

Board of Education Special Meeting
Wednesday, December 21, 2022 6:30 PM

Virginia Moon Administrative Center
8545 Park Dr
Ralston, NE 68127-3621

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Superintendent's Report
Speaker(s): Superintendent
 - 3.1. Superintendent Search Meeting #3
Speaker(s): Ms. Mary Roarty
4. Standards Based School Improvement
 - 4.1. Superintendent Candidate Finalist List (Action)
Speaker(s): Ms. Mary Roarty
5. Pre-Adjournment Information and Activities
 - 5.1. Announcements
 - 5.2. Board of Education Supplemental Meeting Information
 - 5.3. Future Board Calendar
6. Adjourn

RALSTON
Superintendent Search – Meeting #3
December 21, 2022

Committee Meetings at 4:00

Board Meeting at 6:30

- Review Input Meeting reports that now include “survey monkey results”
- Review interview schedule
 - Tour Guide Info
- Review interview questions and interview protocol
 - Copies of blank contract, interview questions, and an expense voucher for each finalist
- Selection of finalists
- Announcement of finalists
- Final reminders and questions
- Questions, Comments, Concerns to...
 - Mike Lucas 402-366-6491 mikelucas81472@gmail.com

Stakeholder Input Report for

Ralston School District

Ralston, Nebraska

submitted by

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November 2022



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EXECUTIVE RECRUITMENT & DEVELOPMENT

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**Ralston School District
Ralston, Nebraska
November 2022**

Executive Summary:

On November 14th and 18th, Consultant Mike Lucas conducted multiple meetings to gather input regarding the selection of a new Superintendent of Schools for the Ralston School District. In addition, stakeholders who could not attend any of the sessions could submit their thoughts electronically or on paper surveys left throughout the community.

Each group was asked to respond to the same four questions noted in bold below. Each group was provided a review of the selection process and were given the opportunity to ask questions regarding the search process.

In the executive summary, consistent themes and ideas are recorded. They represent input that was consistent to all or most of the groups. After the executive summary is a summary of each of the school/community meetings, as well as those submitted electronically.

What are the good things about your Community?

- Small, close-knit town with big city opportunities
- Friendly and welcoming
- Lots of activities and opportunities for families
- Supportive of the school district

What are the good things about Ralston Public Schools?

- Diverse and welcoming
- Just the right size
- Great staff that is approachable and takes pride in what they do
- Lots of offerings - something for everyone
- #BeKind culture

What are the skills, characteristics, and traits you are looking for in the next superintendent?

- Visible and approachable
- Good communicator
- Engaged and proud to be part of this diverse school system and community
- Strong overall leadership skills and able to make tough decisions

What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- Bond issue projects in progress
 - Still have facility needs even when bond issue projects are done
- Staff recruitment and retention - we have to be competitive
- #BeKind is important to us and helps us as we grow more diverse

Stakeholder Input
Reported as received from each Stakeholder Group

Name of Stakeholder Group: Students @ 1:00 p.m.

1) Tell us the good things about your community.

- like a family (baseball went to state semifinals, entire town went)
- everyone works together and picks people up
- very accepting of different cultures, races, etc.
- how active the community is (helpful to each other)
- great public library, lots of great restaurants, family dinner nights at school, summer programming

2) Tell us the good things about Ralston Public Schools.

- very diverse
- teachers and administrators are a good support network
- everyone can really have a chance to do something and be involved
- different cultures and religions
- teach basics but also how to be a better human
- lots of supportive, open-minded people
- school community is connected
- different career pathways and lots of classes you can take
- School Pride - Ram Pride

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- To be a good listener
- Active with the student body
- Support all athletics and activities
- Someone not afraid to take action
- Someone to be well known and visible
- Helpful
- Community leader that is face of the district
- know how to represent diverse community
- be able to take advice from others and listen to others
- leads by example and will stand up for what is right

4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- That Ralston is very diverse
- Make sure all students have a place to feel comfortable and safe
- Be prepared to make tough decisions that may not please everyone

Name of Stakeholder Group: Support Staff @ 1:45 pm

1) Tell us the good things about your community.

- welcoming to outsiders
- small town in a big city with lots of services and opportunities
- diverse small town that is always welcoming to neighbors
- local businesses support the school system, plenty of parks, lots of wildlife, downtown summer music festival, holiday festival, 4th of July parade, library services over the summer
- when you come to Ralston, you tend to stay in Ralston
- opportunities for youth and families
- kids work in the community (community service opportunities)
- nothing like Ralston (have lived all over the city of Omaha), neighbors walk by and say hello, very welcoming

2) Tell us the good things about Ralston Public Schools.

- everyone is friendly (teachers, administrators, staff)
- always have someone that greets you
- can name every single student by name
- close knit
- involved staff
- offer opportunities to ALL students...those that will and will not attend 4-year colleges
- staff trainings and conferences
- Caring staff that provides so many wonderful services for kids (speech, EL, behavior, etc.)
- kids understand that some kids need extra support
- Special Needs services are awesome, middle school level deaf and hard of hearing program (great program), WIN (What I Need) Time, teaching others sign language
- medical and dental mobile units help service families
- outreach program for winter coats and food
- services for staff and families
- making sure all our students feel equal when they come to school
- everyone keeps trying to get into Ralston (option students)

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- open minded
- engaged in community & school community
- Visible
- Warm and caring
- Students and staff feel welcome and safe around
- approachable and real

4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- procedures of remodels related to bond issue
- how comfortable is staff with everything

- some issues are being covered by bond issue but not all is being covered make sure to budget for those
- #BeKind will still be around
- not just about our face-to-face interactions but helping to provide more online resources
- being competitive in pay for all employee groups to get them to stick around, look at benefits for non-certified staff
- ranking of observations and evaluations (fellow teachers, administrators, CO staff) to get a broader perspective

Name of Stakeholder Group: Admin Assistants / CO Office Staff @ 2:30 pm

1) Tell us the good things about your community.

- Family oriented
- small enough where we know others
- tight knit
- lot of staff have kids in the District
- loyalty - we like to hire our own
- smaller size town but have the benefits of the Omaha community
- people keep coming back to the town
- a lot of community pride
- community support of the school (business and patrons)
- increasingly diverse
- lots of opportunities for kids and families - we have something for everyone

2) Tell us the good things about Ralston Public Schools.

- high school blueprint program (trades classes)
- relationships with students (all staff)
- student bond (friendships and parent relationships)
- academies (free opportunities)
- students are able to figure out potentially what they want to do before college through career academies
- partnerships with local business and educational institutions
- academies offer opportunities for those students who are not going to college or university
- smaller class size for elementary and secondary
- diversity is great here in our district
- families choose Ralston (those outside the community opt into the District)

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- Outgoing
- cares about staff, parents, students
- nice to know I am not just a number
- remembers there are elementary schools and won't just focus on high school
- Communication - keeps all the staff informed
- Approachable
- be invested and wants to learn
- not using us as a stepping-stone

- makes others feel they are supported
- Visible
- present in schools (not just high school events)
- somebody that is fiscally responsible and has experience with the budget
- has high expectations of building principals and teachers

4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- maybe the district is top heavy in administration
- bond projects
- Getting more security cameras in our schools (needs to be priority)
- maybe looking at a second school resource officer
- Spanish interpreters in every building (maybe pay those a little extra)
- EL programming and staffing
- attracting and maintaining quality staff - be competitive with the other metro schools
- Promote more interactions between elementary schools (they can do some activities together)

Name of Stakeholder Group: REA Teacher Group @ 3:15 pm

1) Tell us the good things about your community.

- small town inside a big city
- lots of generations - people stay here
- a lot of pride and traditions
- amazing medical services
- very diverse - diverse families have brought their businesses here
- Ralston is financially stable
- broad range of affordable housing opportunities
- Ralston has the small town feel and residents are able to take advantage of Omaha, which has everything you need in a big city (sports, theater, parks, attractions, restaurants, etc.)
- safe community with strong police presence
- community looks out for one another

2) Tell us the good things about Ralston Public Schools.

- amazing teaching staff
- small enough you know all students, staff, families
- level of programming - amazing opportunities across the curriculum
- deaf and hard of hearing program
- timing is great as bond issue projects are coming together
- lots of new and exciting things coming
- responsive to student needs (coats, food pantry, backpack program)
- everyone recognizes and know each other (staff and students)
- We meet as grade levels, discuss issues and topics, and get along

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- need to openly communicate with REA and resolve issues as we sit down together
- supportive of roles that REA has
- listening to teachers (really listening)
- open to ideas and suggestions
- significant classroom experience (more than 5 years)
- having someone who understands the shift in education (lived it)
- appreciate the uniqueness of each school
- Understands and appreciates the current demands of staff
- Will visit schools - walk the hallways
- be a good listener
- understand the impact of poverty on our students and families
- help improve the parent disconnect to get the families involved
- Keep meeting monthly with REA like we do now, should something arise, I can just text the Superintendent to discuss an issue
- REA President and Vice President are at the table
- bring in new energy, passion, and excitement
- continue the tradition of everyone starting the school year together (all staff welcome, lunch/breakfast)
- forward thinking/innovative
- creatively solve problems
- equity focus
- the superintendent represents our school population
- new and diverse applicants and admin team
- surveying the staff and listening to the staff
- recognize what our staff needs
- experience in or understanding of elementary education
- expectation of the need to know the staff personally
- continuing the RPS Leadership Academy
- drive the shuttle to Mockingbird (get into rotation)

4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- update on bond projects
- Budget
- Diversity
- Find ways to compete with other school districts even though they have more students and more \$\$
- we have the same problems as the larger districts
- we have to be able to compete
- staff feel devalued because they see what other metro districts are getting
- Be involved legislatively to go to bat for us
- keeping student engagement up
- participating in activities
- go and testify in Lincoln
- need more substitutes

- respecting and honoring the growth our students our making, any growth is a great thing, don't just look at the state assessment scores

**Name of Stakeholder Group: District & School Administration & Directors
@ 4:30 pm**

1) Tell us the good things about your community.

- downtown revitalization in Ralston
- family population changing
- older families moving out, younger families moving in
- community is changing with younger families moving in
- community is becoming more diverse
- Ralston is changing, have to be in tune with that, social economic wise,
- pride in our community
- families have been connected here for years - multi generational families
- opportunities for young people
- You get to really know your neighbors here
- We have the best of both worlds (small town atmosphere, big city experiences),

2) Tell us the good things about Ralston Public Schools.

