



11/18/2024

LEADERSHIP PROFILE REPORT

SELECTION PROCESS

The Parkview School Board has retained the services of HYA to assist the Board with the hiring of the next superintendent. The consultant will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to: Mike Richie - email: mikerichie@hyasearch.com.

EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during the month of October 2024 for the new superintendent of the Parkview School District. The data contained herein was obtained from input the HYA consultant received when he met with individuals and groups in either interviews or focus group settings. Additional feedback was also gathered from emails received from stakeholders. The interviews and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the organization and some of the challenges that it will be facing in the coming years. It should be emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group.

All seven current School Board members were interviewed by the HYA Associate. In addition, HYA conducted 16 focus groups.

The same questions were asked during each interview, focus group, and email response, and were as follows:

1. What are the strengths of the Parkview School District that the next superintendent can build upon?
2. What are the challenges facing the Parkview School District that the next superintendent should be aware of, or you would like to see be addressed?
3. What characteristics or traits are you looking for in your new superintendent?
4. Is there anything else you would like to share with us or that we should know about the Parkview School District?

Through the information gathered, common themes were generated by the respondents. In this summary report, we will highlight what those common themes were as identified by the following four groups:

- Community/Parents
- Board
- Staff
- Students

PROCESS

The structure of the individual meetings and focus groups was open, allowing for participants to build upon each other's comments. All of those involved in providing input in the selection of the next Parkview School District Superintendent were asked to respond to the questions on page two.

PARTICIPATION

Responses were gathered from individual interviews, focus groups, or emailed responses. The HYA consultant conducted seven individual interviews and hosted 16 focus groups.

Parkview School District Focus Groups/Interviews
School Board (7 individual interviews)
Focus Group 1: 9th/10th Grade Students
Focus Group 2: Junior/Senior School Teachers
Focus Group 3: 11th/12th Grade Students
Focus Group 4: Food Service Staff
Focus Group 5: Staff/School Employees
Focus Group 6: Athletic Booster Club
Focus Group 7: Parents/Community Members
Focus Group 8: Administrative Team
Focus Group 9: District Office Staff
Focus Group 10: Administrative Team
Focus Group 11: 9th/10th Grade Students
Focus Group 12: Custodial/Maintenance
Focus Group 13: Pupil Services Director
Focus Group 14: Staff School Employees
Focus Group 15: Parents/Community Members
Focus Group 16: Virtual Meeting Open to Everyone
Email Comments

DESCRIPTION OF THE DISTRICT

The Parkview School District is seeking a superintendent beginning on July 1, 2025. The Parkview School District is located in Orfordville, Wisconsin. Orfordville is located approximately fifteen (15) miles northwest of Beloit, ten (10) miles west of Janesville and about forty (40) miles south of Madison and is in a picturesque setting of rolling farmland and neatly kept neighborhoods. The population of Orfordville is approximately 1,500 residents. The Parkview School District is made up of the Village of Orfordville, the Village of Footville, and the towns of Avon, Center, Magnolia, Newark, Plymouth, Rock and Spring Valley.

The Parkview School District has two buildings: the Parkview Elementary School – grades 4K-5 and the Parkview Junior/Senior High School – grades 6-12. Both buildings are within walking distance of each other. The latest physical renovations were done to the buildings in 2017. The District has a supportive Board of Education and a dedicated staff consisting of eight (8) administrative positions, sixty-eight (68) certified positions, forty-nine (49) non-certified positions. All of the staff have worked hard to provide our 836 students with a strong education. Our students are respectful and come to school with a desire to learn and be involved in the District's curricular and co-curricular activities. The District is gradually increasing in student enrollment. The District's Fund 10 account is approximately \$12,700,000 and it has a Fund Balance of \$2,100,000.

The Board of Education is working on updating their current strategic plan and is also considering the coherent school board governance model. The District may pursue a small facilities referendum in April 2025 and an operational referendum in November 2025.

Parkview Vision Statement - Developing high performing, innovative global citizens.

Parkview Mission Statement - To provide a school that achieves excellence by supporting the academic, social and emotional well-being of all students.

District Priorities:

1. Teaching, Learning & Instruction
2. Competent Global Citizens
3. Family & Community Engagement
4. Healthy, Happy & Engaged Students & Staff
5. Finance, Facilities & Operations

- Visit the Parkview School District website for more information: <https://www.parkview.k12.wi.us/>

Strengths of the Parkview School District as identified by the SCHOOL BOARD:

Based on Interviews and Anecdotal Data Collected

1. Staff members are committed and support the success and well-being of every student.
2. Despite being a small school, the district offers strong programming with a wide range of class offerings and opportunities, including excellent education in areas like Tech Ed and Agriculture.
3. The Parkview School District fosters a close-knit, small-town atmosphere where students receive personalized attention, creating a strong sense of community that feels similar to a private school.
4. The Parkview school district navigated the challenges of COVID exceptionally well, ensuring the safety of students and staff while maintaining high-quality education.
5. The Parkview Academy of Virtual Education is thriving, with continued growth and success as it meets the diverse needs of students in an online learning environment.

Challenges of the Parkview School District as identified by the SCHOOL BOARD:

Based on Interviews and Anecdotal Data Collected

1. The transition between elementary, middle, and high school can be challenging, with difficulties in the handoff between each educational level.
2. Communication between administration, staff, and the community for grades 6-12 needs improvement to ensure better collaboration and understanding.
3. Recent situations have highlighted a need for increased trust and transparency, emphasizing the importance of rebuilding relationships within the community to promote unity.
4. There is a strong need to reignite school pride as the district is currently experiencing a period of stagnation.
5. Since November 2022, the district has faced three failed operational referendums, and one failed referendum to issue debt making the need to pass an operating referendum the top priority, along with the necessity of aligning the community's support. The new superintendent will need to build strong relationships across the district, especially in the Town of Newark where the past four referendums failed by a large margin. The closing of a school in the Township of Newark was mentioned numerous times during the focus groups and this has had a negative impact on passing referendums there. The new superintendent will need to rebuild the trust and work hard on gaining support for the school district.

