the talk", but seek to determine that they have "walked the walk" in their leadership roles.

The attached proposal describes in detail how we will support you throughout the search process and it provides supporting documentation of our previous work. We have complied with your RFP with organizing our proposal with two distinct services: community engagement facilitation and executive search process facilitation. However, we are interested in providing both of these services and have specific experience in community engagement options in the selection process in Madison, Columbus, Chicago and Rochester. Therefore, we have included a comprehensive fee for both of these services.

We appreciate the opportunity to submit this proposal. Please feel free to contact me at 434-531-8171 or via email at kccastner@protonmail.com if you should have questions or if I can assist you further as you discuss your search options.

Sincerely,

Dr. Kevin Castner
Co-Lead Consultant, Director
(434) 531-8171
kccastner@protonmail.com

Mr. Steve Griesbach
Co-Lead Consultant, Director
(708) 822-8706
smgriesbach@sbcglobal.net



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Executive Summary

BWP & Associates is a national search firm that will provide Minneapolis Public Schools with an experienced search team committed to recruiting a group of excellent candidates for your School Board's review. Our consultants are networked with educational leaders across the country and offer a high level of expertise and extensive knowledge for recruiting exceptionally talented leadership candidates. School district executive placement throughout the nation is our total focus.

The services BWP & Associates will provide include:

- Planning the search, including a suggested timeline and expenditures
- Managing the entire search process
- Communicating with the Board and providing avenues of search control
- Establishing a leadership profile developed with Board, staff and community input
- Suggesting a competitive compensation plan for the position
- Providing a vacancy marketing plan
- Providing, in short, all services needed for effective community engagement facilitation for an effective superintendent search

We believe one of the main advantages of our firm is that we do not "mass produce" searches. We will work closely with your Board and community to conduct a search which fits the needs of your district and community. Our individual professional reputations are as important to us as our company's reputation. Therefore, you would be hiring not only our company, but individuals who are committed to your success and view finding outstanding leaders for school districts as not a job, but a mission.

Finally, we think you will find that BWP's customer service is outstanding. From the moment you hire us, we give you our personal cell phone numbers. Any questions, concerns, or comments can be shared with us 24/7. BWP offers you the benefit of a national search and an extensive national network with the "up close and personal" attention you want when making a decision this important. We will vet the candidates we recommend to you at multiple levels to be sure we bring you individuals with integrity. We encourage you to check our references and are confident they will confirm our personal and professional approach to the search process. More information on our firm and its services can be found on our company website at www.bwpassociates.com.

Profile (Firm Qualifications)

BWP & Associates will successfully recruit excellent candidates for your consideration. When Minneapolis Public Schools selects *BWP*, it is receiving services from a firm with a history of more than 600 successful executive searches. Our consultants bring both national educational leadership connections as well as an understanding of what makes an outstanding superintendent.

For a representative list of *BWP* directors and associates, please see the *BWP* Directory in Appendix 1.

Company Background

BWP & Associates was incorporated in 2002 in Wauconda, Illinois and grew from the merger of three nationally known search firms: Harold Webb Associates, PNR Associates, and The Bickert Group, Ltd.

- Harold Webb Associates, BWP's oldest roots, in 1977 became the first nationwide superintendent search firm in the country.
- PNR Associates conducted leadership searches in educational and national non-profit organizations since 1984.
- The Bickert Group, Ltd., incorporated in 1992, served predominately Midwest school districts.

Through the merger into BWP & Associates, these three firms significantly expanded their connections and consultant base. BWP's corporate office is located in Libertyville, Illinois with satellite locations in South Carolina and Virginia. School district executive placements throughout the nation is the firm's total focus. Our web address is www.bwpassociates.com.

BWP's federal and state registration numbers are as follows:

Federal Tax ID number - 26-4304062

State of Illinois Corporation File Number - 66529053

BWP consultants bring both national educational leadership connections as well as an understanding of what makes an outstanding superintendent. Our company's network of experienced educational leaders connects over 50 associates with school divisions, colleges and universities and business leaders across the country. Our consultants are active in state, regional, and national educational organizations, and many participate in superintendent academies to train current and future superintendents. Our consultant roster includes many successful current or retired superintendents who offer a high level of expertise about the role of a superintendent and are experienced in urban, suburban, and rural school systems.

Our outstanding consultants and our proven search methodology will enable us to meet your' search objectives, beginning with establishing the characteristics and qualities desired in a superintendent. We will gather this invaluable information by seeking input and by engaging the school board, employees, community members, and other relevant stakeholders. Our process will maximize the number of quality applicants and allow us to screen applicants, based on the desired experiences, characteristics, and skillsets. Throughout the selection process, we will assist and enable the Board to select an outstanding candidate.

Our search firm receives more than 100 requests for proposals from districts of all sizes and demographics across the country. We continue to be very selective in those districts for whom we submit proposals. Our slow but steady growth enables us to "personalize" the search process and

to make it tailor made for each of our clients, utilizing the talents of experienced professionals who have held leadership positions.

Our website – <http://www.bwpassociates.com> – provides a list of past and current clients, announcements and communication with school districts and their recently appointed superintendents. You will also find a listing of current searches in progress.

Financial Stability Statement

BWP & Associates, Ltd. has been financially sound since its inception. A five-year company audit was performed in 2015 which indicated the net value of ownership shares had grown by 12 percent and the annual revenue had increased by 56%. As a search firm, while we receive more than 100 requests for proposals from districts across the country in all sizes Key and configurations, we continue to be very selective in those districts for which we submit proposals. Our slow but steady growth enables us to “personalize” the search process and make it tailor made for each of our clients utilizing the talents of experienced professionals who have held leadership positions and many who are currently working in the field.

Key Staff (Staff Qualifications)

Consultant Search Team for Minneapolis Public Schools

BWP organizes search teams to achieve a balance of talent and experience that will meet the needs of a school board and provide the skillsets necessary to assure a successful search. If BWP & Associates is selected, Dr. Kevin Castner, Mr. Steve Griesbach, Ms. Jane Berenz and Dr. Johnnie Thomas will serve as your consultants. Added together, members of your search team have conducted more than 65 successful searches in the past several years, have more than 35 years of superintendent experience, and have a thorough understanding of the issues and challenges facing rural, suburban and urban school systems and they specifically have a familiarity with Minneapolis Public Schools.

Their resumes are included Appendix 2.

- **Dr. Kevin Castner** will serve as co-lead consultant. Currently a Director for BWP and President, Executive Director, and Educational Planning Strategist with Cambridge Strategic Services, Dr. Castner’s resume includes an 11-year tenure as superintendent of Albemarle County, Virginia, home of the University of Virginia. He has also served as Interim Superintendent for Shenandoah County and Montgomery County Public Schools. His knowledge of educational issues across the country is extensive. Selected to serve as a Race to the Top Peer Review panelist for Phases 1 and 2, Dr. Castner reviewed eight states of which four were finalists in this prestigious competition. During the past several years, he has been involved in more than 45 superintendent searches. In addition, Dr. Castner, is President of Cambridge Strategic Services and has facilitated many school district

strategic plans. Dr. Castner has worked with BWP for 10 years. He is a member and past Director of the Urban Superintendent Association of America.

Dr. Castner will be available 100 percent of the time for your superintendent search.

- **Mr. Steve Griesbach** will serve as co-lead consultant. Currently a Director for BWP, Mr. Griesbach's resume includes an eight year tenure as superintendent of Gower School District 62 in Willowbrook, Illinois. In 2022, Mr. Griesbach conducted successful superintendent searches in Munster, IN, Minnetonka MN, Prior Lake-Savage, MN, and Homewood-Flossmoor, IL. He also conducted Illinois principal searches for Golf Elementary School and Homewood Flossmoor High School. Additionally, Mr. Griesbach co-led the superintendent search for Middleton-Cross Plains, WI in 2019. During the past several years, he has been involved in more than 35 superintendent searches. Mr. Griesbach has worked with BWP for 9 years.

Mr. Griesbach will be available 100 percent of the time for your superintendent search.

- **Ms. Jane Berenz** will serve as a search team consultant. Currently an Associate for BWP, Ms. Berenz's resume includes a consultant for BWP in Minnesota for the Edina and Prior Lake-Savage Area Schools superintendent search.

Jane joined the Concordia St. Paul faculty in 2018 as an adjunct professor in Educational Leadership after retiring from a career of 36 years in K-12 education that included 23 years in administration. Her last nine years as the superintendent of the Rosemount-Apple Valley- Eagan Public Schools, the fourth-largest district in Minnesota, with more than 150,000 residents, 28,000 students in grades K-12 and 3,500 employees. She has held various positions in education, including high school and elementary special education teacher, elementary general education teacher in grades two and four, elementary principal, and district director of elementary education and teaching and learning. She also is currently an educational leadership coach.

Ms. Berenz will be available 100 percent of the time for your superintendent search.

- **Dr. Johnnie Thomas** Dr. Thomas joined BWP in 2016 as an associate for the firm. He has completed numerous searches for cabinet-level administrators, principals, and superintendents over the past five years as a part of the BWP team. Dr. Thomas currently serves as Vice President for the Superintendents' Commission for the Study of Demographic and Diversity, Loyola University's National Alumni Board, South Cook Illinois Alliance of School Administrators Membership Chair, and Loyola University's School of Education Advisory Board.

Dr. Thomas has been in education for over twenty years. He has served as superintendent of schools for ten years and the last five as the superintendent of schools for Rich Township High School District 227. As an educational leader, Dr. Thomas has raised achievement scores, improved organizational climate and culture, fought for equity and inclusion, increased parent and community involvement, and stabilized districts' finances. Dr. Thomas is a sought-after presenter and professional development facilitator on the topics of organizational leadership, equity, differentiated instruction, and crisis intervention. A native from the westside of Chicago, he received his doctorate

from DePaul University, a masters from Loyola University, and his bachelor degree from Southern Illinois University.

Dr. Thomas will be available 100 percent of the time for your superintendent search.

Work Plan (Methodology)

Our outstanding consultants and our proven search methodology enable our firm to meet Minneapolis Public Schools' search contract objectives, beginning with establishing the characteristics and qualities desired in a superintendent. We will utilize input from the school board, employees, the community, and other relevant stakeholders.

Search Planning and Preparation

During our initial work with the Minneapolis Public Schools Board, your consultants will confer with the school board to establish school board control of the search from the onset.

This will be accomplished as follows:

1. Reviewing Board/consultant responsibilities for each phase of the search.
2. Determining the role of the current superintendent, staff members, administrators, students, district residents, and other stakeholders in the search process.
3. Preparing a detailed community engagement calendar that meets the Board's specific needs.
4. Agreeing on a communication plan to keep the Board and public abreast of the community engagement progress and to keep the consultants alerted to questions or issues that may arise.

Appendix 3 Outlines the Key Decisions for the School Board.

Specification

This step involves defining the characteristics and skillsets that the board and the community believe your next superintendent should possess to be successful. We utilize a variety of methods to become well-informed about your district and community as this understanding is essential in seeking candidates for the Board's selection. Among the tools and processes we use include: an online community/staff survey; personal interviews with individual school board members and key staff; community and staff engagement through small group meetings; open forums; and questionnaires; a review of district reports and available research and data; and school visits. From this research, we understand your district's needs, and we develop, for school board approval, a

Leadership Profile which specifies what we should look for in searching for your next superintendent.

The Community Engagement Process

Believing that community engagement in the search process builds support for the Board and the new superintendent, BWP recommends a four-part community engagement process. The purpose of engagement is both to learn about Minneapolis Public Schools and its community and to garner support for the search and we know that authentic, strong community engagement will be crucial. Being involved in conversations about the strengths and the challenges that the district faces, the consultants, in conjunction with the Board, can create a leadership profile that outlines characteristics/traits that the next superintendent must have to lead this dynamic district.

As a result of the challenges school districts are facing in our present COVID environment, we have developed a model to create an effective virtual community engagement process. Hopefully in a post COVID environment, we will not need to use options from this model.

The four parts of the recommended community engagement process include:

- 1. Interviews with Board Members** – We will conduct interviews with each Board member, either individually or in small groups, to secure feedback on search issues and concerns and to determine the desired qualifications/traits for the next superintendent.
- 2. Small Group Meetings** – We will also conduct smaller "like position" meetings with representative teachers, administrators, support staff, parents, business and civic/community leaders, and students. Further, we recommend that the Board also designate particular community members whom we should speak with, persons who would bring specific insight about important community issues, concerns, and/or successes.
- 3. Public Forums** - Since everyone cannot be included in the smaller group meetings and because the school system wants to provide interested employees and community members opportunities to provide input and ideas about the next superintendent, we will offer and conduct open forums for the public.

Your BWP search team will work closely with your designated staff to plan the organization and format of meetings mentioned in items 2 and 3 above.

- 4. Online Superintendent Search Survey** - The fourth part of our recommended community input process is an online survey which allows interested community stakeholders to log on to your district website and complete a questionnaire about characteristics desired in the next superintendent. We will post the survey for an announced period of time, and later we will provide a report of the results to Board and to the public.

See Community Engagement Master Schedule Example Appendix 6.

These four steps offer all citizens (employees included) in the Minneapolis area an avenue to provide input if they so desire. Results of this community engagement process will be shared with the Board and assist in defining characteristics desired in your next superintendent.

BWP believes that the community engagement process will be enhanced if we partner with school district liaisons to implement strategies to reach the different stakeholders of your community that may not participate due to language, cultural, or economic challenges. In the past, we've worked with liaisons to support participation in an online survey and organize focus groups for community members who have historically not been active in the schools. Some of these strategies may include: the use of translators, locating a focus group meeting within a community's setting, and providing a meal and/or childcare for participants. By working with trusted community liaisons, we hope to overcome obstacles and gain more broad-based participation and richer data.

The community engagement process involves 30 – 40 individual meetings with the number of people involved ranging from 150 – 400. The online survey participation has ranged from 750 to over 7,000 participants. Most recently in Minnetonka, we had approximately 3,562 surveys completed and 32 focus groups; in Prior Lake-Save, we had 1,942 surveys completed and 19 focus groups; in Prince William County we had approximately 7,500 participants.

