SUPERINTENDENT SEARCH PROFILE

Tipp City Schools

January 27, 2020

Prepared for the Board of Education

By
K-12 Business Consulting, Inc.
Kathy Lowery, M. Ed.
Thomas Ash, M. Ed.
This report presents the summary of findings from the Superintendent Search Profile forums conducted by K-12 Business Consulting, Inc. (K-12), on January 23, 2020 and from 120 written search profiles submitted from various stakeholder groups. Once the Board of Education selected K-12 to conduct the superintendent search, a Search Profile Assessment document was created to solicit input from various stakeholders in the community. The Board and administration developed a broad list of community stakeholders from which to solicit input as well as a general community wide invitation to meet with K-12 Business Consulting staff members Kathy Lowery, Deb Campbell and Tom Ash to discuss the characteristics in greater depth. Any stakeholder who had a desire to express an opinion was welcome to submit a search profile and personally meet with K-12 at the open forums that were held at the Board Office and at the High School on January 23, 2020. The information obtained through these sources, and summarized below, should be used to assist the Board in identifying characteristics requested of superintendent candidates.

The Search Profile Assessment form was made available to the district staff, identified stakeholders, and all individuals who attended the focus group sessions. In addition to the 16 individuals who returned written online search profiles, there were 104 individuals who participated in interviews and community forums facilitated by K-12. The results of the written Search Profile Assessment forms are included in this report along with several comments received in face to face discussions held at community forums.

In accumulating the data used in this report, K-12 sought opinions, recommendations and general comments with respect to preferred candidate characteristics, traits, qualifications and personal demeanor, as well as district strengths, weaknesses, issues and concerns which may have a bearing on future leadership strengths for the next superintendent. At the request of the Board, K-12 sought the views of a broad range of individuals represented in the district to assist in the search process. It was determined that K-12 would report the findings to the Board without revealing the identity of any citizen or staff member who provided information, thus equipping the Board with unbiased data to use as it proceeded to define the search profile for the next superintendent.

A Search Profile Criteria Questionnaire was used to provide a framework for reporting the information compiled by K-12. Broad themes were highlighted in each question area into several response groups (the Board, administrators, teachers, support staff, parents, community members, and high school students,). Under each question in the report, the response group’s common themes were identified and listed. The first category titled as “Consistent” are comments which were frequently heard from all or nearly all 7 of the response groups. Comments heard less frequently or only heard in a specific response group are listed only under that response group. The responses noted under “Consistent” for any of the response groups are noted with the highest frequency first then descending to less frequently heard. It is important to note that the data compilation is not a scientific sampling, nor should it necessarily be viewed as representing a majority opinion of those interviewed in the response group.

It should also be noted that questionnaire respondents self-reported the group which they represented.

K-12 would like to commend the Board of Education for its efforts to include many stakeholders of the school district in the development of the superintendent search profile. Many respondents expressed positive feelings about being involved in this process and the opportunity to help shape the Tipp City Schools. We would also like to thank David Stevens, CFO/Treasurer, for his assistance with financial information and
especially Elizabeth Robbins, School Community Relations Coordinator, for the professional manner in which all arrangements were made including mailing invitations and Search Profiles, as well as contacting and scheduling the focus groups that made this profile possible.

**STRENGTHS OF THE DISTRICT**

**Question #1: What do you consider to be the two or three most significant strengths of the district?**

**CONSISTENT THEMES**

The district is noted for excellent academic achievement (rigor) and a variety of extra-curricular activities with a large participation rate.

Tipp City School District enjoys an “enviable” reputation in the region, and people want to be a part of the district to enhance their children’s educational options.

The community has a “small-town feel” but provides curriculum and opportunities normally available in larger school districts.

The community and the parents support the schools and share similar values.

The staff and students are of high quality; they support and respect each other and help each other.

The staff is caring, compassionate, experienced, and student focused.

Facilities are clean and provide a safe environment for students.

**BOARD**

The district enjoys strong parent and community involvement; educated parents and guardians.

The socio-economic status of residents allows for school support and enables students to be successful.

We have excellent teachers across all grade levels and students are engaged in learning.

The community involvement and parent (including businesses and civic groups) provide support and a level of interest the district.

Tradition is valued and high achievement is consistently expected.