**It is important to mention that non-recurring operational referendums passed in April 2017 and November 2020.*

Parkview School District Referendum Results

Parkview School District Past Four Referendums				
Date	Dollar Amount	Type of Referendum	Yes	No
April 2, 2024	\$2,294,125	Recurring	1,025	1,303
April 4, 2023	\$1,450,000 per year for three years	Non-recurring	1,152	1,188
November 8, 2022	\$2,000,000 per year for three years	Non-recurring	1,479	1,511
November 8, 2022	\$15,400,000	Issue Debt	1,434	1,553

Parkview School District									
April 2024	Q1: Exceed Rev Limit \$2,294,125 beginning 24-25 Recurring					April 2024 vs. April 2023 Results			
Municipality	Voted	YES	NO	*Undervotes	Difference	# Vote Difference	% Vote Difference	Difference Between NO	Difference Between YES
Town of Avon	67	23	44	2	21	-7	-9.46%	-6	-1
Town of Center	106	40	66	0	26	-21	-16.54%	-11	-10
Town of Magnolia	32	18	14	0	-4	-7	-17.95%	-4	-3
Town of Newark	673	188	485	3	297	19	2.91%	-66	85
Town of Plymouth W 1 & 3	429	188	241	1	53	-19	-4.24%	-29	10
Town of Rock W1	48	24	24	0	0	-1	-2.04%	0	-1
Town of Spring Valley	147	82	65	2	-17	-2	-1.34%	-6	4
Village of Footville	344	185	159	9	-26	4	1.18%	-9	13
Village of Orfordville	482	277	205	2	-72	22	4.78%	4	18
Total Votes	2328	1025	1303	19	278	-12	-0.51%	-127.00	115.00
# Votes Failed by:	278								

	PASS	FAIL							
April 2023	Q1: Exceed Rev Limit 1,450,000.00 Each year for 3 years starting 23-24					April 2023 vs. November 2022 Results			
Municipality	Voted	YES	NO	*Undervotes	Difference	# Vote Difference	% Vote Difference	% YES Difference	
Town of Avon	74	29	45	5	16	-20	-21.28%	-5.49%	lost ground
Town of Center	127	51	76	2	25	-23	-15.33%	-3.18%	lost ground
Town of Magnolia	39	22	17	0	-5	-2	-4.88%	7.63%	gained votes
Town of Newark	654	254	400	16	146	-172	-20.82%	2.76%	gained votes
Town of Plymouth W 1 & 3	448	217	231	5	14	-23	-4.88%	0.45%	gained votes
Town of Rock W1	49	24	25	2	1	-9	-15.52%	2.43%	gained votes
Town of Spring Valley	149	88	61	3	-27	-38	-20.32%	0.77%	gained votes
Village of Footville	340	194	146	14	-48	-61	-15.21%	-5.53%	lost ground
Village of Orfordville	460	273	187	6	-86	-153	-24.96%	1.93%	gained votes
Total Votes	2340	1152	1188	53	36	-650	-21.74%	-0.23%	
# Votes Failed by:	36								

November 2022	Q1: Exceed Rev Limit 2,000,000.00 Each year for 3 years starting 23-24					Q2: Capital 15.4 Million			
Municipality	Voted	YES	NO		Difference	Voted	YES	NO	Difference
Town of Avon	94	42	52		10	94	38	56	18
Town of Center	150	65	85		20	152	64	88	24
Town of Magnolia	41	20	21		1	42	17	25	8
Town of Newark	826	298	528		230	824	301	523	222
Town of Plymouth W 1 & 3	471	226	245		19	469	234	235	1
Town of Plymouth W 2	149	89	60		-29	150	83	67	-16
Town of Rock W1	58	27	31		4	59	25	34	9
Town of Spring Valley	187	109	78		-31	187	105	82	-23
Village of Footville	401	251	150		-101	399	235	164	-71
Village of Orfordville	613	352	261		-91	611	332	279	-53
Total Votes	2990	1479	1511		32	2987	1434	1553	119
# Votes Failed by:		32					119		

April 2020	Q1: Exceed Rev Limit 825K, 1,025K, 1,150K starting in 20-21				
Municipality	Voted	YES	NO		Difference
Town of Avon	75	34	41		7
Town of Center	107	52	55		3
Town of Magnolia	28	10	18		8
Town of Newark	488	195	293		98
Town of Plymouth	359	207	152		-55
Town of Rock W1	41	24	17		-7
Town of Spring Valley	130	72	58		-14
Village of Footville	235	157	78		-79
Village of Orfordville	394	258	136		-122
Total Votes	1857	1009	848		-161
# Votes Passed by:		-161			

April 2017	Q1: Exceed Rev Limit 350,000 Each year for 3 years starting 17-18				
Municipality	Voted	YES	NO		Difference
Town of Avon	44	16	28		12
Town of Center	94	50	44		-6
Town of Magnolia	20	12	8		-4
Town of Newark	298	126	172		46
Town of Plymouth	221	116	105		-11
Town of Rock W1	30	8	22		14
Town of Spring Valley	91	57	34		-23
Village of Footville	184	116	68		-48
Village of Orfordville	332	215	117		-98
Total Votes	1314	716	598		-118
# Votes Passed by:		-118			