Public Awareness of Search Progress and Activities

The search team will work with the Board and appropriate staff to develop a plan for search communications. Providing avenues so that community stakeholders and staff can receive appropriate search information and updates creates a positive climate during the search and assures a positive method of community involvement. Strategies currently used in your district's communications plan can be utilized by your staff to share Board approved search updates.

For example, a dedicated search webpage currently linked to your district's website could carry approved releases at various points throughout the search. Examples include such items as an announcement of the search firm selected, the search timeline, community engagement activities and information, online survey access, the leadership profile when approved by Board, final plans about community interaction with finalists, and introductory information about the new superintendent after the selection announcement is made by the Board. Having this one site that carries all updates would be a great reference point throughout the search.

Other strategies include utilizing any other communication outlets used by Minneapolis Public Schools including in-house publications and electronic communications, key communicator networks, and in place social media outlets. Information delivered by effective, accessible methods is a positive step to involve and inform the community about the progress of your search.

Furthermore, we look forward to working with the School Board as a whole, with individual School Board members, and with stakeholders agreed upon by the School Board to develop a leadership profile that best meet the needs and desires of all vested constituents served by the Minneapolis Public Schools.

The Leadership Profile

After a review of community input and engagement with the Board, we will identify specific leadership characteristics that community stakeholders have noted are needed for a superintendent to be successful in Minneapolis Public Schools. In consultation with the board, we will then use that data to compose a leadership profile. Upon approval by the Board, we will incorporate this profile in BWP's search advertisement materials. The profile will assist the search team in recruiting and screening candidates. It can also serve as a guide to the Board during the selection process.

Successful Experiences in Conducting Minnesota and Nationwide Searches

Minnesota Districts

- Bloomington Public Schools, Minneapolis, MN (1,200 students)
- Duluth Public Schools, Duluth, MN (8,000 students)
- Edina School District, Edina, MN (8,000 students)
- Prior Lake-Savage Area Schools, Prior Lake, MN (8,000 students)

Nationwide Searches outside of Minnesota

- Alamance-Burlington Public Schools – Burlington, NC (25,000 students)
- Arlington Public Schools – Arlington, Virginia (29,000 students)
- Chicago Public Schools – Chicago, IL (340,000 students)
- Columbus Public Schools – Columbus, OH (50,000 students)
- DeKalb County Public Schools – Stone Mountain, GA (104,000 students)
- Greenville County Schools – Greenville, SC (60,000 students)
- Horry County Schools – Myrtle Beach, SC (37,400 students)
- Lower Merion School District – Montgomery County, PA (8,000 students)
- Madison Metropolitan School District – Madison, WI (30,000 students)
- Pittsburgh Public Schools – Pittsburgh, PA (21,400 students)
- Rochester City Schools – Rochester, New York (31,000 students)

Track Record for Recruitment and Placement of Diverse Superintendent Placement

Recruitment efforts occur through recruiting with our wide network of industry professionals via education conferences with reputable national and local organizations such as the National Association of Black School Educators (NABSE), the Association of Latino Administrators and Superintendents (ALAS), and The American Association of School Administrators (AASA), amongst others.

BWP Directors frequently attend education conferences with a focus on diversity and inclusion lens. BWP makes it a part of its Annual Meeting of Directors agenda to discuss new opportunities to add Directors and Associates to the BWP team with a focus on Diversity Equity Inclusion (DEI) outreach strategies.

We have significant track record that demonstrates our ability to attract diverse candidate pools. Over the years our diverse candidate pools have resulted in the placement and retention of a significant number of diverse superintendents.

Dr. Wayne Walters– Pittsburgh Public Schools, PA
Dr. LaTanya McDade – Prince William County Public Schools, VA
Dr. Pedro Martinez – Chicago Public Schools, IL
Dr. Cheryl Watson-Harris – DeKalb County Public Schools, GA
Dr. Francisco Duran – Arlington County Public Schools, VA
Dr. Carlton Jenkins – Madison Metropolitan School District, WI
Mr. Terry Dade – Rochester City School District, NY
Dr. Marie Pitre-Martin – Petersburg City Schools, VA
Dr. Penelope Martin Knox – Sumter County Schools, SC
Dr. Talisa Dixon – Columbus City Schools, OH
Dr. Nettie Collins-Hart – Hazelwood School District, MO
Dr. William Copeland – Lower Merion Public Schools, Ardmore, PA
Dr. Marie Pitre-Martin – Petersburg City Schools, VA
Dr. Shaun Foster – Orangeburg School District, SC
Dr. Jamelle Wilson – Hanover County Schools, VA
Dr. Alvin Crawley – Alexandria City Schools, VA
Dr. Barbara Johnson – Prince Edward County Schools, VA
Dr. Marcus Newsome – Petersburg City Schools, VA
Dr. Stanley Jones – Danville City Schools, VA

Selection

After vetting all applicants, we will present a slate of candidates recommended for initial consideration and/or interviews by the Board. The number in this slate, depending on the size and quality of the pool, usually includes five to six highly qualified candidates, but the Board can also request an exact number of candidates. In every search, our recommended candidates represent a rich and balanced group of diverse men and women.

To introduce this slate to the Board, the consultants meet in executive session and give the Board a written confidential Final Report on the search. This report will include demographic analysis of **ALL candidates** and detailed information and application materials for the recommended slate.

There are times when a Board would like additional information about a candidate we have not recommended. We will provide that information and the Board, after reviewing that information, might choose to include that candidate to be interviewed. Because of the crucial confidentiality required, some information will be shared verbally during this session. Following these candidate presentations, the Board will ask questions and then either approve the slate or part of the slate for initial interviews.

Community Engagement Facilitation in Selection Process

Please refer to Appendix 7 for an example of the design and implementation of a process used in Lewiston Public Schools to allow for community engagement and feedback on finalist candidates. We would customize a similar process like we did in Madison, Columbus, Chicago and Rochester with the input of the Board and staff.

To assist with interviews, the consultants will discuss search protocols and the interview process. Guidelines and sample questions will be shared with the Board. The Board then interviews those from the recommended slate and usually selects at least three to come back for a second interview.

When a slate of candidates recommended for initial interviews is presented, the consultants will support and assist the Board in the final stages of the process including:

- Preparing the Board for candidate interviews – both initial interviews and second interviews with finalists – by providing written interview guidelines, suggested questions, and protocols.
- **Background checks** - Assisting the Board with securing a formal background check of the finalist(s) selected by the Board. This check could be conducted by a professional agency whose primary function is to conduct deep background checks. The usual fee from this agency is approximately \$350 per candidate, and this formal check usually takes 3 - 5 days to complete. (A more extensive formal check can be considered at additional cost or may be completed by your police department.) Your district will probably want to consider working with your local agencies to complete these background checks. Some districts utilize procedures in their own personnel departments or coordinate these checks with their local law enforcement agencies.
- Providing any support the Board needs to ensure informative, comprehensive and successful closure of the search. Consultants will be available upon request to advise the Board during its initial and final interview stages, if desired. Also, throughout the search, consultants are available to assist with all applicable public notice and disclosure laws.

Following finalist interviews, the Board will select a candidate and authorize the terms of the employment contract to be offered.

After the successful candidate accepts the offer and appropriate announcements have been made, we will send letters to all applicants confirming the appointment and extending the Board's appreciation for their candidacy. Also, we suggest that the Board chairman send letters to candidates interviewed by the Board.

DRAFT Timeline for Community Engagement **Minneapolis Public Schools**

Phase 1 – Specifications

November 2022

- Confirm consultant and approve Letter of Agreement
- Consultants meet with Board
- Overview of search and decisions needed
- Discussion of Community Engagement activities
- Final search calendar presented for approval

December 2022

- Community engagement activities
- Consultants meet with Board members
- Public engagement with Board invited citizens/leaders
- Staff engagement and open forums in community
- Initiate public and employee online survey
- Consultants present Community Engagement report to Board

January 3, 2023

- Approval of Leadership Profile

Cost

Proposal must also include a maximum price that will not be exceeded to complete the described work - \$63,045. This fee covers both the Community Engagement Facilitation and the Executive Search Process Facilitation services.

The consulting fee for our services will be **\$44,000 plus expenses - \$19,045.**

Travel - \$12,000

Administrative Support - \$3,125

Background Check(s) - \$700-\$1,400

Advertising - \$2,520

The cost breakdown for expenses is organized as follows:

- A. Basic expenses estimate
- B. Staff cost breakdown organized according to the four phases of the superintendent selection process
- C. Advertising and recruiting expenses
- D. Candidate and Board expenses
- E. Other possible expenses

A. Basic expense estimate

Basic expenses include creation and maintenance of candidate files, communications to those in the network and to prospective candidates, internet candidate research and survey costs, general office and clerical expenses and consultant travel expenses.

Our best estimate of basic Administrative Support/travel is as follows:

- | | |
|--|---------------|
| • Administrative support | \$1,000 |
| • Google research/Survey support | \$1,500 |
| • Postage | \$125 |
| • Telephone/fax | \$250 |
| • Materials/supplies | \$300 |
| • Formal background checks for 2-4 finalists (\$350/candidate) | \$700-\$1,400 |
| • Consultant Travel* | \$12,000 |

*Consultant travel estimate will be dependent on the distance traveled for 4 consultants (2 from Chicago, 1 from Minnesota and 1 from Virginia) and 4 site visits.

B. Estimated Staff Cost Explanation/ Tasks to be performed by the search team

Consultants are not paid on an hourly basis, but are paid a percentage of the search fee which is up to \$500 a day depending on the scope of the work they perform. An estimate of consultant work on and off site would be approximately 70 consultant days.

Additional staff support candidate research, ad placement, ZOOM support for pre interviews, drop box preparation, post letters to applicants is estimated at 5 - 10 days.

The labor cost for these 60+ days/480 hours is included in the search fee.

The following chart represents an estimate of consultant work on and off site for 55 consultant days.

The consultant cost breakdown is organized according to the four phases of the superintendent selection process: specification, recruitment, assessment, and selection. The consultant fee covers the number of staff days mentioned.

Phase I - Specification (21 staff days)

Task to Be Completed	Number of Days
Preliminary meeting with Board/staff – Site visit – BWP staff	4 staff days
Work with staff to plan community engagement schedule - Off Site	2 staff days
Preparation, monitoring survey and data analysis of online Community Survey – Off Site – BWP staff	1 staff day
Community Engagement Process (based on 2 days for meetings with the community and staff) – Site visit – 4 BWP staff	8 staff days
Preparation of Community Engagement Report/draft leadership profile – Off Site –BWP staff	2 staff days
Community Engagement Report to Board and development of leadership profile – Site visit – 4 BWP staff	4 staff days

Phase 2 – Recruitment (15+ days)

Task to Be Completed	Number of Days
Preparation of Marketing /Advertisements with staff and BWP – Off Site – BWP staff	3 staff days
Recruitment of Candidates – Off Site – 4 BWP staff	total 12+ staff days

Phase 3 – Assessment (20 days)

Task to Be Completed	Number of Days
Vetting of Candidates – Google searches; Skype/Zoom and phone interviews; website reviews etc. – Off Site – BWP staff	12+ staff days

BWP team reference checks and vetting and determining candidates with best match to leadership profile - BWP staff and other BWP Associates as needed - Off Site	total of 8+ staff days
--	------------------------

Phase 4 – Selection/Other (14+ days)

Task to Be Completed	Number of Days
Communication with Board chair with BWP staff as needed – Off Site – BWP staff	4 staff days
Preparation of Final Report to Board – Off Site – BWP staff	3 staff days
BWP team presentation of candidates to Board – Site visit – 4 BWP staff	3 staff days
Community Engagement Process - Design and implement process to create a selection committee and allow for community engagement and feedback on final candidates	4 staff days

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APPENDIX 1: BWP & Associates Directory

Managing Director

Debra A. Hill

Retired Superintendent, West Northfield School District 31, Glenview, Illinois; and Past President of the Association for Supervision and Curriculum Development (ASCD).

Directors

Kevin Castner

Retired Superintendent, Albemarle County, VA; and Executive Director for Cambridge Strategic Services which conducts strategic planning for school systems across the country.

Philip Ehrhardt

Retired Superintendent, Benjamin School District 25, West Chicago, Illinois with 40 years of teacher and administrator experience in suburban and urban settings; Adjunct professor at three universities.

Mark Friedman

Retired Superintendent, Libertyville Elementary School District 70, Libertyville, Illinois; and Illinois Superintendent of the Year, 2008-09.

Steven Griesbach

Retired Superintendent, Gower School District 62, Willowbrook, Illinois; with instructional and leadership experience in high schools, middle schools, and elementary schools.

Shelia Harrison-Williams

Retired Superintendent, Hazel Crest School District 152 1/2, Hazel Crest, Illinois; and current Governing Board Member, American Association of School Administrators (AASA).

Percy Mack

Retired Superintendent, Richland School District One, Columbia, South Carolina; NABSE Superintendent of the Year, 2006; Director of Educational Leadership Program at South Carolina State University.

Anne Noland

Retired Superintendent, Forest Ridge School District 142, Oak Forest, Illinois; and Principal Mentor, DuPage County Regional Office of Education, Illinois.

Joseph M. Porto

Retired Superintendent, Avoca School District 37, Wilmette, Illinois; and served as Assistant Clinical Professor in Educational Administration at Northern Illinois University.

Kathleen Williams

Retired Superintendent, Wausau School District, Wausau, Wisconsin; and East Maine School District 63, Des Plaines, Illinois. Former Superintendent of Lawrence, Kansas and served as Assistant Superintendent, principal and teacher in numerous districts.

Director Emeritus

Ronald Barnes

Retired Executive Director, Indiana School Executive Leadership Academy, and Professor of Leadership & Policy Studies, Indiana University; Retired Superintendent, Consolidated High School District 230, Orland Park, Illinois.

Paul Plath

Retired Superintendent in Springfield, OR and Yuma Union High School District, AZ. Founder of PNR Associates, with more than 40 years of service to school districts and 15 years of search service.

