

STAKEHOLDER SURVEY REPORT

St. Ansgar and Northwood-Kensett



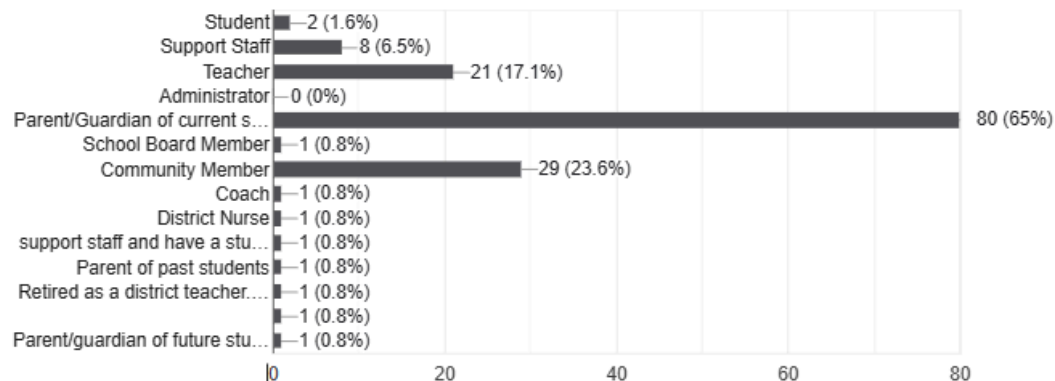
Purpose of the Report

THIS REPORT IS INTENDED TO INFORM THE ST. ANSGAR AND NORTHWOOD-KENSETT BOARDS OF EDUCATION ABOUT THE DESIRED QUALIFICATIONS STAKEHOLDERS HOPE TO HAVE IN THE NEXT SUPERINTENDENT.

The search team from Grundmeyer Leader Services recently conducted a stakeholder survey from October 16-25, 2024. The survey resulted in 123 total responses from parents/guardians, teachers, support staff, community members, and others. The feedback from the survey report will be used to guide the hiring process to ensure the next superintendent is a good fit for the district and community.

Please identify which group best fits your affiliation with the school district.

123 responses



Strengths for St. Ansgar

- **ACADEMIC EXCELLENCE**
- **STRONG STAFF AND LEADERSHIP**
- **POSITIVE SCHOOL CULTURE AND COMMUNITY SUPPORT**

“We have a blue ribbon school with excellent teachers, administration, and faculty who care about our students and their successes. We also have nice facilities, excellent parent/community support, and athletic programs. We do not want to lose these ideals that set us apart from other districts in our area.”

“We have a great tradition of academic excellence, athletic success, great kids, and school pride. Our vision is always into the future and how we can make our district better.”

“We're strong in academics, but also we also teach the kids character traits like empathy, integrity, and teamwork. This comes from retaining quality staff that care about the kids personally.”

“The academic success of the district along with the variety of activities/experiences for our students.”

“Strong academics, high expectations for students all around, good culture/climate, strong athletic programs.”

“Great group of people willing to work together for the good of the district.”

“Our strengths include our highly qualified teachers, varied academic class offerings, high academic achievements, community involvement, amazing students, and sports teams.”

“They have a reputation of hiring good staff and the school spirit is excellent along with the sports and support from the faculty.”

“Sense of community. It takes everyone caring about everyone and acknowledging all parts of the community and school are important. People matter and need to know they are valued.”

“We are a progressive district that is always looking to improve. Improvements are in academics, equipment, and buildings.”

“The culture of our administrative team is really taking shape in a wildly positive way for Saint Ansgar. Let's keep that momentum going!”

“We have a phenomenal staff at St. Ansgar. We all take pride in creating a great learning environment and doing what's best for kids. We take pride in having a lot of our staff originally from St. Ansgar, and knowing that they are vested in the school. The community of St. Ansgar also is very vested in the school. We have a very supportive school board right now, which has been a highlight of St. Ansgar for many years.”

Strengths for Northwood-Kensett

- **EXCELLENT FACILITIES AND RESOURCES**
- **DEDICATED TEACHERS AND STAFF**
- **STRONG COMMUNITY SUPPORT AND SMALL SCHOOL ENVIRONMENT**

“Updated facilities and technology.”

“Our facilities and scholarship opportunities.”

“Facilities, community involvement, thoughtful staff.”

“Campus aesthetics and district finances.”

“Small with a true sense of pride. The staff truly cares about our kids. The WCDA funding is so impactful to kids in every grade and helps them into college.”

“Strong teacher-student relationships, strong instruction at the elementary level. Wide variety of courses even with the rural population, at middle/high school level.”

“Our teachers and support staff - they have very difficult jobs and probably don't get enough credit for all that they do.”