Desired Characteristics of the next Superintendent as identified by the BOARD	
Communication Skills	Leadership Qualities
<ul style="list-style-type: none"> • Transparent Open and honest communication • Forthcoming Willingness to share information • Excellent communicator Skilled in conveying messages effectively • Must communicate with the town of Newark Town of Newark depends on the success or failure of the district • Able to have difficult discussions Competent in tackling challenging conversations • Messaging is important It's not what you say; it's how you say it 	<ul style="list-style-type: none"> • Strong leadership skills Capable of guiding and inspiring others • Dynamic leadership Adaptable and effective in various situations • Confident Self-assured and decisive • Competent leader Demonstrates capability and reliability • Not a yes person Willing to make tough decisions and enforce policies • Good character Ethical and trustworthy • Charismatic Charming and engaging presence
Relationship Building	Problem-Solving and Decision-Making
<ul style="list-style-type: none"> • People person Ability to connect and engage with others • Outgoing personality Friendly and sociable demeanor • Good relationship with the community Build and maintain trust and collaboration • Engaged and visible in the community Active participation and presence • Must hire someone that truly knows what they are getting into Awareness of community expectations and challenges 	<ul style="list-style-type: none"> • Goal-driven Focused on achieving objectives with an emphasis on people • Take a problem and fix it Need a playbook for solutions • Move district forward Develop metrics and steps to achieve goals • Hold people accountable Ensure responsibility and follow-through • Delicate handling Sensitively approach issues and relationships • Problem solver Ability to address issues effectively

Desired Characteristics of the next Superintendent as identified by the BOARD	
Emotional Intelligence and Stability	Understanding of Context
<ul style="list-style-type: none"> • Level-headed Remain calm and rational under pressure • Even-keeled Balanced and steady temperament • Good emotional intelligence and personality Ability to empathize and connect with others 	<ul style="list-style-type: none"> • Must be able to read the room Understanding community dynamics, especially in blue-collar, conservative areas • District is split politically Must be able to wade those waters • Someone that can give facts and data Needs to be rock solid on numbers; data-oriented
Long-Term Vision and Commitment	
<ul style="list-style-type: none"> • Someone for the long term Commitment to sustainable leadership • Quickly Connect Establish credibility quickly • Do not hide behind a strategic plan or coffee table thinking Engage meaningfully rather than relying on abstract plans • Keep cool and calm under pressure Ability to maintain composure in challenging situations • Be part of the community Active participant in local events and initiatives • Build cohesion Foster unity and collaboration among stakeholders 	

Strengths of the Parkview School District as identified by the COMMUNITY/PARENTS:

Based on Interviews and Anecdotal Data Collected

1. Parkview is a close-knit community with strong, lasting relationships among long-standing families in the district, supported by an active and dedicated Booster Club.
2. The school district has dedicated teachers and staff who value their roles at Parkview, with many choosing to stay despite opportunities elsewhere. The current interim superintendent is highly visible, visiting schools often, building strong, personable connections with staff and students.
3. The district provides strong program offerings and has a particularly robust curriculum which is especially impressive for its small size.
4. The elementary school is truly exceptional, providing an outstanding foundation for students.
5. Effective safety measures are in place, creating a secure environment where students and staff feel safe.

Challenges of the Parkview School District as identified by the COMMUNITY/PARENTS:

Based on Interviews and Anecdotal Data Collected

1. The district needs greater transparency and improved communication to build trust within the community, ensuring updates reach everyone, not just through social media like Facebook.
2. The rate of open enrollment out of the district poses a significant and ongoing challenge.
3. Athletics face challenges due to low participation and inconsistent success, raising concerns about retaining talented student-athletes. Additionally, the rise of online schooling affects co-curricular involvement, leading to sports functioning more like intramural programs.
4. The district struggles with a lack of funding due to failed referendums, compounded by lingering resentment from the past, particularly related to the closure of elementary schools. There is a need to leverage the school as a unifying force to strengthen community ties.
5. The new Superintendent may face challenges due to a community resistant to change, as some parents feel entitled to influence all decisions in the small school setting. Additionally, the Superintendent will need to manage multiple responsibilities, effectively performing the roles of several individuals despite limited resources.

Desired Characteristics of the next Superintendent as identified by the COMMUNITY/PARENTS	
Communication	Community Engagement
<ul style="list-style-type: none"> • Good communicator Effectively conveys information and engages in active listening, fostering clear dialogue. • Visible Actively participates in the school community, making a presence felt among students and staff. • Open door Encourages open communication by being accessible and approachable for discussions. 	<ul style="list-style-type: none"> • Engaged in the community Actively participates in local events and initiatives, building strong community ties. • Invest in the community Shows commitment to improving the community through support and involvement. • Become face of Parkview Represents the school in public forums, enhancing its visibility and reputation.
Leadership Approach	Innovation and Problem Solving
<ul style="list-style-type: none"> • Can't hide behind their desk Takes an active role in the school environment rather than remaining isolated. • Don't micro-manage Empowers staff and students by allowing them autonomy in their roles. • Build consensus Fosters collaboration and agreement among stakeholders to move initiatives forward. 	<ul style="list-style-type: none"> • Think outside the box Encourages creative thinking and innovative solutions to challenges. • Bring in different ideas Welcomes diverse perspectives and approaches to enhance school programs. • Able to generate revenue Identifies opportunities for funding and financial support to sustain school initiatives.
Personal Attributes	
<ul style="list-style-type: none"> • Honesty - Integrity Upholds strong ethical standards and transparency in all actions. • Puts in the time Demonstrates dedication and commitment through consistent effort and engagement. • Personable Builds rapport and relationships easily with others, creating a welcoming atmosphere. • Good role model Sets a positive example for students and staff through behavior and leadership style. 	

Strengths of the Parkview School District as identified by STAFF:

Based on Interviews and Anecdotal Data Collected

1. Staff work closely with students, focusing on their best interests and building personal connections. The district provides an excellent education, ensuring students are well-prepared and supported.
2. The district has dedicated, long-serving staff who collaborate effectively. Many employees span generations and remain committed, valuing their roles over seeking opportunities elsewhere.
3. The district is dedicated to providing the best possible education, with a strong focus on social-emotional learning (SEL) and an outstanding FFA program. It fosters inclusivity and offers strong support for all students.
4. The district is part of a close-knit rural community where support extends beyond the school doors, fostering a strong, connected environment. The current interim superintendent knows each staff member by name, which has a positive, meaningful impact on the school employees.
5. The district benefits from positive parent support, creating a collaborative atmosphere that enhances student success and community engagement.