- tight knit
- everyone knows each other
- Relationships
- our students know we care about them and want to know more about them
- access to central office staff
- very accessible and flexible
- whole child approach that goes very deep
- strong community partnerships, if we don't have something we have ways to go out and find it
- families take risks and call us to help find a solution
- very adaptive - always able to adapt to what we need
- bond issue has had huge impact

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- ready for the skills of dealing with the diverse community (social economic, cultures, etc.)
- Achiever
- Accessibility
- needs to be open for communication
- effective communicator
- Transparency and visibility
- ability to make hard decisions
- leadership quality - being able to get people to buy in and investing in people

4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- bond projects
- fiscal background important as ESSER \$\$ will go away, how to handle that
- facility updates beyond the bond - how to tackle that
- what does the vision look like
- viable maintenance upkeep plan
- immediate needs of schools beyond the bond projects
- PLC process continuing the course
- making sure projects that have been started, keep going through
- Manage the giant misconceptions with the city of Ralston and Ralston Public Schools
- option students versus Ralston students - misconceptions between these two groups
- building a more cohesive relationship with the city and school district
- academic achievement is a hot button with some board members
- recruitment and retention of staff - so we are just not training staff members to go to other districts

Name of Stakeholder Group: Community / Parent @ 6:30 pm

1) Tell us the good things about your community.

- small town feel in a big city
- Tons of community projects
- fire department does things throughout the year
- Wider growth of community, hinge project, lot of things to do here in Ralston community, 4th of July parade
- community rallies around each other
- community is welcoming
- families know each other
- Lots of things families can do together
- accessible activities for every income level
- we have diversity
- it is the type of place on Halloween when the fire truck, or police will stop and give your child candy
- Hometown feel

2) Tell us the good things about Ralston Public Schools.

- Ralston is better than the alternatives around because of smaller class size and more opportunities
- more direction from teachers
- one on one instruction and smaller class sizes
- schools pay a lot of attention to kids, no matter at what level (high achieve or struggling)
- We chose Ralston because of size - it is a class b school
- smaller district, smaller size
- teachers have been amazing
- all teachers know who our kids are
- child is not a number
- they know our kids - teachers and administrators make personal connections

- they know and find resources for families
- administrators are responsive and quick
- staff reaches out and make sure things happen
- responsive and accessible
- middle school environment immediately into Ram Nation
- high school centered, try to bring you in right away to Rams, it is a Ram Family
- consistency and not a lot of turn-over
- still the same teachers, familiar faces
- community people don't leave, or they come back to grow with their group of friends they will have for life

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- Visible - will see them at activities
- know they will be there for Ralston
- Invested
- should have children or had children as it is hard to understand schools or parenting if you don't have children
- staying connected with youth
- creativity (greenhouse project) or willingness to try new things
- not afraid to push envelope
- it is nice FFA is offered now at RHS
- superintendent needs to serve the community and produce good citizens, if you want a better society you need to be a great citizen
- more diverse community and we need to support them, maybe do more to help our non-English speaking families so they can be more active in our community, embrace and appreciate growing diversity and help break down barriers that may come with that
- not have a political agenda - we should never know superintendent political affiliation
- business background with budgeting, fiscally responsible
- making the hard decisions, even if it is not what is popular, and then stand behind those decisions
- intellectual maturity in the position
- able to work with everyone

4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- bond issue projects
- growing diversity and being able to support everyone
- how can we support the teachers, have to set up our teachers to be successful, have to set up our staff to be successful
- how are we getting our kids to and from an alternative location during bond issue projects - parents are stressed about this
- #BeKind is huge for Ralston, it should not leave because Dr. Adler leaves
- culture is big the #BeKind culture
- listen and learn
- get to know staff and community
- when doing curriculum changes, bring it to the community to let everyone know and be aware

- district has performed well, the community has high expectations, so if it starts to decline, you are going to hear about it.

Name of Stakeholder Group: All Teacher Group Invited on November 18th at 2:30 pm

1) Tell us the good things about your community.

- Relationships (as staff, students, and families), are at the foundation of what we do in Ralston
- one high school district still has access to the larger metro
- grew up with in the community, come back to the community you grew up in, you want to be a part of it
- strives a lot for growth, always ways to get better and finding ways to do that
- increasing diversity in our community, need to celebrate, own, and embrace
- school and community encourage each other to do community and school events

2) Tell us the good things about Ralston Public Schools.

- Close to decision makers
- amazing teaching staff
- sense of pride in the schools
- take pride in what we are doing in the classroom and district wide
- people want to come here (high enrollment rate for option students)
- ability to have access to people at central office
- able to email superintendent
- cohesiveness between buildings, grade levels, what can I do to help students at all levels
- collaboration among grade levels and buildings to do what is best for kids
- activities and athletics new facilities, intramural sports at elementary level, students can really get involved, something for everyone
- work hard to accommodate kids so they can be involved in many activities
- meet students where they are in what they are interested in and have pathways for them to pursue their interests
- leadership opportunities for educators to build up their knowledge in lots of different areas in the district
- opportunities for growth in our own system
- we work with each other not for someone

3) What are the skills, characteristics, and traits you are looking for in the next superintendent?

- Sensitive to the diversity of our community (skin color, language, sexuality, faith, gender) it is really important for our community
- someone who can represent our student body
- progressive education reformer
- good listener
- come up with new and different ways to go about things, visionary, not get stuck in how we always did things

- lead in a perspective, in a way of what would you want for your own kids, and make that happen for all students
- communication across all levels, open and transparent communication and the vulnerability that goes with that
- support teachers professionally in their growth and responsive to all their needs
- someone who is personal, human, real, wants to be around their staff
- someone that will attract the best employees to our district
- someone to be able to attract a more diverse workforce
- someone who can advocate for Ralston in front of the state legislature
- someone who remembers what it is like to be in the classroom
- leads by example, empowers others
- supportive of professional development and sticking to the time our educators get
- be cognizant of individual teacher work time
- creative, good, effective fiscal management
- being able to work well with other area school superintendents
- would like our superintendent to live in the district and be part of our community
- superintendent kids go through the district, helps build trust
- unique and creative ways to connect with the kids in the schools (leadership academy, superintendent is also a learner)
- individualistic and confident in themselves
- good variety of experience in education at all levels, well-rounded
- someone who will surround themselves with a great team and works well with all team members

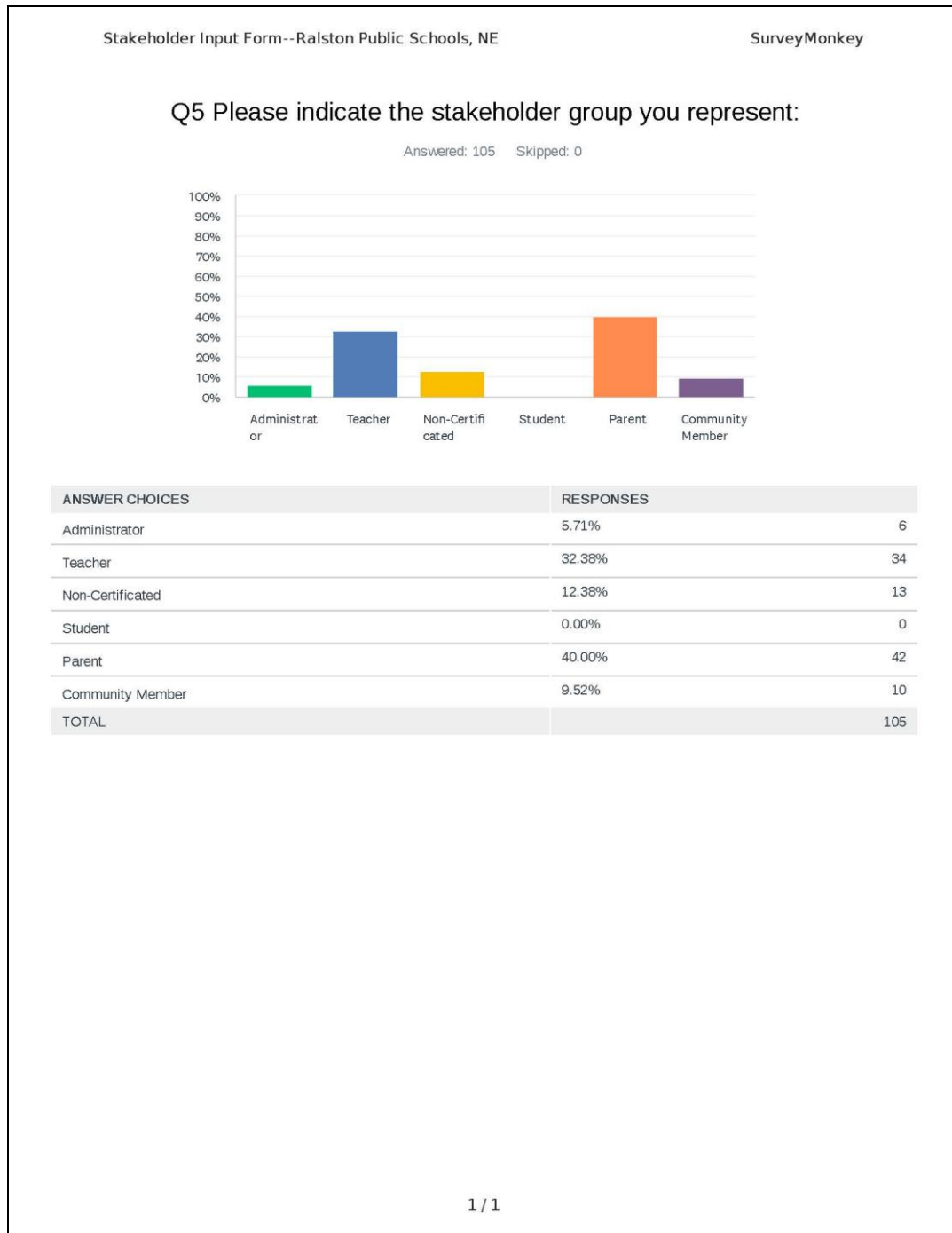
4) What are the issues or hot topics the new superintendent should be aware of so they can get off to a great start?

