

Special School Board Meeting

Monday, April 10, 2023 7:00 PM

Conference Room 1148 MS/HS, 1401 7th St SW, Pipestone, MN 56164

1. **Call Meeting to Order**
2. **Pledge of Allegiance**
3. **Approval of Agenda**
4. **Review Stakeholder Input Information**
5. **Review Superintendent Search Timeline and Process**
6. **Review and Discuss Protocol and Process for Superintendent Position Interviews**
7. **Develop First Round Interview Questions, Interview Schedule, and Interview Procedures**
8. **Discuss, Decide, and Schedule the Steps Necessary for the Rest of the Hiring Process**
9. **Adjournment**

Pipestone Area Schools Superintendent Search

Stakeholder Engagement Superintendent Search Survey

Overview: On March 17, 2023, the “Pipestone Area Schools Superintendent Search Survey” was made available to the public both online and in hard copy. The survey remained open for respondents until March 27, 2023, and a total of 236 people completed the survey.

RESULTS: Survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are provided below.

- 42.37% of respondents selected “Parent/Guardian”
- 25.42% of respondents selected “Staff Member”
- 15.68% of respondents selected “Community Member”
- 7.20% of respondents selected “Business Owner/Agriculture”
- 5.93% of respondents selected “Student”
- 3.39% of respondents selected “Other”

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

- Collaborative Leadership
- Budget and Finance
- Public Relations
- Personnel Management
- Curriculum Development/Evaluation
- School Reform (i.e. Strategic Planning, etc.)

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

- Acts with honesty and in an ethical manner in dealings with the School Board, staff, and community
- Is a “people person” with proven abilities in human relations and communications
- Is visible and accessible to the School Board, staff, students, parents, and community
- Develops and directs an effective leadership team
- Effectively mediates and accommodates different perspectives; values teamwork
- Develops trust and works collaboratively with diverse groups of stakeholders



Previous Experience: Respondents were asked if previous superintendent experience is important. Based on the results, 40.00% of the respondents selected “Yes,” while 60.00% of the respondents selected “No.”

Personal Characteristics: Survey takers were also asked to identify the top six personal characteristics they believe the new superintendent must possess. The most frequently noted personal characteristics are listed below in order of preference.

- Honest and ethical
- Effective communicator
- Personable
- Transparent
- Problem solver
- Consistent

Additional comments: Finally, respondents were given the opportunity to answer open-ended questions in the survey and on average, 175 of the 236 respondents provided additional commentary. These results were then reviewed by MSBA representatives, with reappearing ideas identified and grouped into themes. These themes are highlighted below for each of the questions.

The stakeholder survey asked the following four questions:

1. What are some of the good things taking place in Pipestone Area Public Schools today?
2. What challenges do you see for our district over the next five years?
3. What does the new superintendent need to know about the history of the school district and community to be successful?
4. Additional comments.

1. What are some of the good things taking place in Pipestone Area Public Schools today?

<p>Pipestone Area has a capable, collaborative staff that goes above and beyond for each student in the school district.</p> <ul style="list-style-type: none"> • <i>They have some excellent teachers and staff.</i> • <i>Kind and caring teachers.</i> • <i>Many dedicated, amazing teachers and staff.</i> • <i>Teachers who work hard to provide best support for all students.</i> • <i>Some excellent staff that care about the students & each other.</i> • <i>Love the fantastic teachers and support staff!</i> • <i>Home-town teachers who take a lot of pride in their school and kids.</i> • <i>We have a great staff at all levels.</i> • <i>We have amazing staff (teachers and paras) who are invested in the success of our students and support each other.</i> 	<p>82 related responses</p>
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<ul style="list-style-type: none"> • They have a lot of great teachers that truly care for their students and strive to do their best each day. • Teachers and staff who care. • Competent, talented, hard working teachers, staff, administrators. • There are many teachers and support staff who are faithfully committed to the mission of education. • Many really good, committed, staff members. • Great teachers doing a wonderful job. 	
<p>Pipestone Area community appreciates the variety of curricular and extracurricular programs offered to its students.</p> <ul style="list-style-type: none"> • Minnesota West Home Program with carpentry and HVAC. • Ability to take PSEO classes. • Increase in out of school educational opportunities such as elementary booster events, community education events. • Our reading program in the elementary is doing a complete overhaul and student achievement is increasing. • All students are fortunate to have an opportunity to participate in all activities. • CTE classes and Work Based learning giving students more opportunity and letting kids see that there is more than just schooling. • I love the amount of college courses that are available. • All the elementary kids activities coordinated outside of school hours are great ways to build student characteristics. • Kids involved in extra curricular activities. • We offer a variety of programs and extra-curricular activities. • Wide range of extra-curricular activities for students 	58 related responses
<p>The Pipestone Area community appreciates the updates to both the School District facilities.</p> <ul style="list-style-type: none"> • Beautiful facilities. • New facilities. • Facilities are top of the line a great place to work or attend. • We have great facilities and over all a good program. • The new addition. • We have a new school for the kids. • New elementary facilities are wonderful. • School facilities are modern and safe. • Great school facilities for our students and staff. • The school district has wonderful facilities. 	31 related responses