Partial List of Associates

Jane Berenz (MN)

Mary Ann Blaskowitz (SC)

Bruce Brown (IL)

Mary Conley (MD)

Stanley J. Durtan, Jr. (VA)

Darrell Floyd (TX)

Dawn Green (IL)

E. Wayne Harris (VA)

Katie Hawes (ME)

Bert B. Kimble (MO)

Frank Morgan (SC)

Fred Primm, Jr. (AL)

Phil McDaniel (IN)

Paul McKenrick (AL)

Johnnie Thomas (IL)

Patricia Wernet (IL)

APPENDIX 2: Search Team Resumes

Jane Berenz

13453 Georgia Circle, Apple Valley, Minnesota 55124

Cell Phone 952.270.1728

PROFESSIONAL EXPERIENCE

Concordia University-St. Paul September 2018 To Present

Faculty of Practice in Educational Leadership

Program University Internship Supervisor

Leadership Coach September 2018 To Present

Independent School District 196, Rosemount, MN August 1987-2018

Rosemount-Apple Valley-Eagan Public Schools

Superintendent 2009-2018

Director of Teaching and Learning 2004-2009

- Led in the development and implementation of the Quality Compensation Program
- Developed and oversaw the implementation of the district's Adequate Yearly Progress Continuous Improvement Plan
- Developed the district's first Integration & Educational Equity Plan to comply with the Minnesota Desegregation Rule

Director of Elementary Education 2000-2004

- Supervised and evaluated 18 elementary principals
- Chaired the facilities and equipment steering committee to develop a plan for

implementing facility renovations after the successful bond referendum

- Recommended elementary school boundary changes to School Board
- Responsible for elementary curriculum cycle

Principal on Special Assignment 1998-2000

- Responsible for Pupil Support Services, including implementation of the data privacy policy
- Supervised the school nursing program at 35 District 196 schools and area nonpublic schools
- Oversaw k-12 diversity coordinator and diversity program
- Responsible for the Teacher of Color program that focused on recruiting and retaining teachers of color
- Supervised Prevention Department including drug prevention initiatives, health and guidance curriculum, safe and drug-free school levy and grant

Parkview Elementary Principal 1995-1998

Echo Park Elementary Teacher on Special Assignment and Grade 2 classroom teacher 1988-1995

Apple Valley High School Special Education teacher 1987-1988

Independent School District 11, Colorado Springs, CO 1983-1987

Whittier Elementary classroom teacher 1986-1987

Colorado Springs Autism Program 1983-1986

PROFESSIONAL ORGANIZATIONS

Minnesota Association of School Administrators

The District Management Council Suburban School Superintendents

Mid-America Association of School Superintendents

Association of Supervision and Curriculum Development

EDUCATION

B.S., Elementary and Special Education: Mentally Retarded; University of Wisconsin, Eau Claire, 1982

M.S., Special Education: Learning Disability; Mankato State University, 1991

Principal License: University of Minnesota, 1995

Superintendent License: Minnesota State at Mankato, 2009

REFERENCES

Jackie Magnuson, School Board Chair, Independent School District 196, 14445 Diamond Path West 651.423.7700, Relationship: Supervisor

Tom Pederstuen, Director of Human Resources, Independent School District 196, 14445 Diamond Path West 651.423.7859 Relationship: Colleague

JOHNNIE THOMAS

OBJECTIVE

To obtain a superintendent position that allows me to facilitate superior instructional programming and avant-garde pedagogy through the collaborative effort of district staff, students, and community stakeholders.

EDUCATION

Doctor of Education, DePaul University, Chicago, IL
August 2010

Masters of Social Work, Loyola University, Chicago, IL
May 2000

Bachelors of Liberal Arts, Southern Illinois University, Carbondale, IL
December 1997

CERTIFICATION

Illinois Type 75 Administrative Certificate
Superintendent /Director of Special Education Endorsements

Illinois Type 73 Social Worker

PROFESSIONAL EXPERIENCE

7/12- Present Superintendent of Schools
Community High School District 155, Crystal Lake, IL

Responsibilities include: providing the overall leadership for a high performing comprehensive high school district (all schools in the top 6% of all high schools in Illinois according to Newsweek), including personnel development, facility management, curriculum approval, and technology management with an annual budget of \$96.5 million. Collaboratively led student achievement efforts for more than 6,300 students with the support of 650 faculty and staff members reaching a composite ACT score of 23.1 (record high) from 21.5. Created an aligned college bound curriculum to the Common Core for all students in order to create an engaging college bound educational experience with 92% of our students going on to post secondary endeavors, which yielded 306 Illinois State Scholars most in the history of the district. Delivered training modules to inter-departmental teams to ensure smooth adoption of the new State of Illinois Evaluation system. Lead the development and training of staff on new administrative evaluation system for certified and non-certified staff. Initiated and managed Teacher Technology Leadership Grant Program, incorporating innovative technology with class curriculum for greater learning opportunities. Successfully lead the transition for Department Chair positions from union staff to administrative staff with the support of the union. Led the realignment of the entire administrative structure at the district and school levels. Led the collaborative creation of the district's measurable instruction and social emotional goals directly aligned to the Board's mission and vision.

7/09-712 Associate Superintendent for Student Services
Township High School District 214, Arlington Heights, IL

Responsibilities included: providing ongoing leadership in the development, coordination, supervision, and evaluation of special education programs and personnel serving 2,301 students with IEP's in the Township High School District (Enrollment 13,000); developing a comprehensive staffing plan for district coordinators, building administrators, special education teachers (169), related service providers (32), and paraprofessionals (100) within the context of the six high schools and two alternative schools; working collaboratively with the superintendent's cabinet in addressing instructional, budget, personnel, and planning issues; responsible for the evaluation of student services staff, directors of alternative high school programs, special education coordinators, office support staff, and itinerant/ vocational/ job coach teachers. Responsible for district-wide student services budget planning of 25 million dollars; facilitating a forum for parent feedback and involvement in district programs and events; and problem-solving/mediating issues concerning students with special needs and relevant programming, and other duties as assigned by the superintendent.

7/05- 7/09 **Executive Director of Student Services**
Valley View School District 365-U, Romeoville, IL

Responsibilities included: Provided leadership in the development, coordination, supervision, and evaluation of special education programs serving the 3,201 students with IEP's in the Valley View School District (Enrollment 18,000), developed a comprehensive staffing plan for all special education teachers (149), related service providers (62), and paraprofessionals (200) within the context of the 20 schools in the Valley View School District for the 06-07 school year. Valley View School District is composed of 1 early childhood center, 13 elementary schools, 5 middle schools, and 2 high schools, worked collaboratively with the superintendent's cabinet in addressing instructional, budget, personnel, and planning issues, responsible for the evaluation of the assistant executive director of student services, director of counseling and vocational services, director of school safety, special education coordinators, office support staff, and itinerant teachers in the Valley View School District, responsible for district-wide special education budget planning of 30 million dollars.

7/04-7/05 **Assistant Director of Special Education**
Valley View School District 365-U, Romeoville, IL

Responsibilities included: Providing leadership in the development, coordination, supervision, and evaluation of special education programs/staff; development of comprehensive staffing plan for district special education personnel; Collaboration with superintendent's cabinet, addressing instructional, budget, personnel, and planning issues; Special Education budget planning; recruitment and retention of special education personnel; Co-facilitating department meetings for LEA representatives, psychologists, social workers, special education coordinators, and speech pathologists; planning/supervision of Positive Behavioral Supports (PBIS) intervention; Planning/supervision of Flexible Service Delivery/Problem Solving Model and associated programs (i.e., AIMS Web, CBM, etc.); Committee leadership for Crisis intervention, IEP/CBM goal alignment, and Intensive Programming; IDEA, Medicaid, PBIS Tertiary Grant and ORS grant management; and other duties/ provision of support needs as needed and assigned.

8/03-6/04 **Instructional Coordinator**
Valley View School District 365-U, Romeoville, IL

Responsibilities included: Co-Taught in Emotional Disturbance class; Improving instructional outcomes for learners determined to have an Emotional Disturbance grades k-12; Development, implementation, and evaluation of programming options for special education learners; Monitoring the enrollment of learners in district and in private day-school programs.; Mediating disputes between parents and building student resource teams; Facilitating workshops on differentiated instruction, classroom management, and student engagement, and providing leadership and understanding regarding special education law.

8/ 00 – 6/04 **School Social Worker**
Chicago Public School District 299, Chicago, IL

Responsibilities included: providing group, individual, and family counseling; Participating in classroom groups; Providing social emotional workshops for school staff; developed, updated, and modified IEPs for caseload; Monitored the academic and behavioral progress of students on my caseload providing support to staff, students, and parents as needed; Participated in the induction process for related services providers.

PROFESSIONAL MEMBERSHIPS

- Board Member of the Illinois Alliance of Administrators of Special Education
- Dupage Township Youth Taskforce, Vice President of the Board of Directors
- American Association of School Administrators
- Association for Supervision and Curriculum Development
- Loyola University National Alumni Advisory Board Member
- Advisory Board Member Loyola University School of Education
- Big Brother and Big Sisters of McHenry County, Board Member
- American Association of School Administrators, Equity and Excellence in Education Advisory Committee
- McHenry County Superintendent Organization, President
- Special Education District of McHenry County, Executive Board Member

PROFESSIONAL WORKSHOP/ PRESENTATIONS

- Working with Angry and Aggressive Individuals
- Crisis Intervention and Prevention
- Differentiated Instruction: Teaching to All Students
- Flexible Service Delivery Model and RTI
- Testimony at the ISBE board meeting on the importance of RTI and Class Size
- Educating African American Males
- Formative and Summative Assessment
- American Association of School Administrators, Equity and Excellence in Education Advisory Committee
- Organizational Continuous Improvement Seminar
- Creating Resilient African American Males
- Academic Success for All Students: The importance of Educational Leadership
- Named DePaul University's 14 under 40 (2013-14)

REFERENCES

- Dr. Philip Schoffstall, *Superintendent, Valley View School District 365 U*
- Dr. Lou Cavallo, *Superintendent, Forest Park School District 91*
- Dr. David Schuler, *Superintendent, Township High School District 214*
- Ted Wagner, President, Board of Education Community High School District 155

Steven M. Griesbach
888 S. Michigan Avenue
Chicago, IL 60605
708-822-8706 smgriesbach@sbcglobal.net

Professional Experience

- 2013– Present **Director (Present) & Associate (2013-2020)**
BWP & Associates, Libertyville, Illinois
- 2002 – 2013 **Superintendent of Schools (2005-2013) & Assistant Superintendent for Curriculum and Instruction (2002-2005)**
Gower School District 62, Willowbrook, Illinois
- 1999 – 2002 **Principal – Elementary School**
Flossmoor School District 161, Flossmoor, Illinois
- 1992 – 1999 **Principal – Elementary School**
Park Ridge-Niles School District 64, Park Ridge, Illinois
- 1989 – 1992 **Assistant Principal – Middle School**
Lincolnwood School District 74, Lincolnwood, Illinois
- 1979 – 1989 **History and Social Science Teacher – High School**
Evanston Township High School District 202, Evanston, Illinois

Education

Northwestern University	Bachelor of Arts	History
University of Illinois at Chicago	Masters of Education	Policy Studies
University of Illinois Urbana/Champaign	Doctoral Work	Education Leadership

Additional Training

- Principled Centered Leadership: Covey Institute
- Leadership: Center for Creative Leadership
- Leadership Profiles: Human Synergistics
- Executive Leadership Institute: Illinois Principals’ Association
- Total Quality Schools: Northwestern University Kellogg Graduate School of Management
- Art and Science of the Principalship: Harvard University Graduate School of Education
- Multiculturalism: National Academy of School Executives

Resumes

Kevin C. Castner

kccastner@yahoo.com

Strategos-4-Learning, LLC
Cambridge Strategic Services.org
Educational Planning Strategist
Executive Director
B.W.P. and Associates Director
Executive Searches
Executive Coaching
School Board Development

As an educational planning strategist with Cambridge Strategies since 2006 and more recently as Executive Director, Kevin offers expertise in strategic planning and on issues related to the design and functionality of schools. During his 40 plus years in public education. Kevin has provided instructional leadership for numerous school design and renovation projects. He has assisted Charles County, MD; Anne Arundel County, MD; Culpepper County, VA; the City of Richmond, Virginia; Mansfield, Argyle and South Lake Carroll, Texas ISDs; Jackson R-2 District and Smithville, MO; Fort Smith, AR; and the District of Columbia Public Schools with their educational programming to accomplish the strategic intent of each school system's mission and vision.

In addition, he worked closely with the Texas Association of School Administrators as part of the Visioning Institute, a mission driven forum for 35 of Texas' leading superintendents to develop a common vision and plan of action for the future of Texas Public Schools.

As an adjunct instructor for the University of Virginia and Virginia Commonwealth University Kevin has taught instructional leadership and school finance courses across Virginia. Also, since 2006 Kevin has worked with several superintendents as part of the Virginia Association of School Superintendents' Executive Coaching Service, served over 35 times as a superintendent search consultant for BWP and Associates and facilitated several Board governance retreats.

Kevin served 11 years as the superintendent in Albemarle County, Virginia. During Kevin's final years as Albemarle County superintendent, all schools were fully accredited. He also led the development of a framework for quality and lifelong learning based on Understanding by Design, the work of McTighe and Wiggins.

Previously Kevin spent 25 years in Maryland working in Prince Georges, Charles and Frederick counties, serving his last 8 years as associate/deputy superintendent in Frederick. While in Maryland, Kevin initiated the Maryland Assessment Consortium which involved all Maryland counties in developing performance assessment test banks that supported the Maryland School Performance curriculum frameworks.

Throughout his career his leadership roles in public education have focused on two questions- "Effective for Whom? and Effective for What?" which provided a common vision to ensure actions are directed toward assisting schools in the delivery of instructional programs that support quality and equity throughout the school system.

Kevin's experience provides him with a deep understanding of the vertical and horizontal challenges and opportunities PK-16 learning communities face today and a passion to help these communities realize their mission and vision.