- Bond issue projects continue the process we are on, make sure the promises made get done
- good facility management plan
- staffing needs, substitute shortage
- take the temperature of the mental health of the teachers, how much is on your plate professionally
- take the temperature of our students, continue social emotional learning
- social emotional needs of our staff and students
- provide students the resources they need because of the changes in our student population
- flexibility in the schedule to insert teacher work days
- teachers really love those days without kids and meetings
- fiscally responsible but still look at being innovative
- Friday PLC time is so important

*Survey Monkey Results for Ralston Public Schools
November 2022*

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

105 English Responses



Q1 Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

growing small-town feel neighbors larger city believe close knit business metro friendly
neighborhood supports schools traditions large also support within help children care
look small town feel growth know strong diverse every district trying
schools resources people pride Ralston love
community part small work family lot many
one another good things small town need great supportive everyone
proud students staff city activities feels leaders big city attend one values S vibe area
good things make close-knit community involved raise families always

Q2 Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

programs Small class sizes work hard elementary schools succeed within schools even necessary
middle school seems US Also care students see want education strong high small
make great levels community develop many best kids need
work together help collaborate staff resources best willing
Ralston really schools parent students always
teachers principals children People care trying
district know students feel Ralston Public Schools kids one work
leadership families love learning others students families way know building
met academics gives put Everyone every student high school teachers staff come
Close knit provide choose

Q3 What issues should the superintendent be aware of as he/she comes into the district?
(This information is shared with the final candidates.)

academic left decisions much things population struggling often school district fund
growing worst many strong great far way start will within challenges older able
new superintendent will go education even something one including keep level time
children continue well high school especially kids retain best year
support leadership teachers enough schools elementary
needs resources students middle district involved
Ralston used staff new also people feel Bullying make
community work hard families learning come primary lot bring classroom
middle school building create change issue lack area teaching experience
superintendent small focus higher serve top administration amount think important
help ability every position behavior allow achievement place

Q4 What skills, qualities or characteristics should the new superintendent possess to be
successful here? (This information is used as we screen potential candidates.)

person building relationships Listen decisions make parents connected feel show ability interact
see every personable transparency Someone Must going education visible move strong
classrooms support important experience throughout great students staff
new superintendent staff members also help able background
understanding hope building learning people transparent
community RPS superintendent input
district vision schools come need think
teachers someone will students relationships will
decisions staff hold Ralston position work kind good present
make good communicator leadership change need someone happening
leader actually Cares curriculum well embrace communication Open stakeholders
diverse thing lead want different new collaborative making decisions keeping values
outside know hope person ask students families quality

Administrators

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- We are a small community where everyone knows your name. Our community has shown that education is important with the passing of our recent bond. We take ownership and pride in our success and growth as a community.
- Ralston is a small community with lots of support for its schools and students.
- Stakeholders are all in for our schools - definitely evident by the support of the bond. Awesome business partners who are always willing to support our schools. Our board is incredibly supportive, visible in our community, value our kids and staff, and are invested in our growth.
- Close knit, unified.
- We have amazing people here in Ralston. Many of them are second or third generation Ralston residents. We also have a growing business base in downtown Ralston, and we are excited to see that take off. We have a small town feel to us, but we are right in the middle of the Omaha metro area, which allows so many opportunities for our families.
- Downtown area is great. There are many events in the immediate area to attend and participate in. The community is forward thinking. There are a lot of great people in the Ralston community.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Our schools go above and beyond for the growth and success of our students. We get to know the student and their family personally. We partner with families and our surrounding community for the growth and success of our students. We work together to help our students grow academically, socially, emotionally, physically, and creatively.
- Close knit. People are real, not just a number.
- Staff- willing to do whatever it takes for kids. Staff meet kids where they are and get creative on how to help them grow- both as learners and as kind humans. Our finances are in incredible shape thanks to _____ his transparency, and his work to prioritize. Also appreciate his leadership with the bond.
- Determined, welcoming, equitable
- We have great kids. Our students are hard working, strong, caring children. Our teachers care about our students, and they put in the extra time and effort to help students succeed.
- Ralston is smaller than all other public metro schools. The building is kept neat and clean. There are as many activities and sports to participate in as most class A schools. Ralston has great people to work with and you are allowed to be creative within your position. There is a focus on helping students with their academics and with life issues. There are a lot of great kids.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Continuing all the work with the bond would be a priority. Even after the completion of all the work, maintenance would need to be in focus. As our staffing shortage continues,

we fill gaps day by day. It would be important that we keep in mind ways to retain staff and help attract quality new staff. We share staff and many of our specialist feel "left out" at times because they are spread thin and have back to back schedules that do not always allow for collaboration and comradery. Finding ways to improve student attendance would be something to be aware of as well.

- *Professional Learning Communities (Solution Tree) is an important part of our district and something that has been highly valued by not only our current superintendent but our administrative team. *Humanex and culture building has had a major positive impact on our district. *Communication and follow through from central office staff is at times lacking. *Administrative team is not always on the same page, and does not always get together in a way to build the team. We have lots of "business" meetings, but not a lot of times to connect, learn from each other, bond as a team, etc. *Facilities are still a concern and should have a plan to address issues that were not included in the bond.
- Too many initiatives. More and more is added to our plate, and we never master anything or take anything off. We go wide instead of deep. Let's get really good at something before we add something else. Biggest focus needs to be SEL. Seek and value staff input. Especially from those who have been in the trenches and have a reputation for success in regards to achievement and high expectations in their classrooms. You can't have a goal of improving achievement and not include those who consistently get results in these conversations. Decisions on curriculum and many other initiatives related to achievement are currently unilateral. Value staff time. Too many initiatives, continued spinning of wheels (doing the same thing over and over with the same results) and micromanagement of time has really taken a toll on our teachers. Staffing- are we working hard enough to recruit? Are we transparent with our staffing decisions and the whys behind them? Our technology integration is subpar. There has been very little training so again, we are using it at surface level rather than a tool to enhance 21st century skills.
- Staff shortages, family/student needs, demographics
- Our schools are changing. Our population of students is growing, and we have more and more families who are choosing Ralston from other districts. We are also becoming more diverse, and providing equitable supports and services to our students needs to be a focus. Our families represent a variety of socioeconomic statuses, as well as racial and cultural backgrounds. Having a superintendent who has experience working diverse populations of students would be a huge benefit. We have a strong career education program here in Ralston, and we've invested heavily into helping our students find their futures. This needs to continue, and we need a leader who will advocate for these programs and work to recruit teachers who will move our programs forward. Our new superintendent will be taking over for an outstanding superintendent in Dr. Adler. We need someone who will lead with the same positivity, collaboration, and culture-driven focus that he does. In short, we need a leader who will unite our teachers and put students first in all decision making.
- We are struggling with performance and attendance. We need a focused strategy that includes everyone to address these issues. We have also seen an increase in problematic behaviors.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Communication and commitment...Being visible and "in the trenches" with those who "show up" each and every day is a great quality. Also, transparency when making decisions helps build that trust among all stakeholders. Our new superintendent should have a clear vision for our district and guide the way by modeling and living that vision. Feedback is a gift. Listen to feedback. Getting input from those that are closest to the students (the teachers) is imperative when making curriculum decisions.
- Show up and work. Be visible. Be available. Be connected to what is going on. Able to lead along side us- 'we' is greater than 'me' mentality. People before programs. Honest and transparent communication- no surprises. Get in the trenches. No excuses Walk the walk Ability to detect who has Ram pride and who has self-pride Conflict resolution skills
- Good listener, compassionate, understanding, lead by example
- -Positivity -Culture-driven leadership -Background in professional learning -Strong instructional leadership with diverse populations -Collaboration -Student-Centered Leadership -Equity-minded when making decisions -Background in college and career readiness -Community focused -Have the courage to make difficult decisions -Strategic instructional planning -Systems developing
- We need someone who is "grass roots" meaning that the Superintendent understands what goes on on a daily basis in each building and understands that every school district and school building is different and needs an approach specific to that set of students. This will take some hard work and a lot of time investment. We need a person who understands that what is talked about in meeting rooms and among educational theorists does not necessarily translate to improvement at the classroom level.

Community Members

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- It's has changed a little some for the better and something's not! Great diverse business growth. But school rating at a all time low.
- Small town within a city
- Small town atmosphere yet part of a larger city which can be beat. Ralston has that family feel as many graduates come back and raise their families here. As alumni, going to sporting events the first names on the rosters change but there are so many familiar last names. It's so wonderful having my children become friends with my former classmates children. My children has wonderful athletic opportunities while attending Ralston and we're encouraged to participate in multiple sports and activities. Ralston schools are great about encouraging family activities and events. This encourages parents to be an active role in their child's education outside of the classroom.
- Diversity - ethnicity, economically, and lifestyle.
- Ralston is friendly and neighborly. Close to major attractions, sports venues, arts, parks and recreation areas.
- Great place to raise a family. Close knit community.
- Small, friendly community. School district, however, extends in to Omaha, so 2 different municipalities to deal with.
- Ralston is the perfect size. It's big enough to demonstrate a broad demographic; small enough to support local businesses.
- Generations stay in Ralston. Ralston has a loyal resident base. Ralston is trying to grow its downtown area. The city is not very diverse but our student population is due to the district being larger than the actual city limits.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- The elementary schools have been wonderful with the kids and principals. Middle school and High school are sub standard. Overcrowding in middle school especially!
- Dedicated teachers
- Rules and expectations are clearly defined and adhered to. In todays world this is so important stressing right from wrong and consequences that follow inappropriate behavior. This not only befits the child to help correct the behavior situation but also severs as peer models so other children see wrong behavior has specific consequences. Ralston is fair and every student and their parents have a voice to share their feelings, concerns and obstacles that prevent learning.
- Accommodating. Communicative. Tolerant.
- Teachers know the students and care for them.
- Ralston schools were always the best at actually teaching reading, writing, math, science, history, etc.
- The new greenhouse
- Not sure. They used to have a good reputation, but I am concerned with current academic levels of the students.
- RPS is forward-thinking, innovative. They are trailblazing work ahead of other metro area districts with their work in ensuring ALL students' needs are met.

- Each school is very unique, yet we do have pieces that make us cohesive. We house many different level 2 programming in our elementary schools. We are so small that elementary gets to collaborate together or even with the middle school at times and the middle school can collaborate with the high school. We are trying our best to be a cohesive system PK-12. We have a phenomenal PK program. A lot of Ralston teachers choose Ralston for their own children's education which is unique. We have option enrollment. We have early release on Fridays in order for staff to collaborate. Our REA is amazing and the new superintendent would need to be willing to work with REA.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- That we just purchased our second home in Ralston and sick to see our school rating at 1! 5 being the highest on the realtor sites.
- Potential financial struggles if the governor follows through with a pre election plan of his
- The income of the families covers a wide range. From families needing assistance to upper middle class. A leader here will need to manage a large scale here.
- Gang activity appears on the increase as evidenced by the tagging in the community.
- Funding is always a challenge. Attracting and keeping qualified personnel.
- That we do not want our kids indoctrinated, forced to hate any race (including Caucasians), or to have a political agenda forced on them. It is not up to schools to teach kids sexuality, politics, false histories, or that one race is to blame for everything. The parents absolutely deserve a say in what is thought to their children.
- Test scores are low. District has a lot of poorer students. Too much emphasis on "equity" and not enough on education. At this point, district is trying to take care of "everything" and not focus on education, their main emphasis.
- Ralston passing the bond issue is HUGE!! Being landlocked tends to make passing bonds trickier. Thank goodness enough residents were able to understand how buildings are outdated. The new superintendent will be under scrutiny (especially from the no-voters) to ensure good stewardship of funds.
- I am weary about the superintendent not having to live in Ralston. It might be hard for them to truly understand our culture and needs if they live in Bennington and their kids go to Bennington and they don't see Ralston for what it truly is and how amazing it is. I would like to see more parent involvement - PTO is lacking at all the schools. Some schools make it look good but its really the teachers doing most of the PTO.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Fight for more funds to build an other Middle School. And make sure all programs are available to all sectors of student body. Catching the kids falling through the the cracks. Build a United pride of their school and community. Find the schools that are producing great students getting great teachers and use for a model.
- Personality, keeping quality teachers in the classroom, and dedication to all students—including abilities, ethnicity, beliefs, social status.
- The district needs someone to lead Ralston into the future. This person needs to be aware that Ralston is rich in tradition but very much ready to launch into news ideas and

opportunities. This person must have the ability to be able to get teachers and staff onboard with their ideas and be able to reach the students and parents with their ideas and change as well.