There is strong buy-in by educators, even though roughly 2/3 live out of district.

**ADMINISTRATORS**

The parents and community are supportive and partner with the schools.

There are highly motivated staff members who care about students and the community; they are quality professionals.

Success of students with a strong academic curriculum.

The schools have consistently valued the development of the whole student with support for core academics, elective courses, the performing and fine arts, service learning, and an array of extracurricular activities.

Available programs at the career-tech center offer paths to successful careers.

The overall socio-economic status of households in the community set students up for success.

The district enjoys a strong reputation and rich tradition in the region.

The district currently enjoys financial stability.

**SUPPORT STAFF**

The quality of the teachers and administrators who truly care for the students are loyal to the district.

Our students work hard and support each other.

Great community and parental support in the district; families take ownership of how the schools perform.

Innovation by district staff rather than staying with the status quo.

Fiscal responsibility has been a top priority in the district.

The facilities are clean and well maintained and the district strives to provide a safe learning environment.
There are outstanding teachers in the district, and they routinely show their concern and care for students each day. The curriculum features rigor, excellent course options and multiple paths enabling students to be successful. The staff and administration are positive and focused on helping provide a quality education for students.

**HIGH SCHOOL STUDENTS**
The staff cares about the students and wants them to be successful. A mutual respect exists, and the staff helps students in need. Students receive personal attention from the teachers, and they treat students as individuals. The academic program is strong and offers the students a variety of classes with many opportunities. Students entering higher education are well prepared for a college program. There is a “small-town” feel to the district, and students feel safe and comfortable with each other. The community supports the school district and rallies around the schools. The extracurricular programs are varied and strong, and many students participate in them. The overall environment of the high school is inviting and friendly with a true sense of community and of belonging.

**TEACHERS**
The strong community/parent involvement and engagement in the schools. The district makes available a variety of activities that provide for student involvement outside of academics. There are academic opportunities for students with a variety of classes available at both the middle school and high school levels. Teacher and parent relationships contribute to a caring school district where parents and staff feel that the district is a safe place for students. Parents value the education offered to their children and maintain a high level of involvement. The district maintains a committed and knowledgeable staff which stays current through ongoing training. The district’s reputation and rich tradition reinforce the “small town” feeling; many opportunities for our students. The staff members support each other both personally and professionally. The staff genuinely cares about students, their needs, and their education and is committed to student success. The staff enjoys a generally positive relationship with the administration. The district provides academic rigor which allows for students to demonstrate outstanding accomplishments.

**PARENTS**
Excellent administrators, teachers, and staff members who really care about our students and who are willing to assist our students when there are struggles or issues that arise. There are family activities and involvement opportunities that help keep parents active and involved in our children’s education. There is a strong sense of community evident in our schools. There are many opportunities for our students through a variety of different avenues (including core curriculum, trades, athletics, the arts, and volunteer opportunities). A “small” school district like Tipp City allows for more opportunities, for high standards, and for smaller class sizes with better student-teacher ratios. The district seems to have maintained an emphasis on hiring a quality staff. The district has a reputation for strong academics with outstanding student accomplishments. The community is close knit, has a “small-town feel” and families who share the same values. The teaching staff values and respects the students and truly care about them.
The school climate and culture create a positive environment for students.

COMMUNITY
Excellent dedicated teachers and support staff and involved administrators who care about students and their growth.
Tipp City Schools enjoys family/community involvement and support and communicates with stakeholders.
The schools interact with community groups to provide additional opportunities for students.
The socio-economic status of the district can support quality schools; community provides funds when there is a need.
The schools are a safe and welcoming environment for our students.
The district enjoys strong academic performance and success with extracurricular events and activities.
Our high school students are well prepared for college and post-secondary enrollment.
The district enjoys a strong reputation in the region and maintains strong educational values.
Parents are engaged with their children’s education.
The district appears strong financially and exercises fiscal responsibility.
The before and after school programming serves over 150 children each year.
The Advanced Placement classes and STEM activities provide additional opportunities for our students.
The alumni group provides additional support not enjoyed by many other districts.

IMPORTANT ISSUES FACING DISTRICT
Question #2: What do you consider to be the two or three most important issues facing the district?