Education

*Doctorate in Education Administration and Curriculum -
George Washington University*

*Master's in Education Administration and Curriculum -
University of Maryland*

*Bachelor of Science in Biology and Chemistry -
Marquette University*

Membership/Affiliation

ASCD National Consortium on Performance Assessment

*Served on Maryland State Department of Education
Consultant Group to support School Performance
Program Implementation*

*Maryland Center for Values Education, former
Member Board of Directors*

*Superintendency Institute of America, Board of
Directors*

Urban Superintendent Association of America

Honors/Awards

Race to the Top Peer Review Panelist

*National Association of Gifted Children, Administrator
of the Year*

*Excellence in Educational Leadership Award from
the University of Virginia Council of Educational
Achievement*

*Washington Post Distinguished Principal Educational
Leadership Award*

*GWU School of Education and Human Development
Certificate of Commendation for Distinguished
Educational Leadership*

Selected Publications/Presentations

*Moving From Seat Time to Mastery: One District's
System (Educational Leadership-1993)*

*"Using Alternative Performance Assessment to Drive
Instruction" Presentation(s) at National ASCD Conferences*

*Leading the Learning for Their Future, Not Our
Past: Educating the Neomillennials (Urban Superintendent
& Superintendency Institute Conferences-2005)*

APPENDIX 3: Board Approval of Initial Decisions to Launch Superintendent Search

A. Calendar

- Community engagement activities/online survey and dates
- Preliminary Report with Community Engagement & Survey results
- Deadline for applications
- Presentation of recommended candidates by team
- Initial interviews
- Finalist activities and interviews

B. Community engagement activities and staff liaisons

- Group meetings
- Online survey
- Development of Leadership Profile

C. Communications plan for Board and community updates

D. Assistance for district public information, personnel offices or district staff

- Assistance with certain flyer content pieces/printing
- Mailing flyers to state school district offices
- Coordinating logistics and invitations to community engagement meetings
- Working with consultants on search media announcements
- Point person to arrange local logistics for candidates during interviews
- Employment background check

Appendix 4: Community Survey Example

Superintendent Search Survey

The Orangeburg County Public School's Board of Education has launched a search for a new school superintendent and wants to know your thoughts. Please share your ideas by completing the survey below by _____, 2020. Thank you for completing this survey and helping with this very important task.

1. Select from the list below the three most significant strengths of the Orangeburg County Schools.

- Supportive community
- Excellent teachers and staff
- Size of district
- Location of district
- Available resources
- Good school facilities
- Supportive parents
- Reputation of district
- Financial management
- Technology
- Effective leadership
- Curriculum
- Educational options and programs
- Enter an answer choice

2. Select from the list below the three most important leadership skills you would like a superintendent to have:

- Communication skills
- Instructional skills
- Managerial skills
- Financial skills
- Organizational skills

- Interpersonal skills
- Public relations skills

3. Select from the list below the three most important characteristics you would like a superintendent to exhibit:

- Commitment to the community
- Enthusiasm
- Integrity
- Good judgment
- Innovation
- Team builder
- Change agent
- Risk taker
- Negotiator
- Peacemaker
- Visionary

4. For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in the new superintendent:

	extremely important	important	not important
Doctorate degree			
Experience as a superintendent with a proven record of success			
Experience as a superintendent in a district of similar size			
Experience as an assistant superintendent			

extremely important

important

not important

Experience as a district level administrator

Experience as a principal

Experience as a classroom teacher

Experience in finance

Experience in personnel

Experience in instruction

Experience in facility construction and management

Experience with technology

Experience in a multi-cultural environment

Experience in strategic planning

Experience in the Southeast

5. What do you consider to be the three most important issues or concerns facing the Orangeburg County Schools in the next five years?

- Community relations

- Curriculum
- Growth
- Facilities
- Funding
- Educational options and programs
- Instruction
- Personnel
- Technology

6. Please indicate all which apply to you:

- I live in the Orangeburg County School District attendance area.
- My children attend schools in the Orangeburg County School District.
- My children attended schools in the Orangeburg County School District.
- I am a student in a school in Orangeburg County School District.
- I represent a current non-child household.
- I volunteer in Orangeburg County School District.
- I am retired.
- I hold an elected political office.
- I am employed by Orangeburg County School District.
- I am not employed by Orangeburg County School District.

7. If you are employed by Orangeburg County School District, please specify your position:

- Teacher
- Administrator

Appendix 5: Sample Announcement



Arlington, Va., School Division Searching for a Superintendent

The Position – The Arlington School Board seeks an educational leader to serve as Superintendent of Arlington Public Schools (APS). The next Superintendent will have the opportunity to work with a dedicated school board, a highly accomplished staff and a supportive and engaged community to advance the work of our nationally recognized school division and provide an educational program that prepares all students for success. The start date for the new Superintendent will be on or before July 1, 2020. APS is an equal opportunity employer.

The Division – Arlington is a diverse, dynamic community located across the Potomac River from Washington, D.C. APS is the 13th largest among Virginia's 132 school divisions and has received national accolades for its high academic standards and programs that provide multiple pathways to success for every student. The Division is governed by the five-member Arlington School Board and is committed to ensuring all students learn and thrive in safe, healthy and supportive learning environments.

APS serves a growing student body of approximately 28,200 PreK-12 students who speak 107 languages and represent 146 nations. The Division employs nearly 8,000 full and part-time employees, including 3,000 teachers. APS is financially strong, with an excellent national reputation for academic excellence, wonderful teachers and staff, and a high level of community and local government support. In 2019, *The Washington Post* ranked APS comprehensive high schools in the top 2% in the nation, and APS has been ranked the #1 school division in Virginia by *Niche*® *Best Schools* for the past two years. In addition to strong neighborhood schools, APS offers option programs that include dual-language immersion, International Baccalaureate, and Montessori, among other options. More information about APS and the position is available on the BWP & Associates website at www.bwpassociates.com and on the APS website at <https://www.apsva.us/engage/search-for-new-aps-superintendent/>.

Qualifications / Licensure – The School Board seeks an educational leader who will enhance APS's culture of collaboration, excellence and innovation, and lead the Division forward on its path to foster and ensure equity and inclusion for all students. The successful candidate will be known for integrity and character and will be respected as a leader who can successfully engage, motivate and manage a diverse and progressive system that is growing at a rapid pace. Applicants are required to hold or provide evidence of eligibility for a Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for certification from the [Virginia Department of Education](http://www.doe.virginia.gov).

Application / Selection Procedure / Salary – Individuals who wish to be considered for this position must complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current résumé, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the school board.

The salary and benefits for the successful candidate will be nationally competitive and determined upon proven experience, qualifications, and fulfillment of school board criteria. The new Superintendent will assume the position on or before July 1, 2020.

Application Deadline: March 10, 2020 – Letters of interest and other required materials must be received by BWP no later than March 10, 2020. The School Board expects to finalize the search by late April 2020.

BWP search team: Dr. Kevin Castner 434-531-8171
Dr. Wayne Harris 540-761-1488

For more information: www.bwpassociates.com

APPENDIX 6: Community Engagement Master Schedule Example - Arlington

MASTER SCHEDULE - COMMUNITY ENGAGEMENT MEETINGS
JANUARY 22-25, 2020

Updated 1-22-20

	WEDNESDAY 1/22		THURSDAY 1/23		FRIDAY 1/24		SATURDAY 1/25		
	Harris	Castner	Harris	Castner	Harris	Castner	Harris	Castner	
8:00 AM									8:00 AM
8:30 AM			SB & Supt Advisory Groups 8:30 - 9:30 <i>Syphax 452-454</i>	Community & Faith Groups (8:30-9:30) <i>Syphax 254-256</i>					8:30 AM
9:00 AM						Employee Advisory Groups/Assns. <i>Syphax 256</i>			9:00 AM
9:30 AM			Extended Day Supervisors <i>Syphax 258</i>		Trades Center/ Facilities Groups Equipment Bureau 2701 S Taylor St., 2nd Floor				9:30 AM
10:00 AM			ELT/Interim Superintendent, <i>Syphax 452</i>	Business/Non-Profit/Higher Ed, <i>Syphax 254-256</i>		County Board: Garvey, deFerranti (256)	COMMUNITY FORUM – Wakefield High School Cafeteria	COMMUNITY FORUM – Dorothy Hamm Middle School Cafeteria	10:00 AM
10:30 AM									10:30 AM
11:00 AM			Extended Day <i>Syphax 452</i>	SB Member Tannia Talento <i>Syphax 254</i>		County Board: Cristol, Dorsey (256)			11:00 AM
11:30 AM						County Board: Gutshall, Schwartz (256)			11:30 AM
12:00 PM			LUNCH	LUNCH	LUNCH	LUNCH			12:00 PM
1:00 PM			Principals, <i>Syphax 452</i>	Parent & Education Groups, <i>Syphax 254-256</i>	Business/Non-Profit/Higher Ed, <i>Syphax 256</i>				1:00 PM
2:00 PM						Former SB Members, <i>Syphax 452-454</i>			2:00 PM
2:30 PM				SB Member Barbara Kanninen, Yorktown HS					2:30 PM
3:00 PM			Employee Advisory Groups/Assns. <i>Syphax 452-454</i>	Students - Yorktown Cafeteria	SB Member Nancy Van Doren <i>Syphax 254</i>				3:00 PM
3:30 PM	Students - Wakefield Cafeteria	Students - Washington-Liberty Little Theater							
4:00 PM			Teachers <i>Syphax 452-454</i>		All Staff <i>Syphax 254-256</i>	Principals, <i>Syphax 452-454</i>			4:00 PM
4:30 PM									
5:00 PM			SB Member Monique O'Grady <i>Syphax 452</i>	DINNER	DINNER	DINNER			5:00 PM
6:00 PM				SB/Supt. Advisory Groups, <i>Syphax 454-456</i>	Community & Faith Groups <i>Syphax 254-256</i>	School Board Member Reid Goldstein <i>Syphax 454</i>			6:00 PM
6:30 PM	Prep: APS facilitator & Interpreter at Kenmore		DINNER						
7:00 PM	SPANISH COMMUNITY FORUM – Kenmore Middle School Black Box Theater	COMMUNITY FORUM – Washington-Liberty High School Cafeteria	Employee Advisory Groups/Assns <i>Syphax 452</i>	All Staff <i>Syphax 454-456</i>	SB/Supt. Advisory Groups <i>Syphax 254-256</i>	Parent & Education Groups, <i>Syphax 452-454</i>			7:00 PM
8:00 PM			Parent & Education Groups, <i>Syphax 452</i>	Community & Faith Groups, <i>Syphax 454-456</i>					8:00 PM



APPENDIX 7: Sample Day in the District Materials

Day in the District Sample Schedule

As suggested during our interview and discussed at our planning meeting, it is recommended that you invite each semi-finalist to spend some time in the District, provide an opportunity for community interaction, meet with the candidate and possibly their spouse for an informal dinner, and conduct a second round interview which may include a formal project presentation to the Committee. The following is a draft schedule that would accomplish this goal. The times and activities are for illustrative purposes and can be modified or altered. Focus group size should be limited to 25 or less except for the Community Forum when possible. Impressions Forms and formats would be used for all focus groups (See samples). We recommend that candidates are scheduled individually on the 2 or 3 consecutive days listed on the planning calendar, depending on the number of semi-finalist. BWP will notify the candidates on your behalf. Committee Members would serve as hosts /hostesses and facilitate the meetings either in full day or ½ day segments.

Date: _____ 9:00 am – 9:00 pm * (This schedule could start earlier in the day and end earlier in the evening or modified to accommodate travel time.) Each day would include different groups and visited locations.

Candidate A

9:00 - 9:30	Meet at the Administrative Office – tour the facility
9:30-10:15	Focus Group Meeting (District Office Administrators)
10:15-11:00	Focus Group Meeting (Building Administrators)
11:30-12:15	Visit a high school, middle school or an elementary school (rotate schools)
12:30-1:30	Focus Group (Advisory Groups, Parent Groups)
1:45-2:15	Break
2:15-3:15	Focus Group Meeting (Student Reps, Reps. Certified & Non-Certified, Direct Partners)
3:30-4:30	Focus Group Meeting (Indirect Partners, Community Groups, Political leaders)
5:00-6:00	Community Meeting (Parents and Community Members)
6:15-7:30	Informal Dinner with two School Community Members
7:30-8:45	2 nd interview with questions and a Candidate Presentation

- This schedule would require: 1 or 2 Committee Members to be available for the day to accompany the candidate. The day could be split in half by 2 Committee Members. One for am activities and one for pm activities. Committee Members would rotate this duty.

- Dinner could be with a two Committee Members and this schedule could be rotated for Committee Members or this could be a component of your “closed session meeting” for all Committee Members.
- All Committee members would need to be in attendance for the 2nd round interviews

Day in the District | Lewiston Public School Department

Date- Candidate-

School Committee Host/Hostess-

Time	Event	Location	Responsible
9-9:30 a.m.	Tour administrative facility		
9:30-10:15 a.m.	Focus group meeting (district office administrators)		
10:15-11 a.m.	Focus group meeting (building administrators)		
11:30 a.m.- 12:15 p.m.	Visit a high school, middle school or elementary school (rotate schools)		
12:30-1:30 p.m.	Focus group meeting (advisory groups, parent groups)		
1:45-2:15 p.m.	Break		

School Committee Host/Hostess -

Time	Event	Location	Responsible
2:15-3:15 p.m.	Focus group meeting (student reps, EME reps, certified and non-certified, direct partners)		
3:30-4:30 p.m.	Focus group meeting (indirect partners, parent groups)		
5-6 p.m.	Community meeting (parents and community members)		
6:15-7:30 p.m.	Informal dinner with several board members		
7:30-8:45 p.m.	Second interview with questions and a candidate presentation		

District Letter Head - Sample Invitation

Date - 2018

To our valued community partners,

The Lewiston School Committee is looking for your input and insight as we move towards completion of our national search for the next innovative leader of Lewiston Public Schools.