Challenges of the Parkview School District as identified by STAFF:

Based on Interviews and Anecdotal Data Collected

1. The district, once thriving, now faces financial challenges and community division, with negativity stemming from past school closures and failed referendums. Financial struggles hinder its ability to address operational and facility needs, making it difficult to compete.
2. The district needs to enhance equitable hiring practices to ensure fairness for all candidates (nepotism), focus on retaining both staff and students, and address the increased workload staff are managing to support district operations.
3. The district needs cohesive and aligned leadership to build trust and accountability. While there is great potential, it is underutilized due to inconsistent direction and limited staff accountability. The School Board is encouraged to focus on its governance role to support unified progress and allow school leaders to manage daily matters.
4. The district needs to improve communication by simplifying information about the referendum to ensure community understanding, addressing misinformation and negativity on social media, and regularly update the website for better access to accurate information.
5. The district needs to expand student opportunities to stay competitive with neighboring districts, improve its school report card score, and ensure consistent follow-through on student discipline.

Desired Characteristics of the next Parkview School District Superintendent as identified by the STAFF

Personal Qualities & Ethics	Leadership & Management
<ul style="list-style-type: none"> ● Honesty & Integrity: Demonstrates high ethical standards; does what's best for kids. ● Accountable & Transparent: Holds students, staff, and themselves accountable; words match actions. ● Genuine & Approachable: Shows genuine interest in the district, is approachable, and treats everyone as equals. ● Resilient & Unafraid: Can tackle issues head-on without worrying about making friends or stepping on toes. ● Humble & Realistic: Not a "chest thumper"; doesn't come in planning to change everything. 	<ul style="list-style-type: none"> ● Versatile & Hands-On: Able to wear many hats, step in as needed, and help whenever required. ● Decisive & Follow-Through: Can make decisions confidently, follow through, and ensure people know where they stand. ● Clear Vision & Long-Term Commitment: Provides a clear vision for the district, stays focused on unity, and is dedicated to longevity. ● Supportive & Non-Micromanaging: Supports and empowers others rather than micromanaging.
Community Engagement & Visibility	Education & Professional Expertise
<ul style="list-style-type: none"> ● Visible & Involved: Actively participates in community and school functions; engaged and "out and about." ● Community Connections: Builds connections within the community and is vested in district wellness. ● Good Public Communicator: Can confidently communicate with the public and engage stakeholders. 	<ul style="list-style-type: none"> ● Educational & Financial Expertise: Strong educational background; good with finance. ● Focus on Co-curriculars & Athletics: Athletic-minded with an understanding of the district's needs in co-curricular and athletic programs to prevent student loss. ● Committed to Staff Retention: Dedicated to retaining current staff and providing opportunities for training for all staff, including office personnel.
Communication & Relationship Building	
<ul style="list-style-type: none"> ● Skilled Communicator & Listener: Effective communicator across the district; open to suggestions and input from all stakeholders. ● Patient & Positive: Remains patient, positive, and supportive in interactions. ● Unifying & Ambitious: Ambitious in unifying people and working toward common district goals. 	

Strengths of the Parkview School District as identified by STUDENTS:

Based on Interviews and Anecdotal Data Collected

1. Students genuinely enjoy the staff at the school, appreciating their dedication and personal connections they build with each student.
2. The school offers strong programming with valuable opportunities, including online learning options and college prep classes, which students appreciate.
3. The school has a welcoming atmosphere where everyone knows each other, fostering strong camaraderie throughout the buildings.
4. Students value the layout and design of their school, finding it both functional and conducive to a positive learning environment. Students appreciate seeing the interim superintendent daily, as he maintains a strong presence in the schools. When asked if they would recognize him upon entering a room, every student confidently said yes—something uncommon in most districts.
5. The office staff at the school are friendly and helpful, always ready to assist students, parents, and staff with a warm and welcoming attitude.

Challenges of the Parkview School District as identified by STUDENTS:

Based on Interviews and Anecdotal Data Collected

1. Students are seeking more information about class offerings and improved communication to help them make informed decisions about their academic choices.
2. Students feel they aren't being heard and want more of a voice in decisions that affect their education and school experience.
3. Co-curricular activities have low participation and lack competitiveness. While Parkview Academy of Virtual Education offers great options, it has contributed to students opting out of high school activities.
4. Scheduling occurs too late, making it challenging to correct mistakes once students return to school in the fall.
5. Students perceive the school as hesitant to embrace change and update practices, leading to a sense of being anchored in outdated or traditional methods.

Desired Characteristics of the next Parkview School District Superintendent as identified by STUDENTS

Personal Attributes	Leadership Qualities
<ul style="list-style-type: none"> • Kind Demonstrates compassion and empathy towards students and staff. • Humble Shows modesty and does not seek the spotlight, prioritizing the needs of others. • Not arrogant Approaches others with respect and openness, valuing their contributions. • Open-minded Willing to consider new ideas and perspectives for school improvement. • Always happy Maintains a positive attitude that can uplift the school environment. • Someone that is funny Uses humor to create a friendly atmosphere and connect with others. 	<ul style="list-style-type: none"> • Someone similar to the previous leader A leader who maintains effective practices established by their predecessor. • Visible Actively engages with the school community and is easily approachable. • Someone with experience Brings a wealth of knowledge and skills from previous roles to inform decision-making. • Someone who can pass referendums Capable of garnering community support for necessary funding initiatives.
Interpersonal Skills	Focus on Retention
<ul style="list-style-type: none"> • Interactive Engages actively with students and staff, fostering a sense of community. • Friendly Approachable and welcoming, making others feel comfortable. • Easy to talk to Encourages open communication and creates a safe space for sharing ideas. • Make sure they know students and staff Take the time to understand individuals within the school to foster connection and support. 	<ul style="list-style-type: none"> • Determine why employees are leaving the district Actively seeks to understand and address concerns to improve staff retention and satisfaction.

PARKVIEW SCHOOL DISTRICT'S NEXT SUPERINTENDENT

Many of the discussions pertaining to strengths and challenges for Parkview School District flow into the expectations/characteristics for the next superintendent. Several of the characteristics that are present in the profile for the next superintendent build on the current strengths of the organization in addition to addressing the challenges ahead. The search team will seek a new superintendent who will understand issues facing the District.