“Many talented and dedicated staff members, demonstrating flexibility to meet student needs as they arise (specifically the numerous ways things have changed in response to the transition of the middle school levels on the lines of class structuring, behavior management), a large variety of clubs, sports, and activities for a school our size. The gifts of the WCDA are a huge blessing to our school and community. It's hard to picture where we might be without those. “

“As a parent, I see lots of opportunities for my children to participate in activities. I also feel that communication on events are very clear and timely.”

“Partnerships with local businesses, organizations, and families that help with opportunities and support the district. Support systems for students, including counseling, mental health resources, and special education programs.”

“Strong sense of community, caring staff, supportive families.”

“The way everyone in the community helps each other out and also looks out for the safety of the students.”

Current Challenges for St. Ansgar

- **ENROLLMENT CONCERNS**
- **FINANCIAL SUSTAINABILITY**
- **EMPLOYEE RECRUITMENT AND RETENTION**

“Enrollment, lack of resources.”

“Financial, falling enrollment.”

“Keep offering top quality education, and keep the enrollment numbers up.”

“Declining general enrollment that can meet mainstream education standards while having increasing students with special education and learning plan needs.”

“As a small district, always worry about declining enrollment.”

“To continue to work to keep our district in good financial standing.”

“Keeping the budget under control.”

“Finances, number of students attending our district, more families deciding to homeschool their children.”

“Balancing managing our resources and keeping our staff happy and wanting to stay.”

“Funding to maintain staff.”

“Support staff pay scale.”

“Eventually, there will be a turnover of teachers, and we'll need to fill positions with great leaders/teachers.”

“Two new principals and now adding a new superintendent.”

“Not having enough staff for all general classes.”

“Enrollment, staffing for positions during a teacher shortage, and financing needs for programs.”

Current Challenges for Northwood-Kensett

- **STUDENT BEHAVIOR MANAGEMENT AND SCHOOL CULTURE**
- **EMPLOYEE RETENTION AND RECRUITMENT**
- **FINANCIAL SUSTAINABILITY**

“We lack consistency in developing the climate and culture of the district, and it is often perceived that the leaders are not comfortable or interested in leading/building a positive climate and culture among students or staff.”

“Many staff (of all ages) feel unsupported by the administration when it comes to student behavior challenges.”

“Lack of discipline for students in the middle/high school.”

“The morale can be low at times as teachers struggle with behaviors and parents who are not supportive. Student culture is struggling, too. Kids are not kind to each other.”

“Culture (how students treat each other and school staff and how their parents respond to these challenges).”

“I have noticed personally and in the community that bullying, behavior issues and consequences are unclear and not followed through. I have felt confused as a parent when my child has expressed issues that weren't taken care of.”

“Ensuring teachers are supported and don't leave our school district.”

“Staffing. Not only getting and retaining teachers, but recruiting QUALITY teachers suited for their expertise.”

“Attracting, recruiting and retaining qualified teachers, coaches, and staff. Teachers, coaches, and staff that genuinely care and create a safe learning environment while fostering a positive school experience.”

“I also believe that the pay for paraprofessionals is very low in our district. Paraprofessionals provide teachers and students with a lot of help and guidance throughout the school and the pay they receive is nowhere near adequate for someone to live off of. Especially someone who is supporting a family.”

“Money, enrollment.”

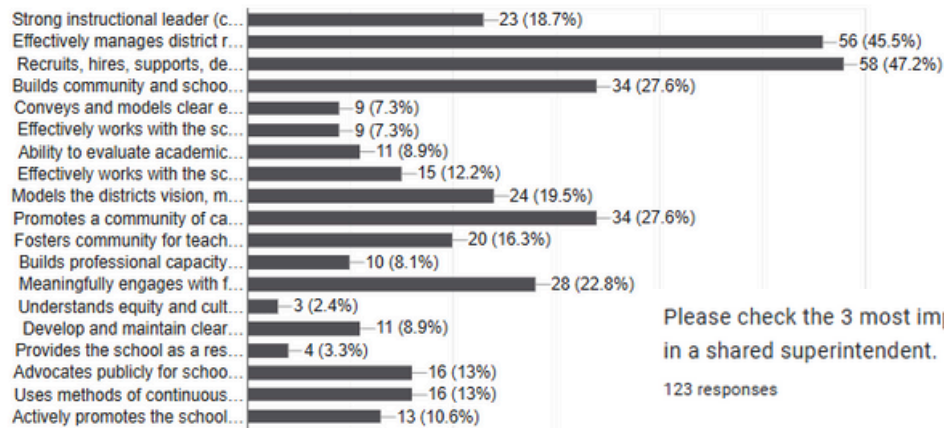
“The budget is concerning as the state does not provide adequate funding. How will a district our size be able to support students and teachers without adequate funding?”

“Lack of growth and the challenge of operating on a budget especially when trying to keep property taxes down.”