During the fall, applications for the position were completed and screened by our search team BWP &

Associates. A selected slate of candidates was presented to the School Committee on December 19, 2018. The School Committee conducted first round interviews with these candidates and selected semi-finalist for further screening. To provide the semifinalist with an opportunity to get to know Lewiston, "A Day in the District" has been organized for each candidate. To help provide feedback on our semi-finalist, as a previous participant in our focus groups, we would like one or two representatives from your organization to meet with one of the candidates in a short focus group session.

**Your organizations' session would take place on (day, date) _____
at**

_____ **and will be facilitated by** _____. The agenda for the session is attached. As you may recall, the School Committee's search efforts led to the development of a Leadership Profile, which is attached to this letter for your review. Once the discussion session has concluded you will be asked to provide written feedback on your impressions of the candidate based on the Leadership Profile which will be shared with the School Committee Members during their final deliberations. We ask that you participate in only one session to enable opportunities for all community members to be engaged and to avoid the appearance of community "voting for" any particular candidate. **Please RSVP to _____ to indicate your availability to participate or to identify which representatives will be attending no later than**

_____.

To update and gather additional input from the public, a community forum has been established as a component of the "Day in the District" activities.

Feel free to share information about this public discussion with members of your constituent groups, so that we can continue to hear from everyone in our community.

Should you have any immediate questions regarding this invitation, please contact _____ . Thank you for adding your voice and input to our search efforts.

**Lewiston Public School Department Superintendent Search
Candidate Focus Group Forum
AGENDA (Template)**

- 1. Introductions, purpose and protocols**
- 2. Confidentiality issues**
- 3. Review of candidate vita**
- 4. Process for asking questions**
- 5. Things to avoid in the question/answer period**
- 6. Impressions form – sharing with the School Committee Members**
- 7. Schedule – 5 – 10 minute candidate presentation; 30 -35 minutes for Q & A interaction with candidate followed by 15 minutes to debrief/ and complete the form**
- 8. Timeline - everything should be completed by _____ pm**
- 9. Questions – other**
- 10. Collection of feedback forms and data materials.**

The Lewiston School Committee offers a special thanks to each of you for giving up your personal time to provide feedback on this critically important decision. Your input continues a tradition of collaboration within our district and community. Thank you for your commitment to the students in our schools.

**Lewiston Public School Department
Superintendent Search
Community Focus Group - Impressions**

The purpose of this focus group forum is to provide members of the community with an opportunity to render impressions and give feedback to members of the School Committee relative to the final candidate selection for the position of Superintendent of Schools. In order to engage as many members of the community as possible, we ask that you plan to attend only one focus group session. We would like participants to utilize the approved District profile that has been provided to list strengths and attributes *that you believe* the individual would bring to the position and the school district as a whole that reflect the identified profile characteristics and skills. (Provide Leadership Profile and Candidate 1 page vita to be returned at the conclusion of the meeting.)

Questions may be provided in advance and will be presented by a member or members of the School Committee or the process mediator who will facilitate the discussion. Finally, it is well to keep in mind those questions that should not be asked. Questions relating directly or indirectly to the following aspects of the candidates' backgrounds are prohibited by federal law and, in many instances, state law: Religion; Race; National origin; Age; Sex/ Sexual preferences; Marital or family status; Disabilities; Criminal record; Financial affairs.

In addition feel free in your comments to provide any questions that you recommend that School Committee Members ask of the candidates that will assist them during the final selection process. **Please refrain from choosing or ranking candidates. Community members are not voting on candidates. This is the exclusive responsibility of the School Committee.**

Because of your interest and participation, we know that you will treat each candidate with respect. The Lewiston School Committee thanks you for giving up your personal time to provide feedback on this critically important decision. Your input continues a tradition of collaboration within our district and community. Thank you for your commitment to the students in our schools.

**Lewiston Public Schools Department
Superintendent Search
Community Focus Group Impressions Sample A**

Candidate's name: _____ Date: _____

_____ Brief Resume:

The candidate exhibited the following strengths:

After hearing from the candidate, the following questions may be helpful to the School Committee Members as they make their final selection:

Other:

Community Feedback Form SAMPLE Template B

CANDIDATE:

Date:

RESUME SUMMARY (1 page written document)

- Successful years in Education
- Previous positions:
- Current Position:
- Education:
- Certification:
- Honors and Awards:

As a component of the Lewiston School Committee's process for identifying and selecting a superintendent for the organization, BWP and Associates utilized District information and conducted community engagement activities. The activities were used develop an approved profile that highlights specific desirable characteristics and skills that could be demonstrated by candidates who would be considered for the position. These characteristics for the individual included:

List or provide the leadership profile information

This candidate is a semi-finalist for the School Committee's consideration. Picture this candidate in the position of Superintendent of the Lewiston Public Schools Department. For the purpose of providing input to the Committee, please write your impressions of how this person would operate, manage, lead and relate to the various constituencies of the school district.

Signature

(Optional)

Following your interaction with the candidate please complete this form at the conclusion of this session and return it to the facilitator for inclusion in the School Committee's discussions.

Appendix 8: Experience/Clients

Selected References

Minnetonka Public Schools – Minnetonka, Minnesota (2022 – 11,600 students)

Ms. Lisa Wagner
School Board Clerk
Email – lisa.wagner@minnetonkaschools.org
Phone – 612-325-5793
15621 Country Road 101 Minnetonka, Minnesota 55345

Prior Lake-Savage Area Schools – Prior Lake, Minnesota (2021 - 8,892 students)

Ms. Michael Nelson
School Board President
Email – mjnelson@priorlake-savage.k12.mn.us
Phone – 952-454-4686
4540 Tower St. SE, Prior Lake, Minnesota 55372

Madison Metropolitan School District – Madison, Wisconsin (2020 - 28,000 students)

Ms. Ali Janae Muldrow
Board President
E-mail – ajmuldrow@madison.k12.wi.us
Phone – 608-213-6579
545 W. Dayton St., Madison, WI 53703

Prince William County Public Schools – Manassas, Virginia (2022 - 90,000 students)

Dr. Babur Lateef
Board Chairman At-Large
E-mail – blateef@pwcs.edu
Phone – 571-353-5469
14715 Bristow Rd., Manassas, Virginia 20112

Partial Client Listing of National Searches 2013-2020

Arlington Public Schools – Arlington, Virginia (2020 – 29,000 students)

Ms. Tannia Telento
Board President
E-mail: tannia.talento@apsva.us
Phone: 703-228-6015
2110 Washington Blvd., Arlington, VA 22204

DeKalb County School District (2020 – 104,000 students)

Mr. Marshall Orson
Board Chairman
E-mail: marshall_orson@dekalbschoolsga.org
Phone: 404-621-3205 ©
1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083
2110 Washington Blvd., Arlington, VA 2220

Orangeburg County Public Schools – Orangeburg, South Carolina (2020 – 12,000 students)

Ms. Peggy Tyler
Board President
E-mail: Pjtyler08@hotmail.com
Phone: 803-533-9035
Address: 102 Founders Court, Orangeburg, SC 2918

Columbus City Schools – Columbus, Ohio (2019 – 50,000 students)

Mr. Gary Baker, II
Board President
E-mail: garybakerii@columbus.k12.oh.us
Phone: 614-404-3024 (c)
270 E. State Street, Columbus, OH 43215

Rochester City Schools – Rochester, New York (2019 – 31,000 students)

Mr. Van White
Board Chairman
E-mail: van.white@thelegalbrief.com
Phone: 585-305-2858
131 West Broad Street, Rochester, NY 14614

Sumter Schools - Sumter, South Carolina (2019 - 16,000 students)

Rev. Ralph Canty
Board Chairman
E-mail: ralph.canty@sumterschools.net
Phone: 803-469-6900, ext. 100

Alamance – Burlington Public Schools – Burlington, North Carolina (2017 – 25,000 students)

Mr. Steve Van Pelt
Board Chairman
E-mail: svanpelt@triad.rr.com
Phone: 336 – 438 – 4000

Lower Merion School District – Ardmore, Pennsylvania (2015 – 8,800 students)

Dr. Robin Van Lynch

Board Chairman

E-mail: rvlynch6@verison.net

Phone: 484-343-8190

Greenville County Public Schools – Greenville, S.C. (2013 – 70, 0000 students)

Mr. Roger Meek

Former Board Chairman

Phone: 864-233-8587



Minnetonka Public Schools
5621 County Road 101
Minnetonka, MN 55345
(952)-401-5000

August 1, 2022

To Whom It May Concern:

I am pleased to write this letter of recommendation for BWP & Associates on behalf of the Minnetonka School Board. BWP & Associates assisted our School Board with our recent search for our new superintendent for Minnetonka Public Schools and delivered exceptional results.

The Minnetonka School Board began a search for our next superintendent in December of 2021. After receiving proposals from eight search firms and interviewing four firms, our Board unanimously selected BWP & Associates to partner with us to replace our nationally recognized superintendent of 21 years. Our School Board felt that BWP would be best suited for this search due to the breath and depth of their connections and networking capabilities. The Board wanted a firm that would provide us with the largest and strongest candidate pool in a challenging search environment - one where many more superintendents were retiring than those that were looking to make a change to another district.

The BWP team provided us with a strong process and candid and valuable advice on topics such as interview questions, background searches, board deliberation, and offer negotiations. They did an exceptional job involving our community in the search via the focus groups used to develop the leadership profile. They were able to pivot quickly when we had unexpected obstacles and challenges in our search and demonstrated a can-do attitude throughout the process. In addition, the BWP team has provided mentoring and coaching to our new superintendent which has helped him get up to speed more quickly.

I give BWP & Associates my highest recommendation. Please don't hesitate to contact me via email with any questions.

Sincerely,

Lisa Wagner

School Board Clerk and Chair of Superintendent Search Committee
Lisa.Wagner@minnetonkaschools.org



BWP & Associates

Minneapolis Public Schools

Superintendent Search
Finding a Leader for Your Future

School Board Presentation
November 1, 2022

Dr. Kevin Castner,
Mr. Stever Griesbach,
Ms. Jan Berenz,
Dr. Johnnie Thomas



Superintendent Search Team

03



Dr. Kevin Castner, Superintendent (Retired)

Mr. Steven Griesbach, Superintendent (Retired)

Ms. Jane Berenz, Superintendent (Retired)

Dr. Johnnie Thomas, Superintendent

- *National reach*
- *Broad support from BWP Nationwide Directors*
- *Relationship with colleagues around the country*

Our Record of Success

01

Over 800 successful national searches by BWP & Associates

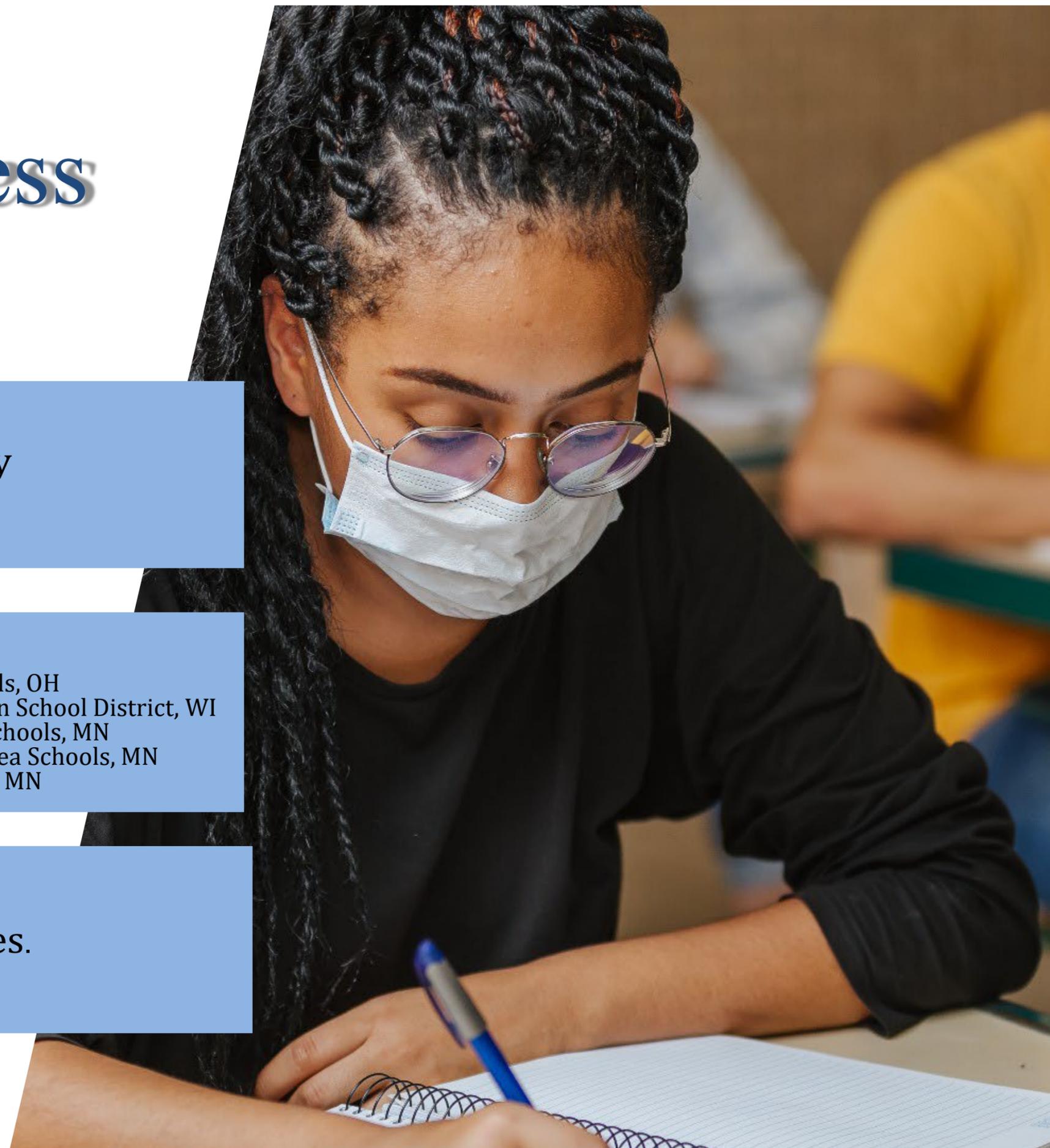
02

Completed Superintendent Searches

- Pittsburgh Public Schools, PA
- Chicago Public Schools, IL
- Arlington County, VA
- Prince William County, VA
- Columbus City Schools, OH
- Madison Metropolitan School District, WI
- Minnetonka Public Schools, MN
- Prior Lake-Savage Area Schools, MN
- Edina Public Schools, MN

03

Contact our former clients for references.