- Honesty. Tolerance. Community leadership. Open communication.
- Communication skills, listening to all stakeholders, ability to move district forward, genuine concern for all stakeholders
- Strong leadership skills, strong people skills, and an ability to stand up for what is right.
- Strong educator. Ability to set education goals for the teachers and be in a position to enforce them. Graduation percentage and test scores are currently not acceptable and weren't before covid, so that is not an excuse.
- Commitment to: student/staff safety; high quality curriculum; professional learning for admin and staff; efficient facilities; respectful learning environments; highly engaged students; pride in community
- Needs to know what is going on at each building and have a pulse on how the leader of each building is doing (culture of the staff). Be present at school and community events. Be able to see the bond through. Be able to hold staff accountable and hold staff to high standards without breaking respect, loyalty, and buy in.

Non-Certificated Staff

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Ralston is a small, unique community.
- Our community is very diversified and caring- we celebrate each other and help those who need it -
- It's a small community. Everyone knows everyone
- Ralston is a community that is full of pride, tradition, with small town values of taking care of each other.
- For the most part, good kids and good families -
- Ralston feels like a small town in the city. The community businesses, churches, and citizens all are very supportive of the school. We need a leader who will nurture those relationships.
- Always a lot to do in the Ralston community.
- small community in large metro area; so personal and intimate, but with benefit of opportunities and resources in Omaha
- The good things about our community is it has a small town living vibe. People will help you out and we have good community resources.
- I have lived in the Ralston community for 50 + years. I also have raised my family in the community and have had many good relationships and many strong memories of Ralston
- Small town feel.
- Like Family. Teachers/secretaries/paras seem to really care about the students. The community rallies around the schools. Great business partners.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Ralston Public Schools strive for excellence in all students.
- The schools care about the students along with caring for the families!! There are clothes closets for students who need a warm coat in the winter or any kind of clothes - food is given on weekends so no child will go hungry - there is always someone to talk to when needed and help from the principal on down at anytime -
- The teachers and staff are great and care for the kids!
- Strong alumni connections, strong community support mixed with a rich tradition of successful students.
- Teamwork , collaborate, creativity, passionate about encouraging students potential, leaders in field, all words describing the positive environment.
- Teachers work hard with the supplies provided - Many teachers go beyond and buy necessary supplies to provide teaching experiences. Non certified staff are here to do a good job and to be used appropriately for the student population. many will go beyond what is expected.
- The schools have staff who care about the students and the families in attendance. It is not unusual for staff to find out a family or student has a need, and see that it is met.
- Everyone is kind and all work together very well.

- The good thing about our schools, we are a smaller community. We give students the opportunity to get help, if its, mental or academic help you are needing we have the help and resources to get you the help.
- I am a Ralston Graduate myself and also my husband and children and their spouses. Ralston schools offered many strong academics and programs to prepare my children for college. The intern programs were very supportive for my children to be introduced to different fields of work prior to attending college, I have a daughter who is an Occupational Therapist and also one who is a teacher and they went through the intern programs at Ralston. Also they all participated in sports at Ralston and had a very strong bond with their coaches and teammates. We also met very good families with our children being involved in these sport programs.
- Small enough that students have a chance to participate in sports/activities.
- Everyone seems to know everyone. I feel I can talk to someone at CO if I have a problem. Great teachers!

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Student achievement Staff - schools that need more assistance
- BULLYING!! Bullying is out of control and it's so sad. Also, the lack of leadership within the schools.
- Complacency in employees and not focused on the growth of Ralston, and it's students holistically.
- Concern of central office being top heavy (\$) ~ people in positions not suited for best interest of district ...: reallocation of talents for true needs of student population ..(academic gaps in identified student pop , true advocacy to close gap as well as parent engagement)
- Superintendent and CO staff need to be more present in the buildings, I dont mean walking around for 5 minutes or evaluating a program - but interacting and participating in the classrooms. I have been in the district for 5 plus years and have yet to see anyone from CO in a classroom. This should not be hard to do in a district this size. The Superintendent should require that program directors/supervisors visit their program classrooms at least once a year - more often for if possible - Making sure that appropriate staff/skills are hired so that all students are served appropriately. Making sure that HR is appropriately hiring for position, (staff meeting the qualifications for the position)
- Ralston does not have the same demographic population that it had years ago. Ralston serves many families with financial needs, mental health and medical needs, etc. The superintendent needs to be able to relate to all kinds of different folks.
- That working in a small school district that has so much going on is the best place to be.
- Increasing burden on EL dept. and the need to address the growing numbers and insufficient staffing: teachers, paras, interpreters (HS for sure) Option Enrollment at the high school level; need much closer monitoring, data collection and analysis of behaviors for students who option in to Ralston at the high school level. NOT elementary or even middle school, but the option kids who come and have not come up through the system in our community. We have developed a rep of accepting kids that are problematic in other districts.

- I feel as though parents need to be more involved. I see a lot of pressure put on teachers and teacher aides that no one at home will back up and support us as educators who is here to help the students succeed. More parent involvement!
- After attending the interview yesterday, I heard from others their thoughts on what the new superintendent should be aware of and one of the topics was more Spanish interpreters, which I 100% agree with being that our school district is very diverse and the need is very great, I think that having more interpreters hired for the schools, would be very helpful and useful. Also the topic of security was talked about and I also do believe that the schools within Ralston should be equipped with security cameras within and outside of the schools.
- The need for more EL support.
- I feel CO is a little too top-heavy. Could use more teachers and paras. A lot of the students who opt-in seemed to get into trouble time after time and can still attend Ralston. Look into the option-in program.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Besides experience in the field, the new Superintendent should hold Ralston as a priority, possess integrity, good steward with finances, be outgoing, consistent, and visible throughout the district.
- Be a leader- not have others lead you Listen to your community Value each and every student Be transparent Communicate openly - not just behind doors - communicate with parents, students and answer all questions to the best of your ability Have forums and meet with parents at different schools to see how things are going- Be kind
- Leadership and fairness. Listen and take action on issues
- Leadership, discipline. The ability to identify characters, and values in current and new employers that will align with the vision of the schools academic, athletic, and social goals. People make the business. Great people will make Ralston great, complacent people will make a complacent business.
- Hands on , visit schools often for first hand understanding of staff talents/ leadership as well as school activities, very visible at school functions, transparency , interiority, ...
- Visible Staff - from the superintendent to the assistant superintendents, to the program directors - CO staff who are willing to come into classrooms when there are teacher shortages - Positive leadership (all levels)based on skills not on personalities
- The superintendent needs to be very personable, outgoing, compassionate, and level-headed. This individual will realize the staff are the number one asset, and the students and families served are the most important clients.
- A good hearted person who is here for the staff and students at all of the schools.
- Compassion but yet stern, willing to support his or her staff.
- I think that the new superintendent should be a strong listener, good communicator and also very knowledgeable as to where the district is going. I also think that having an open mind to new ideas is a strong trait. A strong leader is also what the district needs, which is something that we have been blessed with.
- Committed/Invested Passion for the job High ethical standard Great communicator/Transparency Lead with integrity, honesty, trustworthiness, reliability Teaching & administration experience Have a vision for our district Kids/students are first/every single one matters in their needs & progress Build relationships with

community & schools but keep it professional Listen to the needs of the community & district Fairness, impartiality, objectivity Lead by example Highly inclusive High standards for teachers & staff Self awareness Problem solver Bring out the best in others/invest in the growth of others Lead without a title Be visible

- Good communicator. Needs to be seen in all the schools. Caring person. They need to be a good person to handle the financial responsibilities of our taxes and school bond.

Parents

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Bigger city with small town feel. People are still willing to help and try to create a better future for all.
- I believe there are quality candidates already in the district that know the good things about our community. I believe that it makes the most sense to hire one of these candidates that already has the foundations and the relationships in the community that make a small district like Ralston a success.
- Ralston is very family friendly and everyone is kind to their neighbor and strangers alike.
- Tight knit community where everyone truly cared about each other Diverse
- This district is really nice
- We are a close knit school community, care for one another.
- Ralston is a great small town in the middle of the city! We have everything a small town has including a wonderful library, event center, venue, town Square and more! It keeps growing every year!
- The Ralston community is very close. We always try to help around the community, starting with meals for families and helping others in need.
- Good community with friendly people. School district is an important part of Ralston.
- Becoming more inclusive as younger people are moving into town.
- Our community is great, we are called Independence City, due to having the best 4th of July celebration in the state! Ralston has that small town feel, land locked by much larger towns...class B school surrounded by large A schools. Many families in Ralston have been here for multiple generations and are very proud of our town.
- Everyone one is kind and looks out for everyone.
- Everyone is like family they care and love one another.
- Small town feel, neighbors know each other.
- Our community is tight-knit and extremely inclusive. When someone needs help in Ralston, there are guaranteed to be people lined up to help. It is a community I am proud to be a part of.
- Families are involved & invested in the community on every level. There is a small town feel in that people know each other & look out for each other while still having access to amenities of the big city.
- We opt our child into Ralston because we love that it's a small, diverse district with a close-knit community. Teachers and staff know and care about every student from K through 12th.
- small, working class community. The school is the source of much pride for our community.
- Community itself is diverse. Small town feel in a big city!
- Small-town atmosphere in the middle of Omaha. Friendly neighbors, safe neighborhoods, so many neighborhood parks and ways to get involved, with all the perks of a large city within close range.
- Small town feel
- safe, respectful, accepting
- Small connected community
- Small community within big city and surrounding areas. Love it