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

<p>The Pipestone Area community would like the district to focus on increasing academic rigor, updating curriculum, and increasing test scores.</p> <ul style="list-style-type: none"> • <i>There needs to be a focus on academics over athletics and extracurriculars.</i> • <i>Significantly improving test scores and academic achievement. Our scores are way too low in math, reading, and science.</i> • <i>Need to raise test scores.</i> • <i>Elementary students decreased knowledge in math after the change in math curriculum.</i> • <i>People are unsatisfied with the level of curriculum and options for their children.</i> • <i>The number of kids that don't graduate on time.</i> • <i>The ag/FFA program going down more than it already has.</i> • <i>The young kids who were at home learning during COVID falling behind.</i> • <i>There will be a big need to ensure student success in the real world after high-school.</i> • <i>The loss of study halls and ability to make up classes during the school year is going to lead to a lot of kids dropping out.</i> • <i>Seeking alternative schooling vs. in school at PAS.</i> • <i>Reclaiming a strong academic reputation.</i> • <i>Test scores are a touchy subject, but if that is the bar we are to hit, we need to do better.</i> 	<p>70 related responses</p>
<p>The Pipestone Area community understands the district is having trouble recruiting and retaining quality staff.</p> <ul style="list-style-type: none"> • <i>Retaining quality staff and teachers.</i> • <i>We are losing staff.</i> • <i>We need to value the teachers more to keep them teaching within the district.</i> • <i>Retaining quality teachers.</i> • <i>Getting good teachers to come and stay at our school.</i> • <i>Teacher retention (Leadership and collaboration from the board and administration is KEY).</i> • <i>Recruit and retain teachers.</i> • <i>Getting qualified teachers and keeping them in the community.</i> • <i>Keeping and hiring talented staff.</i> • <i>Maintaining/attracting quality teachers.</i> 	<p>44 related responses</p>
<p>The Pipestone Area community has concerns about the declining enrollment of the school district.</p> <ul style="list-style-type: none"> • <i>Need to get our kids back from other districts.</i> • <i>Probably a declining and aging population bringing numbers down.</i> • <i>Declining enrollment (phrase used nine times in results).</i> • <i>Declining numbers.</i> • <i>Decreasing enrollment specifically of higher achieving children.</i> 	<p>40 related responses</p>



<ul style="list-style-type: none"> • Enrollment and retention of students. • Decline in students due to increased discipline issues. • Decreasing enrollment while Increasing language and cultural problems. • Enrollment flat to downward trend. • Maintaining and increasing our current enrollment. We are losing to many children to open enrollment to close by communities. 	
<p>The Pipestone Area community feels there is a lack of trust between the community and district and would like the next superintendent to create unity.</p> <ul style="list-style-type: none"> • Rebuilding trust after issues with nontransparency. This ruined relationships with an entire community. • Trust and transparency have been lost. That will take time to heal. • Need for transparency to gain public trust back. • Regaining trust of the public. • Effective leadership, accountability for individuals in leadership positions. • The biggest challenge is in trying to unite everyone. We need to work together in the best interest of not just the students. • There is a need to rebuild confidence among staff members. • Gaining the trust of the community. • Bringing the school and community back together. • The next superintendent will need to work hard to build the relationships and repair the lack of trust. 	<p>36 related responses</p>

3. What does the new superintendent need to know about the history of the school district and community to be successful?