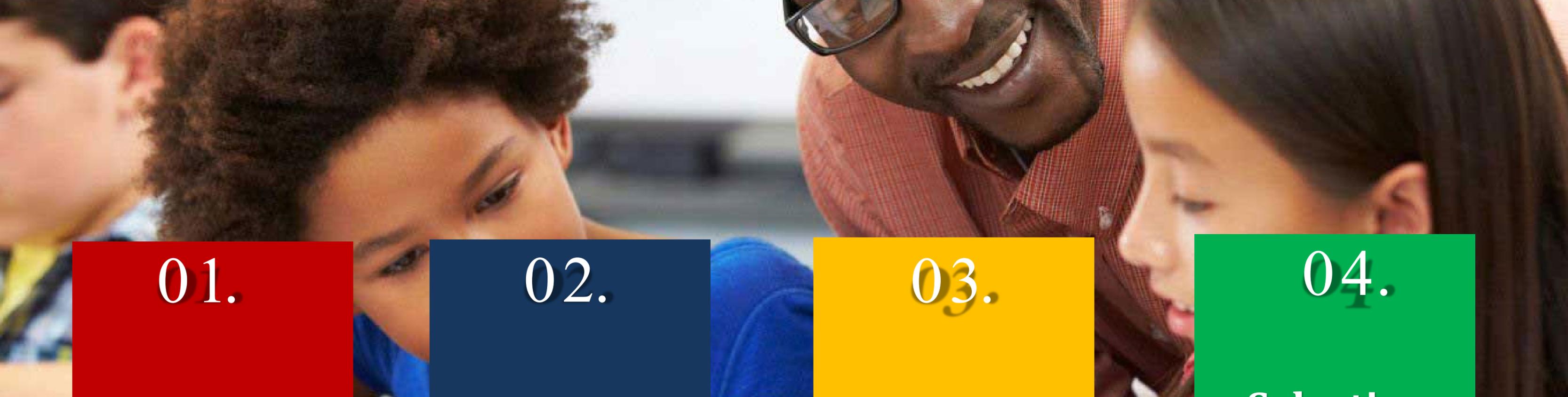
We Personalize Your Search

- Tailor process to your needs
- **Combine Facilitation of Community Engagement and Executive Search Process**
- Identify and Present candidates to Board
- School Board is decision maker

Superintendent Search Objectives

- Establish a process that supports & helps the Board find the best candidate.
- Create community and staff support for the search effort by involving them in the process.
- Recruit highly-qualified candidates.
- Complete the search within the Board's timeline, budget, and expectations.





01.

Specification

02.

Recruitment

03.

Assessment

04.

Selection

The Four Step Search Process



01.

Specification

SPECIFICATION #1

- **BWP conducts community engagement.**
- **BWP identifies experiences, qualities and skills next superintendent must possess and demonstrate.**
- **BWP creates draft leadership profile and description.**
- **Board approves leadership profile and posts announcement vacancy.**



Public Engagement Strategies

- **Interview Board members**
- **Meet with representatives of various groups**
- **Open forum(s) for employees and community**
- **Online survey posted on district's website**

01.
Specification

Collected data is used by BWP to define the skills, experiences, and personal qualities to use when evaluating applications and identifying top candidates



02.

Recruitment

RECRUITMENT #2

GOAL – find *outstanding* candidates

- Advertise in national publications and websites
- Seek nominations from extensive network
- Initiate personal contacts

Minneapolis Public Schools Superintendent Vacancy

- Attractive vacancy posting
- Advertising plan
- Professional websites
- Publications
 - Ed week
 - AASA
 - ASCD

02.

Recruitment

EMPOWERING TODAY TO INNOVATE TOMORROW

Powhatan County Public Schools is home to a passionate community of educators who believe in empowering each other to transform teaching and learning, promote innovation, and find solutions to the dynamic needs in education.

TALENT EXPO 2022

Flat Rock Elementary School
2210 Batterson Road
Powhatan, VA 23139

Saturday, February 26th, 2022
9:00 a.m. to 12:00 p.m.

Anticipated Teaching Positions for 2022-2023:
• Elementary
• Special Education
• World Languages (Spanish & French)
• Science
• English
• Math
• History
• Administrative

Interviews In-Person and Virtual

To register or for more information please visit our website at http://www.powhatan.k12.va.us/home_page
Click on **Departments > Human Resources** or call Human Resources at (804) 598-5700.

PREPARING STUDENTS TO THRIVE IN A GLOBAL COMMUNITY

Powhatan County Public Schools

804-598-5700 @PowhatanSchools
4290 Anderson Highway Powhatan, VA 23139 www.powhatan.k12.va.us



03.

Assessment

ASSESSMENT #3

- BWP receives online applications & other documentation
- BWP evaluates applications and identifies group for “further consideration”
- BWP interviews top applicants
- BWP completes formal & “informal” reference checks



04.

Selection

SELECTION #4

- BWP presents slate of candidates to Board for consideration
- Board selects candidates for initial and final interviews
- Design a process to allow for community engagement and feedback on final candidates



04.

Selection

Support School Board throughout Search Process

- Work for you and operate in your best interest
- Advise the Board on pros and cons of each decision
- Support Board during every step of search

Proposed Draft Search Calendar

<p>Specifications</p> <p><i>Key Decisions by Board</i> <i>Nov./Dec. 2022</i></p>	<p>Action Steps</p> <ul style="list-style-type: none"> ▪ BWP leads community engagement ▪ BWP conducts community survey ▪ BWP reports results ▪ Board approves profile 	<p>Recruitment/ Assessment Nov. – March, 2023</p>	<p>Action Steps</p> <ul style="list-style-type: none"> ▪ BWP receives and reviews applications ▪ BWP screens applications and completes reference checks ▪ BWP presents candidates to Board
<p>Selection</p> <p><i>Completed by Board</i> <i>(March/April)</i></p>	<p>Action Steps</p> <ul style="list-style-type: none"> ▪ Board selects candidates for interviews ▪ Board conducts first round of interviews ▪ BWP designs process for community engagement 	<p>Action Steps</p> <ul style="list-style-type: none"> ▪ Board conducts finalist interviews ▪ Board selects new superintendent and negotiates contract 	<p>Action Steps</p> <ul style="list-style-type: none"> ▪ Board introduces new superintendent to community ▪ Superintendent begins July 2023

A young woman with long dark hair, wearing a white lab coat, is smiling and looking upwards while holding a glass slide up to a microscope. She is in a laboratory setting with a chalkboard in the background. To her right, another person is partially visible, working with test tubes in a rack. The scene is brightly lit, and the overall atmosphere is one of scientific inquiry and learning.

Our Focus Is
Match and Fit!

BWP & Associates



National Parents Union Minnesota
RFP for Community Engagement Facilitation for Minnesota Public School
Superintendent Search

Project Lead: Khulia Pringle, National Parents Union Minnesota State Director
Email: Khulia@npunion.org
Cell: (651) 432-1821

The mission of National Parents Union (NPU) is to support parents who have lived experience and are authentic voices, advocates and organizers who engage, educate and empower families, neighborhood by neighborhood across the United States. NPU is a network of highly effective parent organizations and grassroots activists across the country that is united behind a set of common goals and principles to channel the power of parents.

To meet this mission, NPU has risen to not only meet, but represent the needs of parents and families in three key ways. Firstly, through *communication* as a trusted source representing and elevating authentic parent voices from throughout and across the united states leveraging and sharing the results of our monthly national polls. Secondly, by providing direct advocacy and action for individual families and communities whose rights have been violated. Thirdly, through our *policy and legislative* strategy at the local, state and national level. At the core of our work is the continual development and nurturing of partnerships with local and national organizations aligned with our mission and work.

NPU has celebrated tremendous success in its first three years. Our first year of operation coincided with the pandemic and we responded to the needs of parents and families through targeted virtual community experiences and training and the introduction of our monthly national polling. At one point in time, NPU provided close to 30 hours of programming and training each week connecting with over 15 million households. In our first year, we also established ourselves as a trusted voice on local and national levels. Within our first year, we were invited to participate in spaces where decisions were being made that impact our children and families across the United States. Since 2021, the following is a snapshot of the impact of our

work nationally and locally in Minnesota with Khulia Pringle, National Parents Union
Minnesota State Director

- Minneapolis Public Schools ESSER Stakeholder Committee
Designed and implement a robust, multi-method community engagement plan to gain community feedback on ESSER/ARP Funds received by MPS
- Targeted Campaigns (No Marten, Read or Die, Crown Act, Quality Public
- Statewide Legislation for every teacher in the state of Minnesota to receive grants for LETRs Training.
- An audit of MPS K-3 Reading Curriculum (Benchmark)
- Member - Early Childhood Education Statewide Coalition
- Steering Committee Solutions Not Suspensions Steering Committee Statewide Coalition
- Member - Federal SDC (School Discipline Committee)
- Member - Special Education Statewide Coalition
- Steering committee member - Voice and Choices For Children Steering Committee
- Member - Saint Paul Public Schools Ethnic Studies Committee
- Member - Minneapolis Public Schools Legislative Action Committee

References:

Keri Langan - President National Parents Union (Keri@npunior.org)

Tafshier Cosby - Senior Director of the Center for Organizing and Partnerships
(Tafshier@npunior.org)

Adriana Cerrillo - Board of Education, Director
(Adriana.Cerrillo@mpls.k12.mn.us)

Sharon Al-Amin -Board of Education, Director
(Sharon.El-Amin@mpls.k12.mn.us)

Marea Perry - Executive Director - Secrets 2 Truth(mareaperry77@gmail.com)

Statement of alignment:

At NPU we believe: there should be liberation, justice, and equity in education for all children; education systems must be transformed to eradicate generational institutions of oppression; families have a powerful voice that should influence educational and political policies and practices at the local, state, and national level; and in order to effect change and strengthen families, we must provide them with the resources and opportunities to develop their talents and share best practices.

Community Engagement Facilitation

National Parents Union - Minnesota will Intentionally partnering with community organizations to curate conversations to develop a criteria for the future MPS Superintendent.

NPU Minnesota will engage Families who have traditionally been underrepresented and underserved in the decision making process regarding their children's education.

NPU Minnesota will collect and share with MPS data that reflects the communities desired characteristics of the future MPS Superintendent

NPU Minnesota will curate a diverse selection committee that includes representative community membership

NPU Minnesota design and implement a system to receive and react to continuous community feedback on the search process

NPU Minnesota will design and implement a process to allow for community engagement and feedback on final candidates

Plan For Service:

Design and implement a robust, multi-method community engagement plan to develop a candidate profile of the community's desired characteristics in a superintendent

- NPU MN will connect with BIPOC organizations in Minneapolis that serve families in Minneapolis Public Schools to conduct focus groups around characteristics for a future MPS Superintendent.
- NPU MN will host in person and virtual interviews with individual families around characteristics for a future MPS superintendent.
- NPU MN will host in person and virtual community forums around the characteristics for a future MPS superintendent.
- NPU will create and share a survey for MPS families to share their vision of a

- future MPS superintendent.
- NPU MN will eliminate as many barriers for families to share their vision for a future MPS superintendent, by offering transportation reimbursements, childcare, food and language interpretation.

Design and implement a process to create a selection committee that includes representative community membership.

- The selection committee process will be designed with families during the NPU engagement process. Families will self select and/or recommend who they feel should be on the selection committee. NPU will design a questionnaire for selection committees nominees.

Design and implement a system to receive and react to continuous community feedback on the search process

- NPU MN will co-design a questionnaire/survey feedback form with MPS families to distribute online, in person, text, and a possible link on MPS website

Design and implement a process to allow for community engagement and feedback on final candidates

- NPU MN will design a Superintendent guide that details information on the final candidates to distribute to families .
- NPU MN will host in person and virtual community forums with final candidates.

Proposed timeline for delivery of services, including key milestones

Nov. 2022

- NPU Minnesota will conduct 4 ward specific community engagement community meetings (2 in person and 2 virtual) to develop a candidate profile of desired characteristics for future MPS superintendent.
- NPU MN will codesign selection committee process with families.
- NPU MN will conduct one on omw interviews with families.

Dec. 2022

- NPU MN will conduct 2 ward specific community engagement meetings (1 in person and 1 virtual) to develop candidate profiles of desired characteristics for future MPS superintendent.
- NPU will recruit for selection committee members

Jan. 2023

- submit community engagement report; submit recommendations for selection committee members.

Feb. 2023

- Pre Preparation of the superintendent guide

March 2023

- Launch the superintendent guide for Community feedback on finalists via virtual and in person candidate forums.

Project Budget

	Expense	Spend per month	Notes
Pilot - November 2022- March 2023 - budget	\$15,000.00		
NPU MN Convenor	\$4,000.00		
NPU MN Facilitators (2)	\$4,000.00		
Community Organizer (2)	\$2,000.00	\$1,000.00	5 hours per week - Outreach to Parents and students for forums
Community Organizer	\$2,000.00	\$1,000.00	5 hours per week - Outreach to Parents and students for forums
Direct project budget(food, transportation, volunteer, event expense, marketing languages interpretation)	\$3,000.00		
Total Budget amount	\$15,000.00		

NP



NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres



**National Parents Union
Minnesota:
MPS Superintendent Search
Community Engagement**

The logo for the National Parents Union (NPU) features the letters 'NPU' in a large, white, stylized font. The 'N' and 'P' are connected at the top, and the 'U' is positioned to the right. The letters are set against a dark blue background with a subtle pattern of stars.

NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres

Who is National Parents Union?

Our Kids. Our Voice.

The National Parents Union is a network of highly effective parent organizations and grassroots activists across the country that is united behind a set of common goals and principles to channel the power of parents. Our family advocates improve the quality of life for children across the United States and define the education conversation.