CONSISTENT THEMES
The perceived lack of trust among the Board, the administration, and staff must be addressed through consensus on common goals moving forward.
The facilities issue remains paramount to most stakeholders; the current elementary buildings do not create positive learning environments for all students.
Issues regarding student mental health and services for students with disabilities must be addressed.
Current needs of the district and particularly its students require an analysis of the services provided, and this would include an analysis of the need for additional administrative support in the areas of curriculum, special education, and human resources.
Social media unfortunately spreads uninformed or inaccurate information about district incidents, programs, or initiatives.

BOARD
Lack of vision, strategy, and accountability from the top down, starting with the Board of Education.
Outdated elementary schools need to be replaced; support for a bond issue for new k-5 facilities.
A strong leader who can provide a vision for the district.
We need to look critically at staffing and make necessary changes to ensure fiscal stability.
Communication challenges caused by social media and misinformation of facts.
Large number of unhappy community members based on an appearance of impropriety and lack of transparency.
Facilities needing immediate replacement and insufficient community support to make it happen.
Leadership needs to be strong and take the district in a positive direction.
Provide hiring practices that are fair, consistent and current.
We need improved ongoing/consistent communication about the evolving business of education and how that impacts our district.
Even though we are high achieving, our standardized results are shifting, much like the composition of our student body. We need to reorganize, re-evaluate, and create current job descriptions focusing on current personnel needs. We are going to need to allocate money towards the creation of positions that do not currently exist; expressing and communicating that need and justifying objectively. We need a salary review of all current and future personnel needs.

**Administrators**

It appears there are “fractured goals” and a need for common direction among all school personnel. The Board of Education divisiveness creates a very real distraction and concern; training to understand roles of board members and the superintendent would be helpful. There is a need for common sense decisions. The facility needs (elementary and middle school and athletic field) must be addressed soon. An analysis of job descriptions and of the current “divisions of labor” could indicate a need to create positions to address curriculum, special education, and human resources. Efforts to undermine the credibility of dedicated teachers, coaches, and volunteers have been fed by misinformation proliferated by inaccurate information (often via social media). Guidance from the new superintendent to inform the board accurately is needed. The needs of students with disabilities must be more thoroughly analyzed. Additional opportunities through College Credit Plus (including dual enrollment) and in the STEM area should be explored. Board of Education training is needed to understand the roles of members as not to engage in day to day operations of the school. Open and honest discussion should occur to assess the mental health needs and issues of students. Consistency among all buildings in day to day operation should be required. There is a growing sense of mistrust of teachers and administrators by a “small segment” of the community who receive inaccurate information. All students should be treated equally and fairly.

**Support Staff**

The K-5 facilities issues must be addressed with a sense of urgency. The administration must take steps to support students in moments of “strife” with faculty and staff. The district needs to ensure transparency in major decisions and consistency throughout the district on those decisions affecting employees. Efforts need to be implemented to reach a cohesiveness so that the Board, administration, and staff are “on the same page” which could be achieved through a vision for the district with consistent goals. Hiring practices must be fair for everyone. Allow staff to do their jobs without interference will promote creativity, innovation, successful project completion, improved morale and confidence. There is a need for expertise in curriculum, special education, and human resources which could involve hiring of additional staff. The district retains a strong relationship with the community, however, cohesive messaging is critical to build trust.
HIGH SCHOOL STUDENTS
There needs to be a focus on retaining outstanding teachers in the district and teacher authority must be supported.
There is little diversity among students and staff.
Care must be taken that there is not more emphasis on extracurricular activities than on academics or the arts.
The use of the weighted grade point average should be evaluated to determine if it is unfair to students in Advanced Placement courses.
All policies should be equally enforced for all students and staff.
Focus must be placed on the rebuilding or renovation of facilities (especially at the elementary level and including athletic facilities).
Student mental health issues should be addressed.
The policy on exam exemptions may create more student absences.
A program to expand events where high school students can interact with younger students could have positive results for both high school students and their younger counterparts.
Advanced classes at the Middle School should be continued.
The Positive Behavior Intervention and Supports (PBIS) program should be reviewed so that the words “respectful, responsible, and integrity” do not become meaningless.
The student role and voice should be encouraged by the administration with students having the deciding vote in the selection of their student leaders.