- N/a
- Our community feels like a family we look after each other. Especially in good and bad days.
- Friendly people who watch out for each other
- Small community Most teachers are there for the right reasons
- Just recently, it seems like the city and the district have been working together to coordinate events, which is fairly unique. It feels fairly safe here, and our community is a bit diverse, which is good to see.
- We are a small proud community of caring people who look out for one another. We are diverse and accepting while staying true to values and morals.
- It's small and people here genuinely care to be good neighbors and watch out for each other.
- The community is small but still part of a bigger city. Hard working people.
- It feels like a small town community where people truly care about others. Low cost of living. High quality services like health care, entertainment, and child care.
- We aren't very involved in the community.
- The small town pride. The small town vibe surrounded by the big city.
- Ralston is very diverse. We have people from all backgrounds and beliefs. I do believe that our diversity is one of our strengths and the community enjoys learning how to be a more accepting and tolerant person through getting to know their neighbors. However, it has small-town vibes too. Many people work, live, and raise their families by people who worked, lived, and raised their families in Ralston. So many of my students have parents that have graduated from Ralston.
- Ralston has that small town feel even though we are in the heart of the metro. Our students know their teachers, admin, even the superintendent and local business leaders by name. We are a close-knit community with all of the amenities that the metro has to offer. In Ralston, we celebrate diversity. Over time, our population has become more diverse in multiple regards: racial, language, cultural, socio-economic, etc. We celebrate our differences in Ralston.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- That they are developing and bring the school's to a modern state of being.
- I believe that an internal candidate, one ALREADY familiar with the good things about our schools, would be the obvious choice to hire. If there is a qualified person who has spent years with the district at multiple levels of leadership, I have no idea why we would even be looking at external candidates given the tight-knit nature of our community. The fact that RPS feels like a small town district inside the city is what gives the district such a strong appeal to students and families who are native to Ralston or choose to opt in to the district. Hiring someone from outside the district would immediately disrupt that feeling and atmosphere.
- The teachers, administration, and staff all make personal connections with not only the students, but with families as well. They make every student feel important.
- Emphasis on developing the whole child Extensive College and Career ready programs Invest in teacher development and growth Community and parent have opportunity for input Consistent avenues of communication

- I'm a parent but teachers should be nice and caring mainly if a student comes to them with a problem
- We already closed at school community, and we strive to take care of all the children within the school. I love that our school has great communication and works hard to create a fun but quality learning environment. WE LOVE THE BE KIND concept and really would like it to continue when a new person comes into the position.
- All of our schools have wonderful dedicated teachers and staff!
- I love the schedule our children have. I love that they have an early release day, when I was a child I always wished our district had that and I am so happy my children get to have that. I feel it can get overwhelming for the students and teachers to attend 5 days a week for 8 hrs a day. I feel it's a small break well deserved for the students and staff during the week to help staff advance planning and students to catch up if needed. The staff in the schools are always very close to the students and family, and always willing to lend a hand if needed.
- Most principals are pretty good. Most elementary principals are high quality, but some are better than others.
- They are caring and attentive to individual student needs.
- We have had 3 children in Ralston schools, we feel that they are getting a great education. We have wonderful teachers and principals.
- They treat kids the way they would want their kids treated. Some of their kids even go to Ralston when they reside in a different school district.
- Seymour elementary and Ralston high school have some of the most amazing teachers. They show they care about every student. My oldest has been in 4 different districts and we landed in Ralston when he was in 2nd grade. He is now a freshman at Ralston High. Ralston public schools is home for us!
- _____ is one of the best principals/and prev. Teachers I have seen in this school district in the 20 yrs my children, niece and nephews have attended Ralston. He addresses issue as they are brought to his attention immediately and professionally. He cares about students and staff. He is great with all people and will go out of his way to help any child succeed.
- Teachers know your family if you ask for help generally someone will get right back to you.
- My children are 13 and 16 and have gone through both Meadows and Mockingbird, as well as the middle school. We have only ever had positive experiences with each and every school. The principals demonstrate their absolute commitment to these schools everyday.
- Teachers, administrators & staff are accessible. They know the students by name & are eager to have constructive conversations about how to best care for students & partner with families.
- Wildewood Elementary is filled with passionate and devote staff who regularly go above and beyond to support the students and each other. There is an active PTO who works closely with the school to help support teachers and students.
- The teachers and staff and employees are dedicated to the success and well-being of the students and families.
- School teachers and all staff are hands on. They want to be involved in decisions that impact the students. They care deeply about the youth they serve.

- Small class sizes, teachers who care about more than just test scores, principals who know all students by name
- Teachers know children by name
- safe, nurturing, accepting
- I feel like we're in an area we have many of the benefits of a metro city like Omaha but we are a small enough pocket kids are less likely to fall through the cracks
- Small community great teachers. Kids and parents have NO SHORT support system here. If a kid and parents are involved, like others schools, you get more. No kid is left behind but you have to give effort
- Na
- Teachers are wonderful with kids they look after them like a 2nd parent they want the best for our kids.
- The teachers
- The trades in the high school and compassionate teachers
- Small class sizes Variety of classes in high school
- We have enjoyed the down-to-earth feel to the district. Our interactions with everyone feels very personal and caring...football games are like a small town gathering. Pretty fun. We also liked the conservative response to Covid.
- The same as above...we moved in to Ralston because they still say the pledge, sing Christmas songs and support a wide range of beliefs...not taking one belief out and leaving the rest.
- My daughter's elementary school seems great. Many of the elementary schools seem to be managed well.
- They seem to care and get to know every student.
- Small school feel where every kid is met where they are and given what they need to succeed and student to teacher ratio is low, and everyone knows and cares about each other. Large school benefits like highly qualified teachers, access to a large variety of services and opportunities (HAL, WIN, AP classes, large variety of music/art classes and extra curriculars, field trips, etc.), and high standards for learning.
- They are very welcoming. Teachers and administrators are kind.
- Teachers, parents and kids know each other and get along well. #BeKind movement
- Teachers have a lot of autonomy and feel empowered to control their curriculum to meet the needs of their students. Because we are small, we don't have all the resources of larger districts around us, and while that can be hard, it also gives teachers a lot of latitude.
- Our teachers, students, and families are what make our schools great. Our teachers are passionate about doing what is necessary to support our students in the classroom, as well as their social emotional health. Our students are resilient, creative, hard working individuals who are hopeful for their futures. Our families are extremely supportive of the schools, and they put their faith in the educators to do what is best for kids.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- The fact those who actually create and cause problems are not dealt with instead seems to be blanket response. Poor timing for school releases elementary should be last middle school and high school should go before as older siblings help to pick up the younger

students. Teachers are not paid enough. Poor planning for remodeling and futures technology.

- He/ she should not be "coming into the district." The district has just begun to implement the recently passed bond issue. An internal candidate who is already familiar with the district and has been involved with the planning and passage of said bond issue would be an obvious choice. Given this time of transition, broad sweeping changes are not what the district needs. Consistency and continuity within leadership is what the district needs.
- Ralston used to be the standard of excellence in the metro area back in the 80s, 90s, and early 2000s. After that, there was a decline in Ralston while all the other districts surpassed us. We are no longer the leaders in metro, but struggling to keep up. Ralston lately seems to be lowering all our standards instead of helping students reach the standards that were set. We can't keep lowering standards and expect our students to be able to compete with their peers in high school and beyond. Ralston needs to stop cutting the arts. We used to start band in 5th grade, with a full band experience. Now we barely start band in 6th grade, either the students only meeting once a week and only in sectionals, not the full band. Other districts are starting full band experience in 4th grade. Our high school band director used to be the one to watch and follow for marching band - he demanded excellence while also have full respect and trust of his entire band, all while being the most creative director in the metro. Now we've been scraping by with mediocre performances and a director that doesn't hold anyone accountable or demand their best. This past season he has finally started to put forth more effort with a show that was finally respectable and not embarrassing at competitions in comparison to the other districts. Please let those actions from this year continue. Ralston used to be a district to be extraordinarily proud of in every aspect. Now we are kind, but not extraordinary. Ralston needs to start a high school program like Millard South where we can have students graduating with an associates degree.
- The social emotional and behavioral needs
- No kid should be bullied or discriminated
- Be aware that we have a lot of different some families within our community and that the new superintendent should be willing to take that into into consideration when making decisions regarding family and school and educational decisions.
- I would like to see more programs/help for children with behavioral/ adhd challenges.challenges. also more recognition for our hard working staff. Maybe a tutor program with older students working with the young ones struggling to catch up from the pandemic.
- Test scores are miserable. Student achievement has been non-existent for the past few years. The district continues to give excuses or cherry picks results when the kids aren't acheiving.
- Bullying cannot be tolerated. Need more ways to connect families from varying backgrounds.
- Ralston past a bond to improve all of our outdated schools in the district. We are currently scheduling renovations in many of our schools. This will need good oversight and follow through to continue what Dr. Adler has envisioned.
- Please have the kids and the teachers the top focus. So of our schools are older and need to get updated. Our teachers need supplies for their classrooms. They shouldn't have to fund anything for their rooms out of their own pocket. The teachers also need raises.

- The amount of bullying is ridiculous between students and teachers to students. Lunches have gone down in choices, quality, and quantity since I worked in the Ralston kitchens in 2007 and price keeps getting higher.
- The kids in this district often feel like underdogs in the larger city-wide community
- Having a student at the middle school and high school, I've heard of a lot of fighting between students, and one being severe between a male and a female at the high school. I've also heard a lot of disrespect to teachers.
- While Ralston has been able to retain a large number of teachers, especially compared to neighboring districts, there is a sense of burn-out as teachers continue to be asked to do more with little to no additional support. The lack of substitutes is an on going issue that needs to be addressed. I also feel that there is sometimes a disconnect between administration and teachers/building staff especially in the primary level. Those making the decisions have no (or very little) experience with teaching in elementary classrooms and the struggles primary teachers. The needs of primary and secondary teachers are very different and with little administrative knowledge of primary classrooms, some decisions seem to favor secondary at the expense of primary staff and schools.
- Bullying will not be tolerated.
- The schools all need an update and this should be addressed with the bonds. The superintendent coming in needs to have a team approach but not be able to make difficult decisions. Teachers across the nation have dealt with the worst of the worst the last few years. Support the staff, increase the wages, and focus on building relationships the first few years.
- Make Ralston Public Schools a place that people want to work in (maybe it's already that way, I'm just a parent in Ralston and a teacher in a neighboring district). Paras and other classified staff should be paid competitively to encourage more people to come to Ralston.
- Lack of windows in schools(wildewood), lack of outdoor nature areas.
- far right or far left agitators, parents wanting to push religion in schools, parents wanting to push radical agendas in schools
- Lots of lower income families but great kids from what we have encountered.
- I noticed you sent an email out showing how successful Ralston has high scores. What particular schools are you referring to that have high scores in the nation??
- Have an open mind and a good heart that nobody is perfect and each day is a learning experience.
- I believe that Ralston needs to not think of the school as a small town school. Ralston is right in heart of a bigger city. We take in kids from all over Omaha and surrounding areas. Which I love because it makes Ralston so much more diverse. However, I do not feel the administration has been equipped to handle this change, I don't feel like being best friends with so many other parents and other staff is great of others looking in.
- Kids don't feel safe in the bathrooms during passing periods. There is vaping, fighting and bullying. These need monitoring, both boys and girls.
- No behavior control and safety at high school and middle school levels Bullying is out of control in upper grades Multiple children are kept in district for their opt in money and are able to stay regardless of grades and fights they are involved in Bus situation is a waste of money and kids sit on buses way too long, just so Ralston can get the money from other districts. Many days kids on the buses are yelling profanity, fighting, etc! Buses have children age 5 to 17 on them???? Why is this okay! Multiple positions are

made for staff that shouldn't even still be employed - they just keep moving them around and creating jobs that are unnecessary.