The logo for National Parents Union (NPU) features the letters 'NPU' in a large, white, stylized font. The 'N' and 'P' are connected at the top, and the 'U' is positioned to the right. Below the letters is a light blue star with a white outline, centered between two horizontal white lines.

NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres

National Parents Union Minnesota

- We provide one on one support to families as they navigate the Pre-K-12 education system.
- We aim to close the information gap, by providing knowledge and skills via workshops, seminars, webinars, toolkits and more, on rights, advocacy and policies.
- Organize and Mobilize families to transform education policies and practices, so that all children receive a quality education.

The logo for the National Parents Union (NPU) features the letters 'NPU' in a large, white, stylized font. The 'N' and 'P' are connected at the top, and the 'U' is positioned to the right. Below the letters is a blue five-pointed star centered between two horizontal white lines.

NATIONAL
PARENTS
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Sindicato Nacional de Padres

What Is (CPAR)

Community Participatory Action Research

- **Roots in Popular Education**
- **Partnership approach to research that equitably involves community members, organizational reps, and others in all aspects of the research.**
- **ALL contribute expertise and share in decision making**
- **Use the knowledge to impact policy / create social change that benefits members of community**

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NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres

Assumptions:

- All people have valuable knowledge about their lives and experiences
- All people have the ability to develop strong critical analyses (of the world, data, social experiences, etc.)
- All people have multiple identities, and carry important histories, connections and responsibilities to various communities
- All people and institutions are embedded in complex social, cultural, and political systems historically defined by power and privilege
- The production of knowledge is not objective or value-free
- Social research is most valid using multiple/triangulated methods to help capture interconnected, individual, social, institutional, and cultural layers
- Participation is not automatic
- Change is an ongoing process

NPU



NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres

Steps:

- 1. Build community/relationships**
- 2. Together define the research questions**
 - What characteristics do you want to see in a superintendent for Minneapolis Public Schools?
 - What role does the next Minneapolis Public Schools Superintendent play on school discipline policies practices?
 - What disparities are there across race, class, geography and other indicators and how does that impact the role of the next Minneapolis Public Schools next Superintendent?

NPU



NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres

Steps:

3. Research methods

qualitative: surveys, interviews, focus groups,

4. Recruit Participants

5. Collect Data

6. Data Analysis/ Interpretation

7. Dissemination- Share Results

The logo for the National Parents Union (NPU) features the letters 'NPU' in a large, white, stylized font. The 'N' and 'P' are connected at the top, and the 'U' is positioned to the right. Below the letters is a light blue star with a white outline, centered between two horizontal white lines.

NATIONAL
PARENTS
U N I O N

Sindicato Nacional de Padres

Questions to ponder throughout the process

- **what is the purpose of the research?**
- **who does the research want to reach, educate, provoke to action?**
- **who is the community? who represents and speaks for community? are there institutional, organizational or other social dynamics that privilege some voices over others?**

The logo for the National Parents Union (NPU) features the letters 'NPU' in a large, white, stylized font. The 'N' and 'P' are connected at the top, and the 'U' is a simple, rounded shape. The letters are set against a dark blue background with a subtle pattern of white stars.

NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres

Methodology CPAR

Community Participatory Action Research

- We will conduct online and in person surveys (feedback surveys-using paper and Google form translated into multiple languages)
- Stakeholder meetings
- 1:1 Interviews with parents/students/teachers/support staff/social workers/ counselors

Methodology CPAR Surveys

“Types of Survey Questions”

- **Multiple Choice**
Check More Than One Respondents can check all that apply or can be instructed to pick, for example, the top three.
- **Multiple Choice: Yes/No**
The question will be asked so that if the answer is ‘Yes’ it means that they relate to the experience and if they answer ‘No’ it means that they do not.
- **Ranking: Disagree/Agree**
Give degrees, have them measure their opinion. Can be numerical and/or words.
Question or Statement: Strongly Agree....Neutral....Strongly Disagree **1 2 3 4**

Form The Questions

The logo for the National Parents Union (NPU) features the letters 'NPU' in a large, white, stylized font. The 'N' and 'P' are connected at the top, and the 'U' is a simple, rounded shape. The letters are set against a dark blue background with a subtle pattern of white stars.

NATIONAL
PARENTS
UNION

Sindicato Nacional de Padres



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Methodology CPAR Stakeholder

FOCUS GROUP

Open Ended / Note Taker open to answer in their own words.

- Parent Focus Groups
- School Staff Focus Groups

Community creates agreements, ask the questions, probe for deeper answers, keep the stakeholders comfortable by building rapport, Record the conversation and have a note taker

Methodology CPAR Interviews

Open Ended / Note Taker Open to answer in their own words.

- Parent Interviews
- School Staff Interviews
- Interviewees will receive an assignment code attached to their for confidentiality.

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NPU



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Source	Tool	Method
Students	Online/In Person Surveys	2000
Parents	Interviews (1:) Stakeholder meetings / Surveys	2000-3500
Teachers/EA Staff/ Counselors/ Social workers	Interviews/stakeholder	300

NPU



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CPAR

What I Need From The District

- Families want to make sure this process is actually going to use their feedback, and it is applied when selecting a new Superintendent.
- We would need access to families via the Principals
- We need the district and schools to partner with us to make sure students have access to surveys, families have are aware of the stakeholder meetings, and the opportunity to do a one on one interview.

NPJ



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CPAR

QUESTIONS



MPS Superintendent Search Community Engagement Strategy and Operational Plan

Dated: October 17, 2022

“Facilitating Dialogue for Change”

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A Word About EPU Consultants, LLC

Radious Y. Guess is the executive director and owner of [E Pluribus Unum Consultants, LLC](#) in Plymouth, Minnesota. [EPU Consultants, LLC](#) represent a team of nationally recognized diversity trainers who are experienced, trained, professional facilitators with over 10 years of experience advancing the role of engagement in the school/community. [In 2016, EPU Consultants, LLC was awarded the contract to lead the engagement for the MPS search for a superintendent.](#)

[E Pluribus Unum Consultants, LLC](#) have completed significant, structured work in making sure that what happens inside a convening is consistent with Minneapolis Public Schools' mission, commitment, and values. To achieve this work we offer democratic deliberation, broad and diverse participation, and shared problem solving. We have extensive experience in the fields of Diversity, Equity and Inclusion and a track record of success leading organizational change efforts and the ability to foster team spirit and support of leadership development. We hold training and facilitation certifications in the following change models of accountability:

- It's Time to Talk About Race - 10+ years
- Study Circles Resource Center | Everyday Democracy - 10+ years
- National Issues Forum - 10+ years
 - Deliberative Dialogue
- National Coalition Building Institute - 10+ years
- Teacher Expectations and Student Achievement - 10+ years
- Anti-Defamation League's A World of Difference | A Classroom of Difference - 10+ years
- REACH (Respecting Ethnic and Cultural Heritage) - 10+ years
- Kente Circle – 2016
- Racially Conscious Collaboration – 2022 (underway)

E Pluribus Unum Consultants are intentional about results-based accountability which includes data collection, analysis of evidence, honest interpretation of data, and program sustainability of both systemic and anecdotal feedback.

E Pluribus Unum Consultants, possess the following knowledge and skill areas:

- strategies to reach historically marginalized audiences
- utilization of language ambassadors
- strategies to build trust and communicate with media
- focusing and structuring the deliberative dialogue and, at the same time encouraging group ownership
- soliciting and using feedback after policies and strategies have been developed
- ensuring stakeholder champions are spreading the message accurately
- creating an atmosphere for democratic dialogue where each participant feels at ease in expressing ideas and responding to those of others.
- bringing in other points of view that haven't been talked about
- passion for diversity and inclusion
- ability to accept and promote multiple cultural perspectives
- ability to admit that they do not have all the answers and are on a journey, a path of growth on the issues, just like the participants
- belief in and commitment to behavior change
- substantial knowledge/understanding of institutional racism/sexism and other forms of oppression; Islamophobia
- thorough command of group process skills
- ability to facilitate on the intellectual, emotional, and spiritual level.

- **On the individual level, participants will develop a:**
 - greater appreciation for how deliberative dialogues builds community and democracy
 - heighten awareness of personal lenses and the impact of those lenses on individuals and other groups;
 - greater awareness of how cultural misunderstandings can occur and strategies to avoid them;
 - gain cultural proficiency skills which are necessary for successful exchange and collaboration; and
 - expand knowledge and competency in creating more culturally inclusive learning and workplace environments
 - expanded knowledge of behavior modifications that allow for participants to effectively deal with perceived individual bias.

- **On the organizational level, clients will**
 - examine systemic issues that may impede successful interactions among employees, students, and members of the community.
 - build capacity so leadership can improve cultural competency and address cultural and other disparities as a community collaborative.
 - Gain knowledge of and practice in using an effective strategy for interrupting culturally inappropriate/offensive remarks,

E Pluribus Unum Consultants, Sample Client List

- National PTA
- American Cancer Society
- Minneapolis Public Schools
- North Hennepin Community College
- Mitchell Hamlin School of Law
- Minneapolis Park and Recreation Board
- Bloomington Public Schools
- Intermediate District 287
- United States Olympic Committee
- USA Track and Field
- Mounds View School District, Mounds View, MN
- Buffalo School District SEED Curriculum
- Lincoln University, Columbia, MO
- Lincoln | Police & Fire Departments, Lincoln, NE
- Southwest Missouri State University, Springfield, MO
- Springfield Public Schools, Springfield, MO
- Nebraska Department of Education
- Nebraska Department of Health & Human Services, Lincoln, NE
- Colorado Department of Education
- Minnesota Department of Education
- Former US Secretary of Agriculture - Mike Johanns
- US Department of Justice - Kansas
- Midwest Desegregation Assistance Program, Manhattan, KS
- Southeast Community College
- Columbia University, New York
- Cherry Creek Public Schools

Strategy and Operational Plan

The strategy and operational plan that follows is designed to inform and assist the Minneapolis Public Schools in their search for a new Superintendent.

Goal:

- To draw people from all parts of the community to work authentically on an issue of shared concern; selecting a superintendent for the largest school district in the State of Minnesota. To view the issue from many perspectives and possible solutions. To move to action: changes in an individual's attitudes, behaviors and beliefs; formulate new partnerships, projects and collaborations; and implement institutional and policy change.
- It is our desire to inspire confidence in and commitment to Minneapolis Public Schools; convey a strong sense of integrity; and deliver Minneapolis Public Schools commitment to openness, timeliness and accountability in their decision-making processes.

Guiding Principles:

- Involve everyone from the Dakota and Ojibwe to the Swedes, to the Hmong, Somalis and Mexicans. Demonstrate that the whole community is welcome and needed. Embrace diversity. Reach out to all kinds of people. Share knowledge, resources, and decision making. Combine dialogue and deliberation. Create public talk that builds understanding and explores a wide range of solutions. Connect deliberative dialogue to social, political and policy change.

Methodology:

- [E Pluribus Unum Consultants](#), offer a simple way for people to come together to share views about an issue that is important to them, selecting the new Superintendent of Schools for Minneapolis Public Schools. Participants will talk with one another, face to face, exploring options, weighing other's views, and considering the benefits and consequences of selecting a new superintendent.
- Using expectation surveys, a research firm may be used to conduct a random sampling to capture high quality data from which effective decisions can be made in the superintendent's search.
- Four to six Listening Sessions will be held in Director districts around the school/community. Our preference is to utilize community venues (library, recreation centers, faith-based organizations, etc.) in the Director districts to host each Listening Session.
 - Informational papers will be handed out, whenever appropriate, as attendees enter the venue and to guide the engagement process. A representative from [E Pluribus Unum Consultants](#), will offer remarks that will include introductions, a clear purpose statement for the Listening Session and the length of the forum. An introduction of special attendees might include elected or appointed officials who are present. A meeting protocol (e.g., ground rules, length of speaking time) will be explained. Attendees will be reminded that the event format should focus on the process of selecting a new Superintendent of

EPU Consultants, LLC, PO Box 41654, Plymouth, MN 55441
918-520-3782, radiougness@gmail.com

Schools and not attempt to resolve individual (i.e., personal) issues. Three to five guided questions will be used to stimulate discussion. Listening Sessions will last 90 - 120 minutes.

- Our process of engagement is rooted in dialogue and deliberation, not debate. The process does not require consensus, but will uncover areas of agreement and common concern. Proactive, network-based recruitment will be used to reach a critical mass of people.
- Attendees will complete an evaluation form at the end of each convening.
- Food, beverages, childcare, language interpreters/translators, easels, markers, post-it-notes, microphone, projector/screen, table and chairs are required for each convening.

Coalition Partners may include, but not be limited to:

- Minneapolis Public Schools - Board of Directors and staff, MPS Partners, Voices for Racial Justice, Comunicades Latinas Unidas En Servicio (CLUES), Transgender Equity Council, Neighborhoods Organizing for Change, Metropolitan Council, The Morris and Leatherman Company, NAACP, National Urban League, Parents United for Public Schools, The Legacy Family Center, Somali Museum of Minnesota, Minneapolis Park & Recreation Board, The Confederation of Somali Community of Minnesota, The Improve Group, and MORE!
- To assure the success of our engagement we will work in coalition with community partners to reach more people and gain additional exposure. Each community organization has its own network within which it can publicize the engagement forums.

Eight-Step Operational Plan

(Design and implement a process to create a selection committee that includes representative community | student membership)

Step One

- A research firm (The Morris Leatherman Company) will initiate a random sampling of individuals throughout the six districts to be interviewed by telephone. All individuals will have an equal chance of being selected and interviewed. Questionnaires will be administered over the telephone by trained and supervised interviewers. Telephone numbers will be tried at least six times during a one-week period, before another household is substituted for the original selection. Results are based upon a pre-set number of completed interviews (400).

Step Two

- Each Director will be invited to participate in a one-on-one interview to help determine how Minneapolis Public Schools might best support the selection of a new Superintendent of Schools. Questions asked of the Directors will include the same 3-5 questions posed during the 4-6 Listening Sessions of the community engagement process. Directors will be encouraged to attend the Listening Sessions as process observers and discouraged from joining the conversations that will take place during the forum. Director interviews will be conducted at the Educational Service Center by a representative from [E Pluribus Unum Consultants](#). Interviews will last approximately one (1) hour. Data from the interviews will help inform the design of the 4-6 Listening Sessions.