The need to pass an operating referendum is a top priority for the Parkview School District. The new superintendent will need to build strong relationships with the community, especially in the Town of Newark where the past four referendums failed by a large margin. The closing of a school in the Township of Newark was mentioned numerous times during the focus groups and this has had a negative impact on passing referendums there. The new superintendent will need to rebuild the trust and work hard on gaining support for the school district.

It will be important for the new superintendent to be able to foster collaboration and agreement among stakeholders while providing a clear vision for the district focused on unity and dedicated to longevity. It is an expectation of all stakeholders that the new superintendent will be visible in the schools and in the community, be engaged, and be present.

The new superintendent will need to increase transparency and improve communication with both staff and the community, fostering trust and collaboration across the district. To achieve this, they must ensure that updates and important information are shared through multiple channels beyond just Facebook, making certain everyone has equal access. Keeping the district's website current and user-friendly is also essential, providing a central, reliable source for resources and news. By proactively addressing negativity and misinformation with clear, consistent messaging, the superintendent can help create a more informed, positive, and united community.

The next superintendent will need to wear many hats, actively jump in, and not simply delegate but engage in the work directly, setting an example of dedication and hands-on leadership. They should be ready to step into various roles and assist whenever required, demonstrating a commitment to the district's goals and the people within it. By embracing each challenge with a collaborative spirit and a willingness to tackle tasks themselves, the superintendent should be able to foster a culture of teamwork and resilience. This approach will be vital in re-building relationships, gaining trust, and ensuring that all staff and community members feel supported and valued.

PARKVIEW SCHOOL DISTRICT SUPERINTENDENT DESIRED CANDIDATE PROFILE

The Parkview School District seeks a superintendent who in collaboration with the board, staff, students, parents and community, will focus the District on shared goals and vision. After seeking input from board members, staff, students, parents and community members via individual and group interviews, focus groups, and emails, the Parkview School District seeks a courageous, engaged, visionary superintendent who possesses the following characteristics:

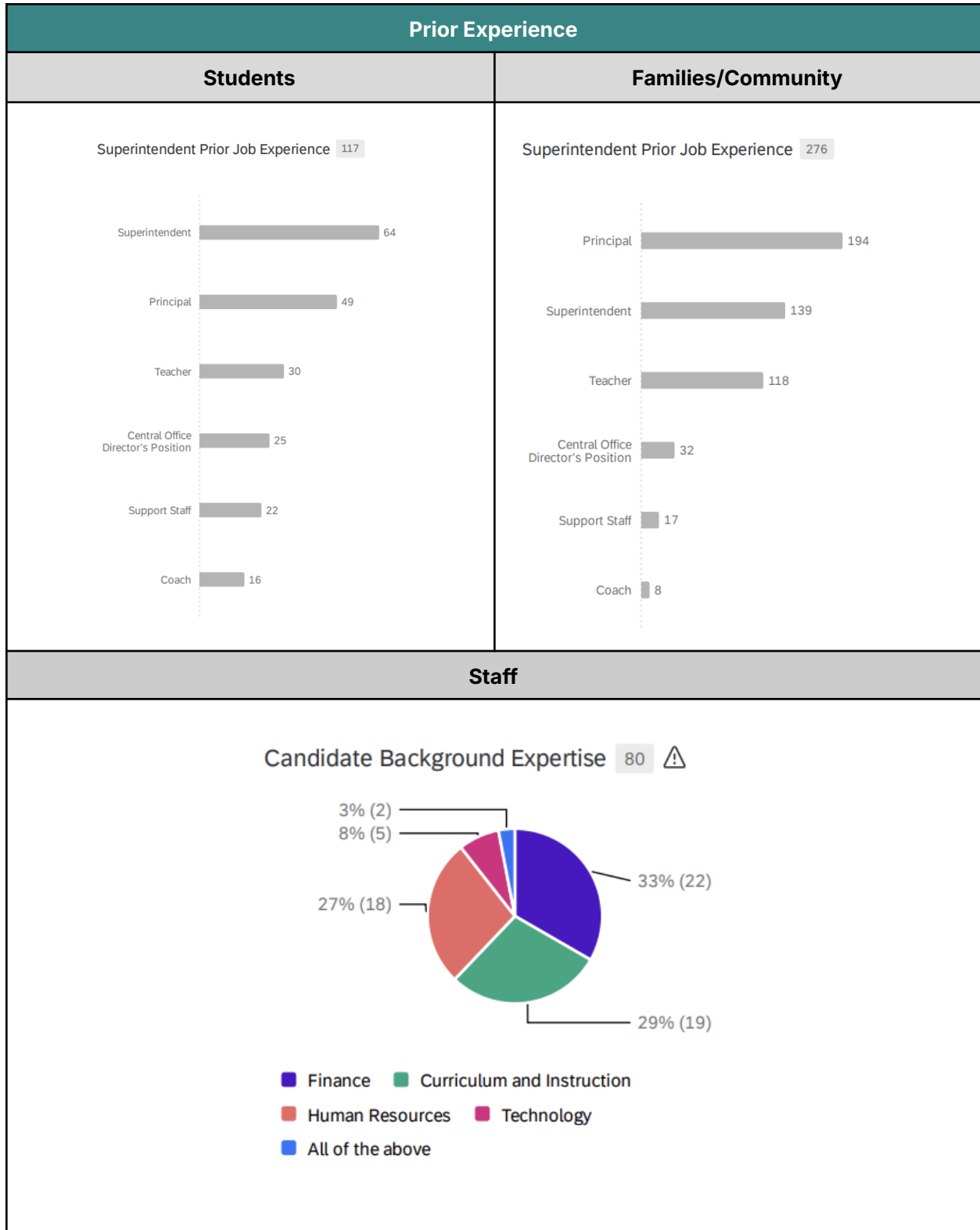
- **An Exceptional Communicator:**
 - Ambitious in unifying people and working toward common district goals. Actively listens, inspiring and motivating stakeholders to embrace change and strive for excellence.
 - Visible throughout the school buildings and community and is actively engaged in nurturing and sustaining positive relationships with all students, staff, parents, and community stakeholders.
 - Open, honest, and transparent and willing to share information
 - Communicates regularly, clearly, and concisely in multiple ways that engage and value stakeholders.
 - Competent in tackling challenging conversations.
 - Ensures all voices are heard
- **Successful in Building Trust and Unity Among Stakeholders**
 - Skilled in building trust with diverse stakeholders
 - Able to foster unity and collaboration between groups with opposing viewpoints.
 - Adept at simplifying complex financial information and making it accessible to all.
 - Prioritize visibility and inclusivity ensuring community members feel heard and invested in the district's future.
 - Able to navigate the challenges of public advocacy.
 - Persuade stakeholders to rally in favor of the referendum.
- **Problem-Solver and Decision Maker**
 - Goal driven and focused on achieving objectives.
 - Able to develop metrics to achieve goals.
 - Will ensure responsibility and follow through holding students, staff, and themselves accountable.
 - Can sensitively approach issues and address them effectively.