- I don't think RPS has the greatest reputation for some reason, and when we moved into the neighborhood 6 years ago, some longterm neighbors cautioned us about the quality of the schools. Several of our neighbors send their kids to other districts, including private, so there aren't a huge number of RPS kids right in our area. We have now had a child in RPS for 3 years and feel very positive about his experience! But that stigma of RPS=bad needs to go.
- I'm concerned that in the current social climate we are in that the new superintendent will be faced with keeping Ralston, Ralston and not messing something up that isn't broken. We do not want to see someone weave in woke ideology. That would be horrible for Ralston.
- I don't know that I want to send my kids to the middle or high school. Student behavior is increasingly worse every year and teachers are leaving left and right. I worry my kid isn't going to know how to read because it doesn't seem like these older Ralston kids can.
- I am concerned about the greatschools.org rating for Ralston schools, which factors in more than just standardized tests.
- We are in a large-ish city with the same issue many school districts face (kiddos facing hunger and/or trauma, the real threat of gun violence in and out of school, parents (and some non parents) trying to bring politics into the school, deficits caused by COVID that need to be overcome).
- We don't have CRT. It should not come up in conversation. It's a "talking point" that doesn't involve the students of Ralston.
- My experience is only with Seymour, and it has been great
- The top is heavy and the roles of administrative staff aren't always clear or make sense. For instance, in the high school, we have an AD who also does teaching evals. But we have a 9th-grade coordinator who does no evals but leads the freshmen teacher. We have an instructional coach who is never in the building. We have a secretary doing the job of a college and career counselor and a secretary who runs activity accounts and send OSS/ISS emails-- even though we have an attendance secretary and AD secretary. There is an EL district admin who also does community connections (a job created to give him HS experience) even though we have a community liaison person who handles PR, but an admin who manages K-12 curriculum who has no HS experience (and a limited understanding of what some courses even are). This position used to be two people: one elementary and one high school. This person also manages enrollment. Why does one of our instructional coaches who gets paid as a principal and also runs the Health and Wellness program? The top is messy and has made the bottom a difficult place to work. Some of the decisions made at the top about course offerings, scheduling, the allocation of FTE, and the expansion of CTE programming with the more is more approach are driving this high school into the ground. Meanwhile, there is one social worker for the entire district. There is fat to cut and reallocate to positions that are meaningful.
- While diversity is certainly meant to be celebrated, it also comes with potential challenges, including achievement. Expectations for students in Ralston are high, as they should be, but for many of our students, achieving academically is a challenge. Students learning a new language, or those who lack resources at home, or those with learning difficulties need strong instructional leadership to achieve. Our extracurricular programs at the middle and high school are improving, but our youth programs have room to grow. There needs to be alignment between the programs as feeders to ensure greater student

involvement at the secondary level. This includes funding to allow more students to participate who lack the means. We recently passed a bond. Decisions are still being made about how that money is being spent. A focus should be placed on resources that will help students achieve academically, social-emotionally, and align with college/career readiness.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Honesty, fortitude and morals. The ability to go back to having schools teaching foundational and functional skills instead of communist ideology and letting extreme values be the only ones supported. Not catering to the make believe that you can decide to change your gender because you feel differently that morning. Boys use the boys bathroom and the girls use the girls bathroom. Our children have a right to feel safe. Terminate any teacher who pushes their beliefs (religious, sexual or political) as that is not why the kids are there.
- She should have a track record of advancement within this district and a record of being a proven leader. She/ he should already have experience at multiple levels of RPS administration and relationships throughout RPS and the Ralston community as well as being familiar with the inner workings of RPS. If she happened to have a doctorate degree, all the better. The most important thing is finding someone who already knows our kids, and cares about providing what is best for our kids.
- I want a superintendent that is upfront and transparent about the happenings in the district. I want someone who will actually respond to parent emails and phone calls - that has been an issue in the past. I would like a superintendent who has classroom teaching experience so they know exactly what they are asking of our teachers in regards to classroom management and curriculum.
- Innovative Ability to listen and ask questions that guide decision making Ability to speak and act upon core values Students first Able to analyze data and ask thoughtful questions to move student learning forward Strong understanding in curriculum and can make quality decisions around research based viable curriculum Holds teacher accountable to student learning Can understand and embrace the Ralston culture
- Caring and mainly towards the students make sure they are safe and their education
- The superintendent candidates should be caring, understanding, have patience and be open to new ideas. He bor she should also be a good communicator.
- Small town values Passion for teaching and learning
- Overall i just hope the superintendent does not come into the Ralston family with their nose up high. I hope that they do not try and change things that are working great, or try to change the schools schedules that we have now.
- Must have a plan to raise test scores. What RPS is doing isn't working at all. Kids aren't getting the instruction they need.
- Innovative and open-minded. Have courage to do the right thing.
- I would want the new superintendent to have many of the same qualities as Dr. Adler. That will continue the Be Kind movement. Someone who is a parent, has proven experience, transparency, trustworthy, and is humble and will acknowledge and lift up his educators.
- A very kind heart. Ability to listen and take action on requests. Must be able to give credit to all the hard work that the teachers and administrators put in. They need to be a

visionary and someone who is looking to stay with Ralston for a while to see the work to completion. We also need someone who is visible and approachable. Someone who is willing to roll up their sleeves and give help wherever is need. They would never ask someone to do something they were not willing to do themselves.

- Love every student like their own. That is what our previous superintendent did. Be strong and take a bad or saddening situation and turn it into a learning experience.
- Be Open minded, donations from families should not determine who plays sports and sits the bench. Be able to give the good teachers support and get rid of the ones that Don't care about their students.
- Have ideas that help right now, as well as in the next few years.
- Positivity and resilience. Dr. Adler was phenomenal as a superintendent and I would have to say that following in his footsteps would be a great part to start.
- I like the one we have now thank you!
- Openness. Proactive vision for providing the best changes to propel our community forward. Attention to detail. Awareness of privileges/ oppressions & intention to close the gap for equality.
- I would love to see a more diverse superintendent that more accurately represents the teachers and students they oversee. It would be wonderful to see a superintendent that has primary teaching experience to help balance the abundance of secondary experience currently represented in Ralston administration. They should also value transparency in decisions and be committed to prioritizing being Ralston's superintendent. Previous superintendents of Ralston and other area districts do a lot of side work for themselves (book tours, pet projects, consultants, etc) that provide very little to no direct benefits to our students. It would be nice to find someone who will be 100% Ralston's superintendent.
- Must be collaborative and able to work and lead in team environment. Be a servant leader.
- Someone that is respectful and can work with a diverse group of people. Ask what their leadership style is. Ralston has felt like a roll up your sleeves style not sit back and delegate. It starts from the top so prepare to do the work. The candidate needs to well spoken and be transparent. Having a background in education actually teaching and not just previous administrative positions help add more buy in too.
- Be forward-thinking without sacrificing or forgetting about the daily struggles that teachers and students face. You're getting paid the most in the district. Don't forget about the people in the trenches every day. Teachers deserve respect and support from admin. Side with the teachers before you side with parents.
- Up to date with all the data on best practices oncluding those for younger children.
- caring, parenthood, experience, non-political
- Open minded
- Someone who cares and supports sports and other activities. Be involved and around. Just a normal person who can interact and support the schools.
- To be educated at least with a Bachelors degree. Knowledge of the constitution and equal rights to the community. I noticed schools in omaha do not have equal education in certain communities regarding race.
- Have a wonderful attitude an be there when needed. Smile an interacting
- Care for students and education. I believe our our superintendent was great with this.

- Be able to communicate well with everyone. Students, teachers and parents. Things need to be communicated in a timely manner and the big decisions require everyone's input.
- Educated Loyalty to district Willing to do it ALL- not sit behind a desk and make decisions and never be in our schools! How does someone know what is happening if they aren't in buildings? Great relationships with staff
- Positive, kind, professional, creative thinking, collaborative, servant leader
- A leader who is involved in the community and willing to connect with all parents and people. Dr.Adler did this and it showed. Someone who has values that match a small connected town in the city. Someone who is willing to build on what is not tear down what is to make new.
- I think the district needs someone who is open-minded and representative of our diverse population. Someone willing to peddle action instead of hope and kindness. No more football coach leadership please.
- Be personable and interact with families.
- Able to meet people where they are in life / education. Willing to get out in the community and be seen and participate as a community member. Able to keep calm and keep a sense of humor when under stress. Willing to entertain unconventional ideas to solve problems. Able to stand up to vocal parents who may be wrong. Loyal and supportive to teachers who have one the world's toughest jobs right now.
- Understanding, compassion, classroom teaching experience, administration experience.
- The love of a small town, the will for this to be the place they want to be and not just a stepping stone.
- I want someone who is putting in hard work to real, tangible district problems and who has eyes on moving the mark on teacher satisfaction and student achievement in measurable ways. I no longer want to be led by idealistic philosophy about "kindness" and "hope." We need someone who can clean house, trim fat, and get the high school and district back on track. I need someone who doesn't promote their friends or create unneeded positions for people they like, and who hires talent appropriate for the job.
- We need someone who will honor the traditions of Ralston while having a vision for embracing the necessary changes for Ralston in the future. We need a superintendent who is a positive, collaborative role model that our teachers will believe in. We need someone with strong instructional practices and evidence of professional learning with academic achievement. We need someone who will be active in the community and represent our district well. We need a superintendent that will do what is best for our students, and will always work to find solutions to help our students succeed. We need someone who embraces diversity, has a background in working with diverse populations of students and families, and has experience with equitable practices.

Teachers

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Involved, multi-generational, dedicated, diverse, multi-lingual,
- Diverse, involved, growing, has a sense of history and community
- Small, tight-knit community. Strong connections between the district, families, and community partners.
- My community is welcoming, inclusive, and supportive.
- The community is involved with the district. They pay attention to what's going on and vote to help the schools.
- The Ralston community is very welcoming, supportive, and family oriented. The community supports the schools in a variety of ways, which keeps everyone connected and informed, and provides many opportunities for our students and staff.
- Ralston is uniquely situated. We have the benefits of a metropolitan area while retaining a smaller, localized feel. There are many interesting and thriving small businesses in the area.
- The great things about the Ralston community is that we are large enough to serve all of our students but small enough that it is a closer knit district. As a staff I feel that many needs and concerns are heard and I can have leadership opportunities.
- Ralston is a family community. Many Ralston graduates choose to work for Ralston Public Schools. The community is very supportive of the schools and many activities in the area involve the schools.
- The community feels small within a larger city, which is a positive for students and staff. It is a wonderful thing to be known by the leaders of our district. I have enjoyed teaching in this district for many years and my children have also had a wonderful experience as students in our district.
- It has a small-town feel with big-city amenities.
- Small town feel with the big town amenities Traditions Legacies - Many people stay in Ralston to raise their families Affordable housing Downtown has everything you need to have a fun safe night Our community cares and supports our schools and has voted to support/pay a big bond to make them better
- The Ralston community is supportive with strong traditions.
- The district and community work together to put on events and activities to promote family time. We are truly a small town in the middle of a big city.
- Small town in a big city, with a focus on kindness, collaboration and celebrating the diversity and uniqueness in our schools.
- Ralston is a close-knit community that has a lot of resources. I believe that being a smaller school with large resources is a great benefit. The community of Ralston is definitely on the rise with the downtown being renovated.
- Small community with metro amenities; increasing diversity in the town
- Ralston is a small community. Like a family.
- The community really supports our schools as what they are trying to do for students. People and business love to donate time resources and money to our causes.
- Ralston is a great district with a strong "Family Feel!"
- Ralston has a small town feel even though we're in the metro. I think that is definitely a positive for our students and families.