<p>The Pipestone Area community wants the next superintendent to be a strong, collaborative, visible leader that focuses on uniting the community.</p> <ul style="list-style-type: none"> • Be interested in, respectful of, and adaptable to our unique, historical, upstanding and academic quality past, present and future. • Transparency will help her/him win trust back. • Needs to be a firm leader, fair and equitable to teachers, and listen to the board. • The community needs to be heard and taken into account. • Community expects the person they employ to be very engaged with all activities of the district and community. • Teachers, staff, and the superintendent be to be a team. The new superintendent needs to be transparent. • This person will need to know the history of the environment they are coming into and focus on collaboration and working with staff together. • The superintendent needs to get out into the community. • We value honesty and integrity. • They need to listen to the staff, make things happen for kids and staff. Support and encourage all. 	<p>92 related responses</p>
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<ul style="list-style-type: none"> • <i>Be open to hearing all points of view. We need to please the community and staff and make everyone feel like they have a stake in the game.</i> • <i>Listen to what people have to say. Make a decision based on that. Be involved with staff members and within the community.</i> • <i>Work on getting involved in the community, be available to students and parents.</i> • <i>Past traditions are important. School spirit, community involvement and support is essential.</i> • <i>Be open, honest, and consistent communication is needed. This builds trust.</i> • <i>The new superintendent needs to know the history of public distrust and understand the public's wariness.</i> • <i>A good leader that is fair and communicates will keep good staff.</i> • <i>Between the community and the school relationships need to be repaired.</i> • <i>There have been hard feelings in the past over some touchy topics that will need to be addressed and confidence will need to be rebuilt with the community and staff.</i> • <i>Needs to hold everyone accountable, needs to stand up for what is right for our students.</i> 	
<p>The Pipestone Area community wants the next superintendent to understand the demographics of the community.</p> <ul style="list-style-type: none"> • <i>We have a high transient population that rotates through the school system.</i> • <i>Need to be aware of the demographics. We are moving through a time of change.</i> • <i>This is a wonderful community.</i> • <i>Great community and school district.</i> • <i>We are a relatively close-knit community.</i> • <i>We are a very rural school.</i> • <i>Very agriculture-based community.</i> • <i>Our school and community are a very ag community.</i> • <i>Small town with conservative values.</i> • <i>This is a great school district to be in.</i> • <i>The new superintendent should be given a generalized overview of the school and community and let them form their own opinions and move forward from there.</i> • <i>They need to know that many of our students' first home language is not English and be aware of the racial diversity in the community.</i> • <i>Agricultural is huge in this area embrace all it has to offer and expand on it.</i> • <i>Pipestone is a small community that has always been tight knit.</i> • <i>That we are a small, farming community and that that is a strength not a weakness.</i> 	<p>44 related responses</p>



4. Additional Comments:

<p>The Pipestone Area community wants the next superintendent to be a strong leader.</p> <ul style="list-style-type: none">• <i>We should bring in a person with fresh ideas and insights.</i>• <i>We want a leader, not a steam roller.</i>• <i>Be personable with teachers, listen to teachers, and stand up for teachers.</i>• <i>Be more present with students.</i>• <i>The new superintendent should care for the teachers and staff first and then the students.</i>• <i>Bring in a superintendent who is a true leader. Not a dictator, but a leader and a person who values the input of his or her colleagues.</i>• <i>The new superintendent needs to be more active in the school and the community.</i>• <i>I would like to see a superintendent who is more present in the day to day happenings at school</i>• <i>We really need someone who cares about and values the staff and our well-being.</i>• <i>Overall, I want to feel more supported as a certified member of staff.</i>• <i>The superintendent needs to be known by the staff, parents, students, and community.</i>• <i>It will take someone who works well with people and respects others to get district on the right track.</i>• <i>Hire a person that gets to know the staff at the school and listens to the problems.</i>• <i>We need someone energetic that will work with the community to improve our schools.</i>• <i>For a Superintendent to be successful, the person needs to be viewed as accessible to any/everyone in the district.</i>	46 related responses
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PIPESTONE LEADERSHIP PROFILE:

The Pipestone Area School Board seeks a superintendent who:

- Acts with honesty and in an ethical manner with the School Board, staff, and community
- Is visible and accessible to the School Board, staff, students, parents, and community
- Is a "people person" with proven abilities in human relations and communications
- Works cooperatively with the School Board; provides options and recommendations
- Develops trust and works collaboratively with diverse groups of stakeholders
- Delegates authority while maintaining accountability
- Promotes business and community involvement in schools

Previous superintendent experience preferred, but not required.