Thank you for the opportunity to work with the Parkview School District, we look forward to finding your next leader that fits the criteria of your stakeholders. The HYA Associates would like to thank the Parkview School District staff who helped coordinate the schedules, invitations, dates and arrangements which supported the data collection for this report. Additionally, we thank all participants who shared their thoughts, opinions and suggestions throughout this search process. We value the opportunity to work with your school district and we look forward to finding your next leader that fits the criteria of your stakeholders.

Respectfully submitted,
Mike Richie, HYA Vice President

Appendix

Survey Administered by the Parkview School District in 2023 (Not affiliated with HYA)



Leadership Styles			
	Staff (Number of responses)	Students (Number of responses)	Families and Community (Number of responses)
Strategic	46	63	155
Authoritative	11	12	40
Servant Leader	55	37	110
Transformative	41	42	106
Instructional	19	44	73

***Definitions**

Strategic: Focuses on long-term planning, analyzes current school and classroom performance and sets goals to reach better results.

Authoritative: Establishes long term vision, delegates specific tasks and closely monitors performance and progress.

Servant Leader: Considered the needs of employees first, helps employees develop expertise to improve performance and insists the organization makes a positive difference in our society.

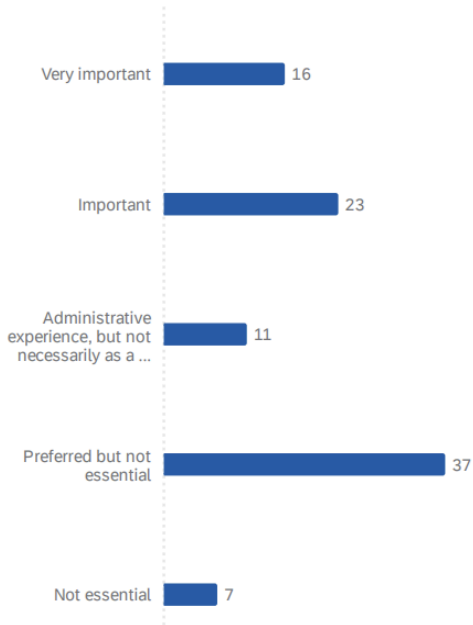
Transformative: Takes a collaborative approach to management and serves as a strong role model for those they lead.

Instructional: Strong emphasis on professional development to improve teacher performance and student achievement.

Is previous Superintendent Experience Important?