Desired Skills & Qualifications

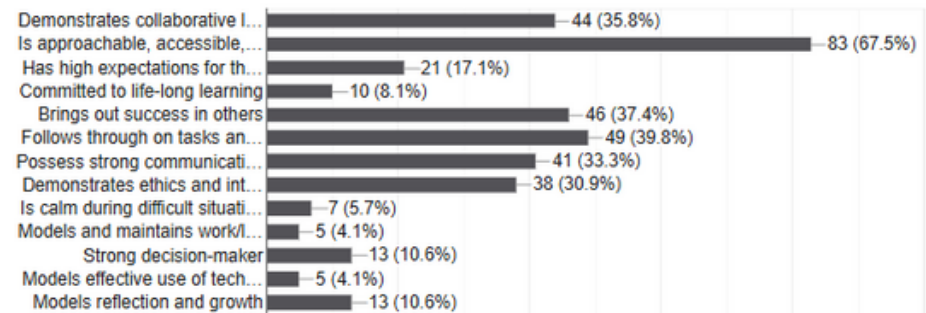
Please check the 3 most important professional skills and qualifications you hope to have in a superintendent.

123 responses



Please check the 3 most important personal traits or qualities you hope to have in a shared superintendent.

123 responses



PLEASE CHECK THE THREE MOST IMPORTANT QUALIFICATIONS YOU BELIEVE A NEW SUPERINTENDENT SHOULD HAVE:

- Is approachable, accessible, and welcoming
- Recruits, hires, supports, develops, and retains effective staff members
- Effectively manages district resources
- Follows through on tasks and responsibilities, and brings out success in others
- Demonstrates collaborative leadership and possess strong communication skills
- Demonstrates ethics and integrity
- Builds school and community relations
- Promotes a community of care and support for students and staff

Advice for the Next Superintendent

“Please listen to the community you serve. Be humble, honest, and transparent. Make our schools stand out above others. Help recruit and retain quality educators.”

“Always do what’s in the best interests of the students.”

“A ‘shared’ superintendent needs to be able to balance both schools with integrity and without favoritism. Establish a clear vision for the district and set measurable goals. Regularly communicate progress to maintain accountability and momentum. Build relationships and be approachable.”

“You'll need to have unwavering high ethical standards for yourself and those around you to maintain respect within the district and community.”

“Budgets are important, and unfortunately, dictate more decisions than anything. But please, when making decisions, consider if the decision is truly what is best for student learning. Ultimately, our district has to be focused on helping our students develop into healthy citizens who contribute positively to society. Let's make sure our district decisions reflect the best interest of students.”

“Be visible and supportive in the schools. Be involved in the community. Communication and follow through are very important.”

“Do not be afraid to try something new and re-evaluate after trying.”

“Get to know your teachers and staff. Learn everyone's name and which building they teach in. We understand you don't visit often, but never forget the majority of people who carry out the duties of the district. Thank you!”

“We have great teachers that need to be supported so we can keep them.”

“We are on a successful path. We need a leader to keep us on that path and keep us moving forward.”

“You have a great team here. Listen carefully to the present staff and move confidently into the future with them at your side.”

“Cultivate a culture of personal responsibility, goal orientation/achievement, and collective excellence.”

“Set high standards and expectations for our districts, but in a positive way. We CAN rise to meet them and I feel many teachers, students, and community members are craving our district to be a place of high achievement, success, and positive culture in academics, athletics, and community.”

STAKEHOLDER SURVEY REFLECTION

IT IS IMPORTANT THE BOARD REVIEWS AND CONSIDERS THE FEEDBACK FROM STAKEHOLDERS ON THE SURVEY REPORT. THIS TEMPLATE WILL WALK THE BOARD THROUGH PRIORITIZING THE KEY "DESIRED QUALIFICATIONS" IN WHAT YOU HOPE TO HAVE IN THE NEXT SUPERINTENDENT. THE TEMPLATE CAN BE COMPLETED INDIVIDUALLY OR COLLECTIVELY AS A SCHOOL BOARD.

Step 1: Stakeholder survey report

Make sure the board has had a chance to review the stakeholder survey report

Step 2: Reflect on strengths and areas of improvement

- What is your reaction to the survey feedback?
- Are there any surprises or confirmation the survey data conveys?
- Prioritize any areas to specifically share with candidates.

Step 3: Reflect on desired qualifications listed

- How does the top desired qualifications compare to what the board is seeking?
- Any desired qualifications the board wants to add or delete? (Consider Iowa Standards for School Leaders)
- Any desired qualifications the board wants to clarify or further define?

Step 4: Prioritize key qualifications

As a board, prioritize the top 3-4 desired qualifications you are seeking in the next superintendent. These key areas will be used to recruit, screen and guide the hiring process. (Write details on the back if you need more room.)

1. _____
2. _____
3. _____
4. _____



Upon completion, please return a copy of this document to your search team. Thank you!

Iowa's Standards for School Leaders

(adopted 11.18.20 / effect date: July 2021)

STANDARD 1. MISSION, VISION, AND CORE VALUES

Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT

Educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.