- We have a strong, tight-knit community. Diversity and inclusion are important values in our community.
- Ralston is a tight knit community that values it's traditions and supports it's schools.
- Ralston is very diverse. There are many types of people from many different backgrounds!
- I truly believe our community is ONE Ralston! I love that stakeholders in our community believe in their youth and are willing to provide opportunities for these students as we are trying to instill hope, respect, responsibility, and resiliency in them!
- One good thing about our community is the small-town feel in a big city. We appreciate the ability to see people in our community who are actively involved and attend many different events around town. There is pride in Ralston which has been established over many years. It is a diverse neighborhood with families from all over. We are building ourselves up to become better and better each day. They supported us in getting the bond which is helping us to hopefully progress our facilities to become competitive with the surrounding area. Often, people who came from Ralston come back to Ralston.
- Everyone supports one another and the community likes to help!
- It's a small-town feel within a big city. People know and support each other. Parents, students, coaches, and administrators mostly all know each other, much like a family.
- We work together very well across grade levels and different schools. We come together to make things work even in not ideal circumstances. We have the students' best interest at heart...always.
- The community works hard to support each other. There is pride in the community about who we are and how hard we work.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- The families at our schools value the traditions/special events at school. Many of our families are Ralston alum and love to participate in their favorite activities with their children.
- Our schools have dedicated staff members. The teachers who stick around are very talented. We teach respect for all without overstepping our boundaries into conversations that should be happening at home.
- Energetic, diverse, caring
- Small class sizes, small schools, well-staffed. Teachers receive needed resources. Quality, relevant PD.
- The schools in RPS are full of diverse identities that are empowered to achieve their goals through supportive adults who strive to mentor their students.
- Schools do really well working together. Teachers across the district are willing to share and work with others even outside their own building.
- The Ralston Public Schools are comprised of a very diverse population, which provides our students with a multicultural environment in which to learn, grow, and develop. Not only do we focus on helping our students develop academically, but also socially and emotionally. We focus on the whole child, and do what we can to help them become productive, active, and good citizens within our society.

- The student population is fantastic here! Even though we're comparatively small, we have one of the most truly diverse populations in the state. Our staff members are highly qualified and hard-working. We care about our schools and want them to succeed.
- Our schools have a great deal of diversity and family structures. No matter who you are, or where you come from, you will be included and appreciated for who you are. Our schools work hard to meet all the diverse needs of students and are constantly striving to improve our practices to better serve our students.
- Ralston schools have a strong reputation. We have many families that we have served for generations. I think this portrays the confidence that our families have in us. Many of our opt-in families choose to attend because of previous experiences within RPS.
- Our schools are very diverse, which gives students and staff a broad range of ideas and values. Overall, teachers care deeply for their students and teach to the best of their ability.
- The schools have passionate and dedicated educators in their buildings.
- Only 1 middle school and 1 high school All our buildings are being updated Each is unique in both its community and culture We have students from all walks of life an backgrounds We have many different native languages Traditions in our schools Pride for our district
- We have many teachers who work hard and care. Students might come from tough backgrounds (some of them) but they are happy to come to school. Staff at Ralston cares deeply about one another and support each other tremendously.
- People choose us. Our staff really works together to make sure we are doing what is best for our students no matter the situation.
- Our schools give students a chance to shine and grow in a close knit community setting. Educators collaborate to share ideas and to find ways of making our curriculum exciting and relatable to student life and interests.
- The schools have strong teachers who care about the students.
- Increasing diversity in schools; strong EL programs; programming for all students' interests and talents
- Ralston teachers work very hard to make a positive difference in student's lives. They care about the community as a whole.
- Close knit supportive positive community where student success is our focus. Everyone does what they can to support and celebrate everyone
- We have very dedicated teachers and staff members that are all on the same page working hard to make sure all students are successful!
- Nebraska public schools are among the best in the nation as we've been able to avoid privatization and voucher schemes that have plagued other states.
- Our schools provide support for the community in so many ways. We foster hope and learning everyday.
- We're small enough to know each other and have personal connections, but large enough to provide the services necessary to students and families. Teamwork and community are highly valued. We are in this together and work together to accomplish goals and ensure students and families have the resources necessary.
- Ralston schools strive to provide a high quality education to ALL students. Any day, any duration of time.

- I believe that the candidates chosen to teach our students are carefully selected which in turn helps our schools foster learning for ALL and allows the culture of our building to be a positive environment for students to be learning at high levels!
- Ralston Public Schools is a district that is filled with a diverse group of children from inside and outside the district. People want to come to RPS because of the experiences we provide and the people we have working here. We try to give children the best educational experience we can, and we try to remember the challenging places our students can come from. Everyone here wants to do best by kids. We are trying to adapt to the changing times, and many of us are trying to find ways to adapt. We invest in our staff. People can grow and flourish in Ralston with the right attitude. We have opportunities to work towards leadership and growth that I would like to see continue. For example, we have a Leadership Academy and an EL Cohort that are special to Ralston, and I would like to see those continue.
- The school has a small-town feel, even though it is in the big city of Omaha. All teachers work very hard at what they do.
- The elementary and middle schools are really strong -- teachers and admin seem to really care and you can tell that learning is occurring there. Our kids are great - I would put our best kids up against kids across the state. Many of our students want to learn and succeed, even if they don't always know what that will look like -- which is why the CTE/Blueprint work being done in the District is critical.
- Teachers put students first and we highly recognize the need for social well-being. We look at the student as a whole and care about what is going on at home and how that affects their learning/behavior. We prioritize mental health and social well-being to hopefully ensure a good learning environment for everyone.
- There is good leadership in place within the schools to drive learning forward and create positive communities within the schools.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- The lack of training opportunities provided to paraprofessionals.
- Our world is changing and there are new challenges for classroom teachers. We need to take care of them to retain the best. I am surrounded by some of the best teachers in our country, but even the best are feeling defeated in our current set up. I used to feel like I could teach far past retirement age, but now I'm not sure I will make it year to year. We need to pay people better, give more work days to catch up and create new things, and keep class sizes small. Small class sizes especially with our youngest will make a world of difference- less behavior problems, less burnt out teachers, stronger relationships, and more individualized support and instruction.
- We are proud of our diversity of genders, sexualities, races, languages, and more. These diversities and identities are strengths and we celebrate them and will expect you to support and celebrate them as well.
- High EL and SPED rates. Academic and SEL needs.
- The politics of keeping teachers/admin who do not strive to be better, and even sometimes engage in bad practices. Bad practices are rarely confronted (I.e. engaging in disproportionate discipline practices).
- Extreme trauma of students, extreme loyalty of the school employees, extreme hunger and need. Be kind has turned to enabeling and lowered expectations when compared to

other comparable local schools. Our HS ap students have significantly lower academic knowledge than surrounding districts.

- Our current administration focuses a lot on the growth students achieve. While test scores are important, it has been a great relief to know our administration values the growth students are still making even if scores are not where we'd like them to be.
- While the diverse population of our school district is a positive attribute, it can also provide unique challenges. It is important to be aware of the wide-spread population we serve. It is also important to remember the wide range of academic abilities we serve within the district. Much emphasis is often placed on helping those who perform below grade level, which is important, but we cannot forget about our high achievers as well. We do not want to confine these students' abilities, but rather help them to continue to learn, grow, and achieve at even higher levels. Every student should have the opportunity to learn and grow every day, including our high ability students.
- Our district, although small, definitely experiences urban concerns. We need to continue to adapt to change to meet our students where they are. For instance, we need to grow supports for impoverished students or students dealing with mental health concerns. The superintendent also needs an equity mindset. Moreover, the superintendent should represent the teaching and student populace. It is disheartening to see the same type of leader in every position of power within the district. We need more diversity at the top and new opportunities to build an inclusive team.
- Issues that the superintendent should be aware of are that communication is vital to the success of the district. We need a leader that will make their presence seen and heard. We need a leader that cares about our schools and the people inside of them. We are not a dollar sign, or a number on a spreadsheet.
- I think that our district needs some revitalization. New energy, ideas and excitement will help build a strong relationship among staff, students, and families.
- In general, diversity is a wonderful thing for our schools. The vast differences in upbringing, language, and family situations creates conflict and there should be an emphasis in bringing groups of people together for common goals. There needs to be more behavioral support and support around our ELL population (these are major areas of improvement needed). I have some major concerns with the ideology playing out in our schools, especially when it comes to the transgender epidemic and critical race theory ideas. I would love to see a more patriotic view of our country and decrease political views in our classrooms (RHS).
- The diversity of students within our district.
- We are in the middle of a bond build - important to stay on budget and give the voters what was promised We are used to a leader who seeks out and listens to staff. He sends out surveys and cares about what staff has to share. He knows he cannot fix everything, but when he sees a trend he does more research. He doesn't just go to administration, he goes to those that are with our students day in and day out.
- The district sometimes has a tendency to get "big ideas" and start them but lack follow through. It seems that sometimes curriculum and technology are not thoroughly vetted before making these large purchases. There are many administrative assistants at the central office and I wonder if those funds and time resources could be better used elsewhere. We have a number of students that we allow to option enroll who are level ii or level iii behavior students that dramatically disrupt the learning of others and cost the district high amounts of money (and they are not even students who live in our district).