TEACHERS
The turnover of administrators undermines consistency; the district needs a strategic plan that is implemented with fidelity.
The comprehensive facility needs within the district must be addressed.
Positive attitudes toward the education experience (including academics and social/professional relationships) should be reinforced.
There needs to be mutual support between the Board and the administration to create a trusting culture; training on proper roles should be defined.
There is a need for separate individuals to be responsible for curriculum, for special education, and for human resources.
Social media with false or inadequate information undermines the credibility and operation of the district.
There is a need for more diversity training in order to promote positive relationships.
Re-educating everyone on the “Chain of Command” is important.
There is a need to address the needs of the “middle” students (those not academically gifted and not students with special needs).
There is a sense that class sizes are growing.
A clear vision should be developed, communicated, and implemented for all staff.
Mental health needs of students need to be assessed with appropriate services available if needed.
Bullying remains an issue that should be addressed.

PARENTS
The school facilities (elementary schools and athletic facilities) must be addressed.
The curriculum needs to be reviewed and updated.
Bullying remains an issue that should be addressed.
The perceived contentious relationship between the Board and the administration is contributing to a lack of trust between the district and the community.
There is a need for diversity training at all levels.
Clearly communicated goals should be shared with all stakeholders.
The needs of all students with disabilities need to be met by the district.

COMMUNITY
The facilities issue needs to be addressed urgently. Any proposed project should include a review of the current Facilities Master Plan and must focus on existing and emerging technologies as well as potential enrollment growth due to new construction and housing.
The perceived lack of trust between the Board and the administration undermines the credibility of the entire district. A shared sense of goals could build an even stronger school district.
Social media unfortunately includes negative information about the district even though those messages are isolated events or incidents.
A concern exists over supports for mental health and for services for students with special needs.
Budgeting must be carefully reviewed to maintain fiscal stability in the future with continued financial responsibility or the taxpayers’ money.

CHARACTERISTICS OF NEW SUPERINTENDENT

Question #3: Please tell us your two or three characteristics that you think the Board should look for in a new Superintendent.

CONSISTENT THEMES
The person should be highly visible, approachable, accountable, professional and most of all, student-centered.
A strong leader who has integrity and strong communication and interpersonal skills.
A collaborator with vision and the ability to share that vision with the Board and the community.
An individual who works to unify the district and who values input from all stakeholders.
A person able to address the facility needs of the district.
A person who demonstrates care and concern for all students and for their success.
A fiscally responsible leader willing to recommend investments that will benefit students.
A leader who understands current school law.
A leader who respects the staff, the students, and the tradition and reputation of Tipp City.

BOARD
A strong leader who is fair minded and unafraid to hold individuals accountable for measured performance.
Someone who will give priority adherence to district policies and state/federal laws.
A leader with high level vision for the district that includes educational goals, climate and culture goals, and fiscal goals.
Someone with the ability to handle difficult personalities and conflict.
Proven experience in passing levies for facilities construction.
Proven experience in increasing community satisfaction with its school district, including increasing confidence of transparency, financial responsibility, and accountability.
A business minded professional.
Strong backbone, willing to enforce all policies equally.
Proven track record as a Superintendent.
Ability to reach silent/isolated majority and communicate in a manner that helps the public better understand the business of education.
A leader who can develop a long-term strategic plan that everyone can read and understand long reaching vision.
ADMINISTRATORS
A strong, knowledgeable communicator who can build relationships that inspire, motivate and empower others.
A successful track record that exhibits experiences that the Board will value and whose insights the Board will heed for a unified vision.
An advanced understanding of the complexities and impacts of allocating investments in (a) the instructional needs of students and (b) the operational interests of the district in a manner that is student-centered, staff conscious, and community taxpayer aware.
The ability to both delegate and operate self-sufficiently to develop a culture with clear roles empowering staff to succeed with clear expectations and collaborative goals.
A willingness to make tough decisions and let the professionals do their jobs without interfering.
An individual who works to unify the district and works directly with each building and its goals.
Someone who values parent and community input.
A proven leader who is supportive of all staff members.

SUPPORT STAFF
A strong personality who will fight for the rights of students and staff.
A person who will support our students and be unafraid to address underperforming staff.
Someone who is knowledgeable about current school law, state regulations and policies/procedures.
A leader with excellent managerial skills and who has a strong vision for what is best for our district.
Strong delegation and empowerment style while holding self and others accountable.
Compassion for students and staff.
A strong leader with high morals, ethical standards, and business skills who is willing to make tough decisions while building trust with all stakeholders.
An approachable person with track record of having successful relationships with staff, parents, and students.