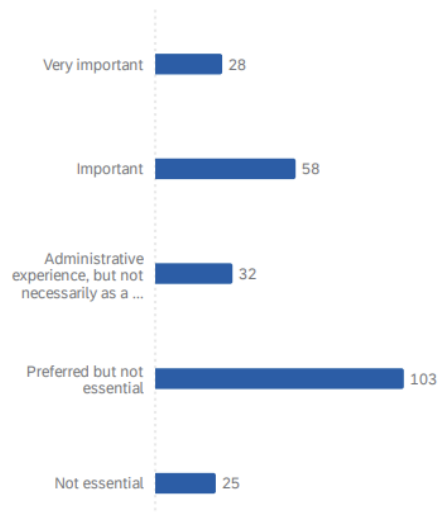
Students

Previous Superintendent Experience 94



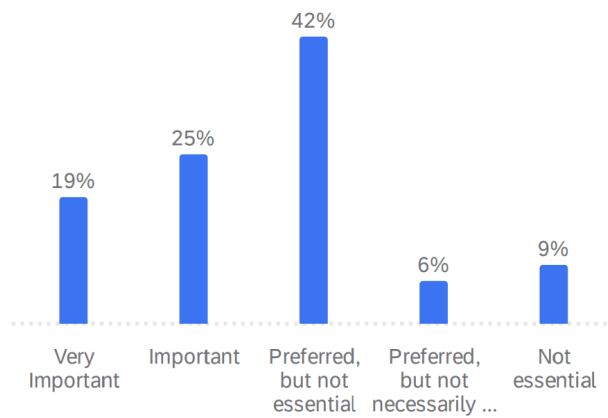
Families and Community

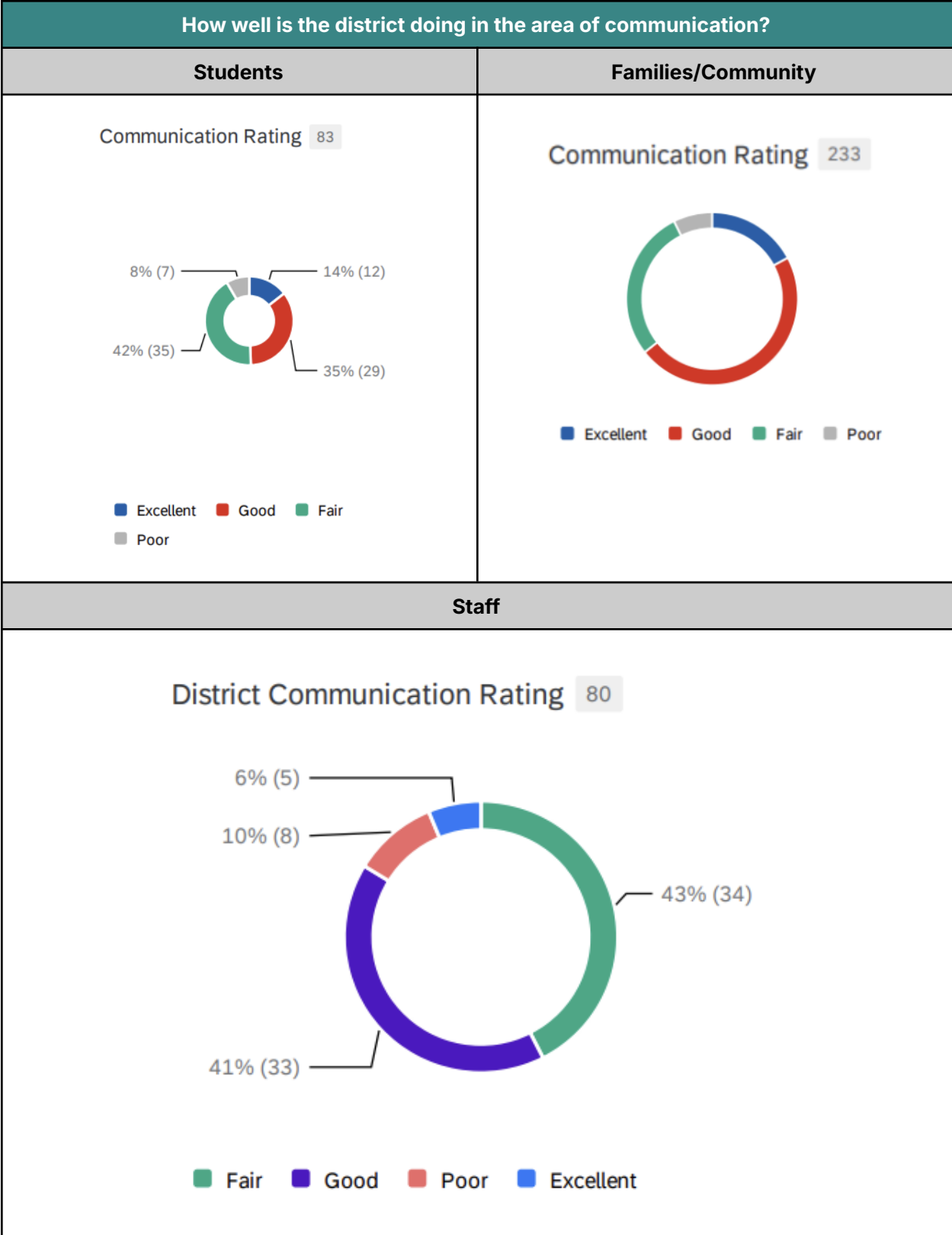
Previous Superintendent Experience 246



Staff

Previous Superintendent Experience 81





DATA SUMMARY

The interviews and focus groups of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding the Parkview School District.

Strengths as Identified by Board Members:

- Small town atmosphere - sense of community
- Kids don't get lost
- Personalized education almost like a private school
- Supportive Board of Administration
- Close knit
- Work well together to get the best solution
- The Board has established a standard to follow the chain of command, emphasizing the importance of adhering to each step in the process.
- The Board works as a team
- For a small school there are great class offerings and opportunities
- Elementary school is doing a great job
- Handled COVID very well
- Strong staff
- PAVE School - online charter school is growing and doing well
- District is a great size
- Can know your child's teacher and can have discussions with them
- Can connect with teachers
- Accessibility to administration
- Accessibility to school board
- Great staff
- Strong education, especially Tech Ed and Ag

Strengths as Identified by Community/Parents:

- Booster Club - one booster club for all sports
- Booster Club scholarships
- Small size
- Everyone knows everyone
- Small groups
- Relationships
- Teachers have opportunities to go somewhere else but many stay at Parkview
- Small school values
- Great employees
- Good family feel
- Easy to fit in and be part of the community
- Close knit community
- Great teachers
- Curriculum

- Program offerings are good for a small district
- High quality schools
- Elementary is phenomenal
- Lots of long standing families in the district
- Teachers care about students
- Community is strong
- Great programs
- School is making everything work despite diminishing resources
- Good safety measures in place

Strengths as Identified by Staff:

- Small district, good for students
- Good staff
- The staff work well together
- District provides a great education
- Students are well prepared
- Strive for what's best for the kids
- Get to know the kids personally
- The district feels like family
- Good programming
- Good food in the cafeteria
- Outstanding teachers
- Grade level teams are very strong
- School does not stop at the doors
- Close community
- Strong SEL work
- Homegrown teachers
- Dedicated employees/staff
- Many generations of staff
- Longevity of staff
- Tight knit district
- Appreciation is better here than other districts
- People like working in the district
- Have good programs especially FFA
- Good things are happening
- Do a lot for kids in a small district
- Positive experience teaching in the district
- Positive parent support
- Builds good relationships with parents
- Students seem to be more humble - students are more appreciative
- Great rural community
- Inclusive district and very supportive
- Staff really like coming to work
- Deliver best education to students

Strengths as Identified By Students:

- People are very helpful
- Good staff
- Very welcoming
- People are happy
- Provide college prep classes
- Youth apprenticeship is really good
- Good opportunities
- Small size
- Everyone knows everyone
- Online classes
- Office staff is very friendly and supportive
- Good choice of classes
- Comradery in building is good
- School design and layout
- Track and wrestling are strengths

Challenges as Identified By Board Members:

- Conflicts with the prior superintendent (not the interim) has created turmoil within the district
- Community perception is that the board has tried to hide issues
- Lack of trust
- Recent administrative changes at the High School level
- Need to get structure down and be a cohesive team
- Failed referendums - because of past concerns across the district
- When making recommendations to the Board, the administration should provide a detailed overview of the pros and cons to enable well-informed, balanced decision-making
- Difficulty with platoon handoff between elementary school and Jr/Sr High
- Communication is lacking at 6-12
- 6-8 is in same building as high school
- Admin has a hard time leading staff (6-12)
- Staff has a hard time adjusting to change at (6-12)
- Wide range of family income
- Blue collar community does not have much trust for education right now
- Four failed referendums in a row
- Need to slow down and see what the public and educators really want
- Morale is down
- Large geographic district, not a lot of property value with fragmented faccets
- Town of Newark drives the district
- Lack of support is based on lack of trust with administration - stems from closing an elementary school in Newark
- Do we go back for another referendum or do we pause and regroup?
- Need to regain trust with staff and community
- Teachers/staff feel the results of the failed referendums
- Getting the community on the same page will be a real challenge - what happens next?

- Facebook is getting very tumultuous. People have strong opinions for or against the referendum
- Doing the superintendent search and trying to pass a referendum at the same time is challenging
- There has been a lot of negative press from the last two years
- Closing the Newark and Footville schools was a big deal. People were not happy with the closing of the schools
 - Vote against the referendum because they are upset the neighborhood schools are closed.
- Need to start putting some wins together
- Can't offer some things in Parkview because of the size/staffing/resources - this may cause students to leave the district
- District is fractured
- Facilities need repair
- Need to figure out how to pay for what is needed across the district
- Lack of raises for staff this past year was a negative. Need to stay competitive with other districts when it comes to staff salaries
- Need to bring back school pride
- Referendum culture creates a divided community
- Leadership needs to bring the district together
- District is in a funk

Challenges as Identified By Community/Parents:

- Hard to get people to volunteer
- Not as much money available when compared to other places
 - Fundraising
 - Campaigning for referendums
- Increased job demands and responsibilities.
- The district needs to be more honest about what is going on and where the money is going.
- People still hold a grudge regarding things that happened years ago
- Community can be distrustful of school district
- District needs to be more transparent
- Open enrollment out of the district
- Athletics can be a challenge
 - Lack of participation
 - Losing records
 - Negative directions of programs
 - Fear that good athletes will leave the district
- Feels like our sports programming is running like an intramural program
- Small school and some parents believe they have a say in everything
- Superintendent will need to wear many hats
- People are set in their ways which could be a challenge for the new superintendent
- Turnover within the district
- Not able to recruit staff with tight budget and failed referendums
- There will be shortfalls in the future

- Communication can be better
- Only provide updates on Facebook. Does not reach all stakeholders
- Transparency
- Utilize school to bring community together
- Morale, game plan, preparation is going well in PK-5, but is a challenge in 6-12

Challenges as Identified By Staff:

- Junior/Senior High School Administration needs to do a better job making connections
- Staff morale is at an all time low
- School report card score is low
- For a small district the superintendent is paid a lot of money
- Had a good thing at one time but it is lost
- Community is very negative
- Three separate communities
- Very divided
- Closing Newark and Footville is still a sore subject
- Former superintendent gave in to the community
- The community set the tone for rules and policies
- Administration is not on the same page
- Staff don't feel supported by the administrators
- Lack of student discipline/follow through with discipline
- No accountability for staff
- Support is minimal
- District is not a quick fix
- No one is willing to put in any extra time or effort
- Nepotism (special treatment to some family groups)
- Less co-curricular opportunities tend to draw students away from the district
- Financial situation is not good
- Communication can be improved across the district
- Employees are not valued equally
- Retaining staff
- Retaining students
- Need to pass a referendum
- Communication is an issue
- Community needs a reason important to them to want to pass the referendum
 - A video to explain the WHY
 - People are too busy to attend meetings
- Community thinks the district can just tighten their belts
- Shorten the communication about the referendum to make sure people understand it
- People say and think they will never actually make cuts
- Many "No" voters are vocal in a negative way and constantly on facebook speaking out against the referendum
- People do not understand what it means to lose a school district
- Lost a lot of positions because of the lack of funding
- People don't know who to listen to

- Need cohesive leadership - need to move in the same direction
- Communication to community
- Change can be hard
- Wages and benefits - its tough to be competitive with other districts
- Hard to offer as many opportunities to the students in Parkview compared to larger neighboring districts
- Micro-managing
- Hiring support staff is a challenge
- Staff have more responsibilities now (double duty)
- Community want to care but they're not paying attention to what's going on
- Must bridge the community and school back together
- If a support staff member leaves the district it takes a long time to replace them
- Facility needs - infrastructure is an issue
- Phones are a problem at the Jr/Senior High
- Need to come up with community values
- Need to have hard conversations with community leaders
- Board needs to focus on their job and let other people do theirs
- Don't trust the leadership
- Is the district spending money that will make a positive impact?
- Need best practices and progressive ideas
- Feels like the district missed a few major movements.
- This district has so much potential but that potential is wasted because of a lack of leadership
- Website needs to be updated and improved

Challenges as Identified By Students:

- More information should be put out about class offerings
- Communication about everything
- Need to pass referendums
- Need to spend money wisely
- Invest in programs
- Financial situation is bad
- Lost a lot of good teachers
- Spring break is too early
- Some staff members could care more about students
- Students wish they had more of a voice
- Student council ideas get shot down
- HS students are treated same as MS students
- Lots of new rules
- No structure to the change that happens
- WIN was better last year because of study hall
 - It was cut in half this year - feels like another class
- Scheduling can be better
 - needs to be done earlier
 - first weeks of school can be confusing
- Communication can be better between students and teachers

- Feels like some teachers do not listen to students
- School does not want to change things
- Low participation
- The hiring of coaches
 - Process is poor
 - Need to look outside of district as well
- People in the community do not have faith in the people running the district
- Need strong leadership
- Need a good vision
- Lots of online students do not participate in co-curricular activities