Pipestone Area Schools – Superintendent Search Timeline

March 15, 2023 <i>(6:00 pm, Special Meeting)</i>	Planning meeting – Board adopts search timeline, reviews hiring criteria, search procedures, market positioning, and stakeholder involvement
March 17 – March 27, 2023	Stakeholder online survey open
March 20, 2023 <i>(4:00 pm)</i>	MSBA facilitates virtual informational Q&A session
March 17, 2023 – April 16, 2023	MSBA posts opening on websites (MSBA, MASA, EdPost, Revelus), advertises position vacancy, receives applications, and responds to applicants’ inquiries
April 10, 2023 <i>(7:00 pm, Special Meeting)</i>	Board meets for interview training, and to discuss stakeholder report, interview questions and procedures
April 16, 2023	Application Deadline
April 17 – 25, 2023	MSBA conducts screening, preliminary verification of references, pre-interviews of recommended applicants
April 18 – 25, 2023	Board members review applications
April 25, 2023 <i>(7:00 pm, Special Meeting)</i>	Board meets to determine finalists, interview questions and procedures; MSBA reviews interview training
May 3 and 4, 2023 <i>(Time TBD and Time TBD, Special Meeting)</i>	Board conducts first round of interviews
May 10, 2023 <i>(Time TBD, Special Meeting)</i>	Board conducts reference checks and holds second round of interviews; Board selects lone finalist and sets negotiations process
May TBD, 2023 <i>(Time TBD, Special Meeting – if it’s a committee)</i>	Board committee or designee begins negotiations of employment contract with lone finalist
May 22, 2023 <i>(7:00 pm, Regular Meeting)</i>	Board meets to approve employment contract
July 1, 2023	New superintendent reports to work

**Pipestone Area Public Schools – Superintendent Search
First Round Interview Schedule**

Agenda – 4:25 pm, May 3 & 4, 2023

1. Call to order
2. Prepare for Interviews.
3. Interview candidates for superintendent position.
4. Discuss information from the interviews, reference checks, and community/staff questions sessions. Identify the lone finalist and take school board action.
5. Discuss and decide employment contract parameters and negotiations process. (If not already done)
6. Discuss, decide, and schedule the steps necessary for the rest of the hiring process.
7. Adjournment

Note: The below order is subject to change.

Wednesday / Thursday, May 3 & 4, 2023

4:25 pm	Call School Board meeting to order
4:30 pm*	Candidate 1
5:45 pm*	Break / lunch
6:15 pm*	Candidate 2
7:30 pm*	Candidate 3
8:30 pm*	School Board deliberates and decides on candidate to offer position to.

**Times are approximate.*

All interviews will be held in person at the **?** Pipestone, MN. The interviews are open to the public.



Stakeholder input during the interview process

MSBA's process gives School Boards three options for including stakeholders in their finalist interviews. Below is a short summary of the Board's choices:

1. Rely on the Stakeholder Summary Report to represent stakeholder voices throughout the interview process. MSBA reviews this report with the Board during interview training, and due to the strength of the report boards will often choose to use this document for reference throughout the search (i.e. when screening applicants, developing interview questions, and interviewing finalists). No other stakeholder input is gathered as part of the interview process.
2. Create interview committee(s) – these groups may interview all finalists separately in addition to the School Board interviews. Members of the interview committees should not be chosen by the Board – instead stakeholder groups could be invited to send a representative. These groups must then be trained by MSBA to ensure adherence to EEOC protocols (interview format, legality of questions, etc.). These committees would report to the Board following their interviews, but prior to the Board's final deliberations. It's very important to never call these groups "hiring committees," as this creates inaccurate expectations and potentially deep resentment regarding the hiring process.
3. Invite stakeholder groups to send one representative to observe the School Board's interviews of the finalists, then those individuals would provide feedback through an online Audience Input Form which asks them to share their thoughts on each candidate's top three strengths and top three opportunities for growth. MSBA then provides the Board with this data shortly after their interviews, but prior to their final deliberations.

There are pros and cons to each of these options, all of which are discussed with the Board prior to them making a decision regarding stakeholder input in the interview process.

NOTE: Last year MSBA saw most boards select Option 1, some boards choose Option 3, and only one board select Option 2. This points to a clear shift away from significantly involving stakeholders in the interview process, with more boards relying heavily on the Stakeholder Summary Report as the voice of the stakeholders throughout the entire search process.