HIGH SCHOOL STUDENTS
Person with strong communication skills and who demonstrates care and concern for all students.
A leader who is proud and passionate about our schools and who reflects that as part of our community.
Ability to trust others to execute their job responsibilities.
A decisive leader who can explain the rationale behind decisions.
An individual with a strong vision for the schools and uses that vision to create a bond between the community and the schools.
A visible person with a positive attitude and an openness to new ideas or opportunities.

TEACHERS
A coherent, confident, transparent leader who seeks input from all stakeholders.
Person in touch with our culture here in Tipp City yet unafraid to entertain new ideas and programs.
Compassionate leader who demonstrates support, kindness, compassion, respect, and interest in the staff.
Visible and approachable in the schools and in the community.
Person with the political skills to guide the Board and the community.
Fiscally responsible while willing to recommend investments that will benefit students.
Person with some diversity in their work and educational experience.
Upstanding moral and ethical character both professionally and personally; an outstanding communicator.
Decisive and consistent individual unafraid to hold others accountable to high standards without micromanaging.
Person with the courage to advocate for what is best for the district.
A trust builder who can work with all the district publics (Board, staff, and community).

**PARENTS**
A consensus builder with high integrity and empathy.
A visionary person with the ability to share that vision and to make students, staff and parents a part of sharing that vision.
Someone who demonstrates the ability to build a positive culture.
Individual with some experience in promoting local tax issues and in planning or implementing needed construction/renovation projects.
A firm and fair decision maker without micromanaging the work of others.
Person with strong work ethic and diplomatic skills while firmly advocating what is best for the district.
Individual willing to be approachable, visible, and a part of the community.
A leader with knowledge of education law, rules, and regulations.
A communicator with the ability not only to advocate but the willingness to listen and consider other opinions.
A positive individual capable of forging new collaborations and building on existing partnerships with the community.
An energetic and enthusiastic leader dedicated to education, academic rigor and excellence.

**COMMUNITY**
A strong leader who can make difficult decisions based on information from all stakeholders and can work with the entire Board of Education.
An individual who is highly visible in the schools and in the community.
An educator who is focused on students and on student success.
A leader with the ability to address the district’s facility needs, including securing the necessary funding to meet those needs.
A person who is decisive and can hold staff members accountable without micromanaging.
An individual who understands school laws and regulations.
A person who will understand and respect the community and its history, tradition, and partnerships.
A leader with an understanding of school funding and who demonstrates fiscal responsibility.
An individual who is committed to Tipp City and is articulate, available, and approachable.
A highly ethical leader with vision who demonstrates integrity in dealings with all stakeholders.
An outstanding communicator who is open minded and fair to everyone.
A person who demonstrates respect for staff, parents, and all other stakeholders.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOE</th>
<th>ADMIN</th>
<th>TEACHERS</th>
<th>SUPPORT STAFF</th>
<th>PARENTS &amp; COMMUNITY</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability and willingness to deal fairly with faculty, staff, students and parents</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Effective at creating and implementing a vision for the district</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Expertise in design and implementation of instruction and curriculum</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Effective with both written and verbal communication</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Successful experience as a superintendent</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Experience with socially and economically diverse student populations</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Fiscal management expertise</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Effective organizational and management skills</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personal involvement and interest in the community</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>A leader with strong interpersonal and public relations skills</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS ALL GROUPS

<table>
<thead>
<tr>
<th>RANK</th>
<th>TOP 5 CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability and willingness to deal fairly with faculty, staff, students and parents</td>
</tr>
<tr>
<td>2</td>
<td>A leader with strong interpersonal and public relations skills</td>
</tr>
<tr>
<td>3</td>
<td>Effective organizational and management skills</td>
</tr>
<tr>
<td>4</td>
<td>Effective at creating and implementing a vision for the district</td>
</tr>
<tr>
<td>5</td>
<td>Personal involvement and interest in the community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANK</th>
<th>BOTTOM 5 CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Effective at both written and verbal communication</td>
</tr>
<tr>
<td>7</td>
<td>Fiscal management expertise</td>
</tr>
<tr>
<td>8</td>
<td>Successful experiences as a Superintendent</td>
</tr>
<tr>
<td>9</td>
<td>Expertise in design and implementation of instruction and curriculum</td>
</tr>
<tr>
<td>10</td>
<td>Experience in socially and economically diverse student populations</td>
</tr>
</tbody>
</table>

SUMMARY

The information gathered through surveys and interviews bears strong similarity across all groups with respect to the Tipp City School District’s strengths, issues, and concerns facing the district, as well as the characteristics desired in the next superintendent.