Step Three

- Design and implement a process to create a selection committee that includes representatives from the community including high school students.
 - [E Pluribus Unum Consultants](#) will design a Superintendent Selection Committee (SSC) application screening tool
 - [E Pluribus Unum Consultants](#) will design a Rubric for scoring the SSC members
 - [E Pluribus Unum Consultants](#) will present SSC recommendations to MPS Directors for approval.
 - [E Pluribus Unum Consultants](#) recognize Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms to provide **ALL** students with the opportunity to succeed.
 - [E Pluribus Unum Consultants](#) believe learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants.
 - With diverse participation as our goal, we recommend an eleven member SSC including one student, to be a part of an eleven-member superintendent selection committee.

Steps Four – Three ways to engage [online survey](#), [join a Zoom meeting with live captioning](#), [In-person with a facilitator \(translators, interpreters and sign language will be available\)](#).

- All Community convenings, Listening Sessions, Town Hall Meetings and Receptions will incorporate a proactive, network-based recruitment effort to reach a critical mass of people including the following school/community stakeholders:
 - MPS Partners
 - Parents
 - Community and Business Leaders
 - Faith-Based Groups (churches, temples, mosques)
 - Communities of Interest
 - Racial, Ethnic and Cultural Groups
 - Youth | Student Groups
 - Senior Citizen Groups
 - Others

- Marketing/Media Campaign
 - MPS Website
 - MPS Partner websites
 - Postcard/Direct Mailers
 - Blackboard Connect - robo call invitations
 - Email Blasts
 - Text Blasts
 - Posters/Fliers
 - PSAs on local radio/television stations
 - Others

Step Five

- Listening sessions will guide participants through discussions addressing 3 to 5 questions that will identify values, issues, leadership qualities desired in the next superintendent. [E Pluribus Unum Consultants](#) will capture participant themes to be summarized and included in deliverables to the Board of Directors.

Step Six

- A meet and greet will be held for the 2-3 final candidates for the Superintendent of Schools. The community will be invited to come by to meet the candidates and ask them any questions they may have about their background, experiences, and vision for Minneapolis Public Schools. The meet and greet will facilitate authentic interaction and give candidates a better opportunity to communicate with the community by relaxing the protocol that formal events require. If the final candidates will not be in the Twin Cities on the same day, the school/community will be asked to make every effort to attend the additional meet and greets so they can make a fair comparison of each to the others. After each meet and greet the candidate will have their final interview.
 - [E Pluribus Unum Consultants](#) will capture attendee themes to be summarized and included in deliverables to the Board of Directors.

Step Seven

- Reception for the New Superintendent - Once the final candidate has been selected, one or two community receptions will be held for the purpose of introduction, community buy in and support. Special invitations will be sent to primary stakeholders.
- The new Superintendent of Schools will need to engage in a series of town hall meetings throughout the school year for parents, students, employees, and community members to ask questions and gather feedback regarding education topics in the Minneapolis School District.

Step Eight

- Presentation to the Board - detailed analysis and reports will be provided summarizing findings from survey data, community convenings and Town Hall Meetings. Data will provide themes and recommendations for engagement and community involvement with the superintendent selection and introduction. Data summary and reports may offer recommendations for policy revision.

- **Board Deliverables**

- **Survey Data Analysis**
- **4-6 Listening Session Outcomes**
- **Town Hall Meeting Summaries**
- **Recommendations for Policy Revision, in required**
- **As Requested by the Board**

E Pluribus Unum Consultants, LLC
Budget Proposal

<u>Categories</u>	<u>Request</u>	<u>Notes</u>
Leadership & Capacity Building	18,000 – optional	
Morris & Leatherman	18,000	
Staff/Personnel	50,000	
Staff	37,000	
Facilitators & Translators	11,000	
Volunteers	2,000	
Operating Expenses / Overhead	7,250	
Office Supplies	4,750	
Printing/Postage	1,000	
Logistics/Administrative Cost	1,500	
Community Engagement	15,750	
Web Tools	2,000	
Event Technology & Set-ups	1,000	
Childcare	750	
Food Beverages	4,500	
Data Summary	7,500	
		(Superintendent Selection Committee, Superintendent Community Engagement, Superintendent Profile)
TOTAL REQUEST	\$91,000.00	
SOURCES OF SUPPORT		
MPS		
In-kind contributions		
Text/Voice/Robocalls/Email Blast		

E Pluribus Unum Consultants, LLC

References:

Rachel Hicks

Director of Communications
St. Louis Park Public Schools
350 Hwy 96W
Shoreview, MN 55126
952-928-6064
hicks.rachel@slpschools.org

Rick Kaufman

Executive Director of Community Relations
Emergency Management Coordinator
Educational Services Center
1350 W. 106th St.
Bloomington, MN 55431
952-681-6404
rkaufman@isd271.org

Dr. Jenna Mitchler

Assistant Superintendent.
Bloomington Public Schools
8401 73rd Ave., N. Suite E8
Brooklyn, MN 55428
952-681-6476
jmitchler@isd271.org

Anne Casey, Chair

School Board Chair
St. Louis Park Public Schools
Casey.anne@slpschools.org

Michael Birchard

Vice President DEI
Mitchell Hamlin School of Law
875 Summit Ave
St. Paul, MN. 55105
michael.birchard@mitchellhamlin.edu
651-695-7727

Kim Ellison

MPS Board of Education, Chair
Minnesota Public Schools
1500 Highway 36 West
Roseville, MN 55113
(612) 668-0445
kim.ellison@mpls.k12.mn.us

Greg Abbott

Director of Communications
Minnesota School Boards Assn
1900 W. Jefferson Ave
St. Peter, MN. 56082-3015
gabbott@mnmsba.org

Crystal Brakke, President

School Board President
Intermediate District 287
cdbrakke@district287.org
(612) 940-0497



EXCELLENCE

**Community
Engagement
Strategy and
Operational Plan**

EPU Consultants, LLC



A Word About EPU

1. **We** assess client needs and propose engagement strategies which are sustainable, innovative, inspiring, efficient, and in alignment with the organization's strategic priorities.
2. **We** create high impact experiences that advance the role of engagement.
3. **We** support the continued development of leadership and excellence in staff and student excellence.

– ***EPU...E Pluribus Unum. Our Nation's motto:
From many, one!***



Facilitating Dialogue for Change





Our Goal

- To draw people from all parts of the community to work authentically on an issue of shared concern, selecting a Superintendent for one of the largest school districts in the State of Minnesota
 - To host a series of multilingual listening sessions
- To view the Superintendent Selection Process from many perspectives and possible solutions
- To move to action
 - Changes in stakeholder attitudes, behaviors and beliefs
 - Formulating new partnerships, projects, and collaborations
 - Implementing institutional and policy change
- To inspire confidence in and commitment to MPS shift to openness, timeliness, and accountability in their decision-making processes

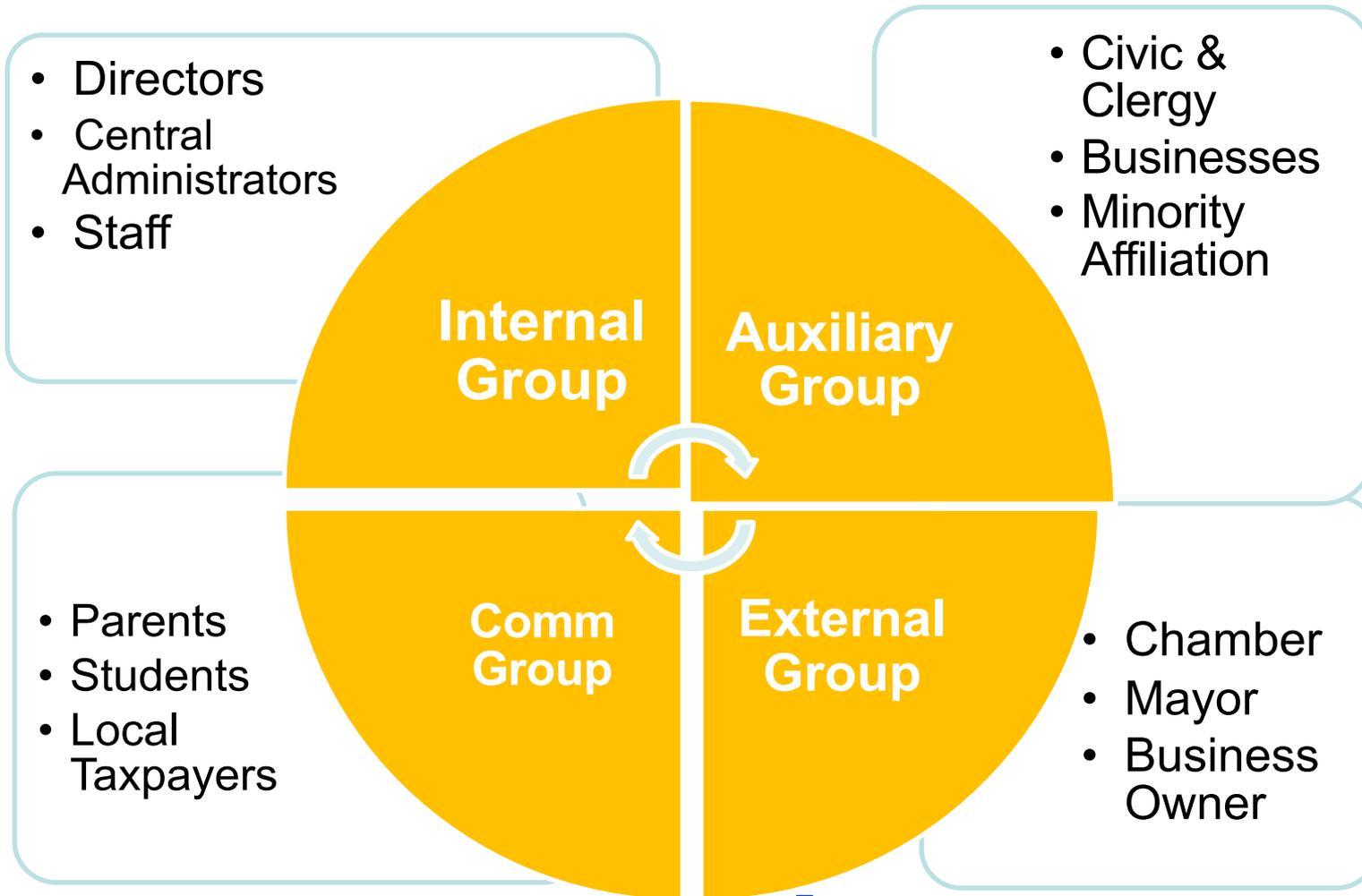


Methodology

- Study circle forums, deliberative dialogues, town hall meetings, civic engagement, large and small group discussion
- Overview of topics from historical context to key issues and particular areas of sensitivity
- Focus and structure the dialogue and, at the same time, encourage group ownership and trust in the process
- Strategies to reach marginalized audiences
- Ensure stakeholder champions are spreading the message accurately
- Belief in and commitment to behavior change
- Thorough command of facilitating group process skills



Sample Stakeholder Meetings





Phase 1

- Telephone interviews of a random sample of parents across the District
- Online survey for staff
 - Support staff
 - Teachers
 - Administrators, etc.
- Director interviews
- Recommend process for selecting Community Representatives, per Board approval
- Announce the slate of Community Representatives to serve on the Selection Committee, per Board approval
- Begin community listening sessions

Phase 2

- Complete community listening sessions
- Present the analysis and summary of all findings to the Board
- Support onboarding of survey results to the selection committee
- Embed results from the engagement activities into the searching, screening, interviewing, and hiring processes
 - Profile Development
 - Etc.
- Q & A with final Candidates prior to interview w/ the Board
- Host Meet & Greet for final Candidates
- Host reception for the new Superintendent



Sample Engagement Questions

- What leadership qualities should the selection team look for in a new Superintendent?
- What are the priority areas the new Superintendent should focus on in their first year?
- What do you consider to be the greatest challenges facing MPS?
- What do you consider to be the strengths of MPS?
- What experience, skills or expertise would you like to see in a Superintendent?
- What are the three most important qualities or experiences the next Superintendent should have?



Radious Guess, M.A.
Managing Partner
E Pluribus Unum
Consultants, LLC
P.O. Box 41654
Plymouth, MN 55441
radiougues@gmail.com
918-520-3782

**Special School District Number 1
Board of Education Resolution**



Resolution No. 2022-0064
November 1, 2022

Resolution selecting superintendent search community engagement services and authorizing contract negotiations

WHEREAS, the Board requires dedicated support services in conducting its community engagement process for the superintendent search; and

WHEREAS, these services are needed for community engagement beginning in November 2022 and continuing through January 2023; and

WHEREAS, specific desired community engagement services include, but are not limited to:

- working in conjunction with the Board to develop a list of stakeholders for community engagement opportunities; and
- arranging meeting logistics; and
- co-facilitating engagement sessions with board members, including note taking; and
- collecting and sorting qualitative data; and
- presenting a draft superintendent profile to the board on February 7, 2023; and

WHEREAS, a request for proposals was issued to solicit prospective contracted service providers; and

WHEREAS, the Board has reviewed proposals and interviewed finalists; and

WHEREAS, the Board has selected _____ as its preferred contracted service provider.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby authorizes the General Counsel and the Assistant to the Superintendent and Board to negotiate a contract with the preferred vendor for the abovementioned services, in an amount not to exceed \$XX,XXX, and authorizes the Board Chair to execute such contract.

ADOPTED this 1st day of November 2022.

Kim Ellison, Chair

Nelson Inz, Clerk

RECORD OF BOARD VOTE (2022-0064)				
DIRECTOR	AYE	NAY	ABSTAIN	ABSENT
Arneson				
El-Amin				
Ali				
Cerrillo				
Inz				
Jourdain				
Booker				
Caprini				
Ellison				

DRAFT