Clearly, all groups and individuals expressed that Tipp City’s greatest strengths include: (A) The district is noted for excellent academic achievement/rigor and a variety of extra-curricular activities with a large participation rate; (B) Tipp City Schools enjoys an “enviable” reputation in Ohio and people want to be a part of the district to enhance their children’s educational options; (C) The community has a “small-town feel,” but provides curriculum and opportunities normally available in larger school districts; (D) The community and the parents support the schools and share the similar values; (E) The staff and students are of high quality and support and respect each other, as well as help each other; (F) The staff is caring, compassionate, experienced, student-focused; G) Facilities are clean and provide a safe environment for students. In short, the Tipp City Schools has an exemplary reputation and is held in high regard in the region. The district has many reasons to be proud of the schools and the community.

The top concerns facing the Tipp City Board of Education and the new superintendent in the future – all of which surfaced repetitively through focus group sessions and from the written Superintendent Search Profiles that were submitted individually – included: (A) The perceived lack of trust among the Board, the administration, and staff must be addressed through consensus on common goals moving forward; (B) The facilities issue remains paramount to most stakeholders; the current elementary buildings do not create positive learning environments for all students; (C) Issues regarding student mental health and services for students with disabilities must be addressed; (D) Current needs of the district and particularly its students require an analysis of the services provided, and this would include an analysis of the need for additional administrative support in the areas of curriculum, special education, and human resources; (E) Social media unfortunately spreads uninformed or inaccurate information about district incidents, programs, or initiatives.

It was difficult to capture all the characteristics that respondents were looking for in a new superintendent. It is certain that no one person could possibly embody all that was mentioned for attributes of the next superintendent.
In reconciling the many concerns and characteristics sought in a superintendent for the Tipp City Schools, the vast majority of respondents expressed the need for the person to have these skills, qualities, or knowledge: (A) The person should be highly visible, approachable, accountable, professional and most of all, student-centered; (B) A strong leader who has integrity and strong communication and interpersonal skills; (C) A collaborator with vision and the ability to share that vision with the Board and the community; (D) An individual who works to unify the district and who values input from all stakeholders; (E) A person able to address the facility needs of the district; (F) A person who demonstrates care and concern for all students and for their success; (G) Fiscally responsible while willing to recommend investments that will benefit students; (H) A leader who understands current school law; (I) A leader who respects the staff, the students, and the tradition and reputation of Tipp City.

The new superintendent should be visibly active in the community, serve as role model personally and professionally, be sincere, approachable, and exhibit trustworthiness and integrity. Tipp City Schools still has that “small-town” feeling where people know each other and respect each other. This characteristic makes it a desirable place to live and raise children.

We believe the Tipp City Schools is approaching an important period of transition in the next couple of years. Difficult decisions will be required of the new superintendent to balance stakeholder expectations of a high performing district while keeping a realistic eye on available resources. This individual will need to possess effective communication skills, maintain the collaborative vision of the district, and implement decisions based on stakeholder input. A skillful superintendent will have the opportunity to help the district navigate through challenging issues, and the district must do so if it is to thrive and continue to build on student success and continue to engender community support. We will look for this key set of skills, and ones that complement each other, in candidates for the next superintendent.

The Tipp City Schools serves a close-knit community that is full of pride about their school district’s academic and extra-curricular successes. We believe that the right candidate for superintendent will recognize the opportunity this environment has for them to really be involved in making a difference in the lives of children. This position will be of interest to the right superintendent candidates. We believe we will find the right candidate(s) who have the attributes outlined herein, possess the skills and energy needed to address the issues and concerns expressed by respondents, and who will be happy to be a part of the Tipp City School community.

Respectfully submitted:

K-12 Business Consulting, Inc