- We have many students that come from outside of the district. That can bring a variety of things into the district. Not all of those things are positive influences on our students. I feel like one of our biggest challenges is to protect our students from negative experiences and shape them into good and kind human beings.
- In the last decade mental health concerns have increased a lot, especially in the last 3-5 years. I am a kindergarten teacher in the district, and the amount of trauma, abuse, special needs and behavior needs coming into our schools is unbelievable at times. Academic learning and rigor is so important, but if social emotional needs, behavior management and special needs services are not addressed quickly and consistently, it makes it difficult to make any instruction beneficial for students. It has been hard in recent years to feel like we have enough of the special supports (emotional, behavioral, resource) needed to support our students at the elementary level.
- We are a school, not a heartless corporation. Quit calling us stakeholders. It does the opposite of creating a caring, team persona.
- I feel like Ralston selectively hires based on preferences and relationships. It is hard to move up in a role unless you know the right people or say what upper administration wants to hear. This has created a divide between school staff and Central Office staff. Also, the district fails to recognize success. I feel as though the district does not utilize the strengths of every school. When one school does well on a test I would like to see us get advice on how to reach those levels. Instead, we are told to keep teaching from an outdated and ineffective, scripted curriculum. I do notice that there is preferential treatment by Central Office to certain schools. I also believe that the district blames our demographics for the struggles we encounter daily. I feel like some staff members get away with a lot because of their relationships with Central Office staff. I would like to see someone who will analyze positions at Central Office and decide which positions are necessary for a district of our size. While also making decisions to eliminate others that are not necessary.
- District leadership (demographically) does not represent the student body or the staff. We have folks in leadership who essentially looks the same (older, white, straight, male). This is inadequate for a district of our caliber.
- Some of the students who are allowed to come into our district from other schools, once they are kicked out are ruining our school community. Teachers are not supported enough do deal with the problems they bring with them. Please stop letting them ruin our schools.
- There has been a lack of knowledge surrounding LGBTQIA+ transitioning, pronouns and respecting those things.
- I have had concerns with some new hires in our building. Some individuals are not qualified and/or are not doing a good job, but nothing will change because we need the position filled. I feel no teacher is better than a warm body!
- Unfortunately, I think teacher burnout is probably at the highest level I've ever witnessed. As other districts have added teacher work days to their calendars in order to provide more time to prepare and manage the workload, unfortunately we haven't and it's been tough on teacher morale. I think recruitment and retention of quality staff really needs to be addressed in a meaningful way. I think there is significant concern with staff safety on home visits as the climate and attitudes/feelings toward educators nationwide has become hostile. We experience a lot of negativity from the outside that can be particularly stressful.
- Many of our students have experienced poverty and trauma. When making decisions for our district, we need to consider how these experiences may have affected our students

and their learning. We need to consider how we can best support students and their families, and how we can support teachers as they support their students in the classroom.

- Discipline issues have been increasing. Staff is limited when it comes to consequences and those we can use don't seem to be effective. This seems more of an issue with students who opt-in to Ralston than with our students who reside in the district. We lack a continuum of academic supports through regular education. Especially at the secondary level. Staff push students to be eligible for Special Education in order that they can receive academic or behavioral supports that should be able to be provided through Gen Ed. This creates a problem with attempts to implement MTSS as well as over-referring students to SPED - sped staff spends more time testing students who don't qualify instead of serving those who do qualify for services.
- Ralston is a high mobility school district. We have a lot of diversity and a lot of needs. The superintendent needs to understand how to retain people and support a needy population with compassion and grace.
- I feel like the superintendent should be one who is in our school buildings and classroom often in order to see and hear the great things our staff is doing, as well as, be willing to ask US what WE need in order to hold each other accountable for teaching ALL students at high levels. We love our voices to be heard and we love recognition. Our current superintendent did a really good job at this and it really makes me feel like I am serving the community and our students to the BEST of my ability!!!
- There are a couple of major concerns that are frequently brought to people's attention. 1) Our population is growing rapidly. People want to join RPS. However, this is something that makes it challenging for teachers to keep up with. Class sizes are growing and bringing more challenges than ever. 2) Our population is becoming more and more diverse and providing a larger population of English Learners than ever before. We do not have enough staff to meet the needs of our ELs; however, we are working to train staff to become able to serve these needs. 3) Our scores are low. This is more important on paper than what we live, but it is a hard reality if you are not prepared. We are working tirelessly to adapt our core instruction to change this, but it is efforts we need to continue to work towards. 4) Not all of our staff is providing the same curriculum, which is difficult when it comes to equity among students. Students should be able to change among schools and have similar experiences. 5) Similar to everywhere, our SEL needs have drastically increased. It has been challenging to keep up with the ever growing needs of our students.
- Teachers are TIRED. More and more keeps getting added to plates and nothing is being taken off. Teachers feel underappreciated.
- Our high school definitely needs some strong leadership. I think _____ can effect change, but he will definitely need support from higher administration as well as a strong administrative team surrounding him. Ralston needs to be more progressive in their education and look for ways to reform and improve the processes to make education accessible for all kids. We need a real answer -- preferably with multiple options -- for what to do when kids are failing. The current Superintendent did a great job of making connections with his community, parents, and staff. I think making strong personal connections is an essential role for any Ralston Superintendent.
- Low resources, high behavior needs.
- There is a lot of poverty in this district. Many parents work multiple jobs and in some cases the students need to work to help support the family. As a result, even though there is support for education within most of these families, there is not very much parental

support to keep students accountable. It puts much of the onus on the schools to work with the students.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- personable, timely communication,
- I hope the superintendent will spend time in our elementary schools. I hope this person has spent significant time in a classroom teaching position to understand that perspective. I hope this person cares about our teachers as people and listens to our concerns. I hope this person supports us teaching respect for all without making us cover topics that should be a parent discussion.
- Inclusive, celebrating and recognizing the need for diversity of identities and ideas, supportive of staff members (including non certified / hourly workers), knows when to delegate or ask advice
- We need a superintendent that isn't afraid to make hard moves- even if that means dismissing people. It seems we have gotten in a habit of just shuffling people around and even creating jobs for people who aren't good or fit for their role instead of dismissing them. There needs to be more accountability with this.
- Transparent, good communicator, visible, rapport with all stakeholders.
- The new superintendent should be humble and strive to immerse themselves into the community to make connections with stakeholders at all levels. The new superintendent should be approachable and should be well versed in making public statements that promote social justice and the betterment of the RPS community.
- Diverse urban school background. Strong, decisive personality.
- A superintendent that is good with communication would be great. Having transparency with decisions and being able to communicate with all stakeholders involved can be very helpful.
- Our new superintendent should be honest, trustworthy, understanding, compassionate, caring, an active listener, supportive, humble, authentic, a strong communicator, and a problem solver. He/She should also prioritize building relationships with the students, staff, and members of the community.
- The superintendent should be willing to accept constructive feedback, work with teacher teams and the REA to enact change, visit classrooms on a consistent basis, and bring new and innovative ideas to our district.
- Communication, positivity, patience,
- Communication is vital to the district. I also think that the candidate needs to understand the pressures put upon the educational staff. The superintendent should have a visible presence in all of the schools on a regular basis, interacting with all staff and students.
- Our new superintendent should be compassionate to students and staff, but brave enough to hold stakeholders accountable to their roles in our district. He/she should also be a humble leader who has the courage to do what is right, even when it's not popular.
- I would love to see another positive, hard-working, personable person come into this position.
- Open Present in all buildings Available for our community Understanding of different economic and cultural needs Solution oriented Cares about where we are and has a vision for where we are going. Keeps some of the traditions that have been created and

learns about why they are there. Encourages and fosters a small district work environment - we get to meet as grade levels or departments regularly

- A firm hand to hold up the rules when necessary; be a true believer in our students and know that they are truly capable; see through the brown-nosing to be aware of what is actually happening; good communication skills with staff and families; flexibility.
- Organized, people person (know who is working for you), be visible to the public, knowledgeable about what is going on in the classrooms in all schools.
- Realistic expectations of educators, a person first mindset, servant's heart, solution minded and a focus on culture and community building.
- They should not strive to remain distant from teachers and their needs. We rarely saw our current superintendent in our building. They should show they care and come to a staff meeting in each school on a regular basis to ask what our needs are and hear about the concerns and challenges teachers are facing.
- I feel like the new Superintendent should come from outside of the Ralston School District. Ralston has a history of hiring from within, but our district has stayed stagnant for quite some time. We truly need a leader who is willing to stand up for what is right and not what their friends or staff members want. Being able to tell staff members "No" is also important. I feel like some staff members get away with a lot because of their relationships with Central Office staff. These relationships occur and continue because we keep hiring from within. I would also like to see a leader with a strong emphasis on technology. I feel like Ralston is behind in regards to technology. K-2 are not 1:1 and other technology is not pushed out. I would like to see someone who will analyze positions at Central Office and decide which positions are necessary for a district of our size. While also making decisions to eliminate others that are not necessary.
- The new superintendent should continue the work of #bekind; he/she/they should understand diverse student and staff needs even if he/she/they cannot represent them; he/she/they should prevent and abolish nepotism on all levels as there are conflicts of interest in terms of our organization structure and reporting relationships; he/she/they should continue the Leadership Academy and begin a student advisory panel; he/she/they should be a strategic thinker and visionary leader.
- Intelligent, energetic, caring, be able to delegate, be a good problem solver and should be in touch with what is going on in the classroom. Things have changed a lot in the last 5-10 years. They should not be post classroom for a long time.
- Openminded and welcoming Ralston is a diverse district with many different races, religions, beliefs, and family styles
- Personable, strong leader, and present! He or she also needs to be an advocate for our schools, teachers, and support staff with the school board. I would appreciate seeing our new superintendent in the elementary buildings more than twice a year!
- I think a superintendent with teaching experience (more than 5-8 years) would be optimal. Instructional leadership is important, as well as communication and collaboration with staff. New energy and vision would be great.
- I feel that compassion and humility are characteristics that are essential. Whoever leads our community should consider that people are more than just numbers on a spreadsheet, and the decisions they make will affect our students, families, and staff.
- Personable, value others' input (not just listen to them, but actually consider and modify their plan based on input and experience of staff they reach out to), Need someone who can actually implement not just talk. It would be great to have someone from outside the district with fresh perspectives, experiences, and ideas.

- Kind, understanding, inclusive, forward thinking, values diversity, strives to include all people.
- Have experienced teaching in a classroom and/or served as an administrator at some point and aren't too far removed from the education profession so that they can make decisions that positively impact us currently serving as each!
- Relationship building - Our superintendent should have the ability to build relationships with all stakeholders and should be present throughout our schools and district. Strategic Thinking - They should see a vision and work towards reaching it. Motivating - Our superintendent should build a desire for people to continue working here and continue to grow. They also need to possess motivation themselves. Clear Communication - We need someone who is going to be clear with their decisions and build some transparency with why things happen. Decisiveness - They need to be able to make decisions and make them quickly if needed. Integrity, Resilience, Honesty, Delegation
- To be successful here, get to know the teachers. Ask them how they feel and what they want! Respect teachers and all of the long hours they put in outside of the school day. Do not make their job more complicated by adding extra things to their plates. Please communicate this message with curriculum directors as well.
- Personable, visionary, change agent, financial steward, input-seeker, instructional leadership, and community leadership.
- Willing to jump in and provide support.
- Our superintendent should be empathetic and kind. They should be able to listen to input and broker compromise between the different stakeholder groups. Finally, they need to have the courage to pick a direction and lead the district in that direction after hearing all of the input. You can't please everybody and we need someone with the courage to be criticized because not everyone will be happy.

*Survey Monkey Results for
Ralston Public Schools*

November 2022

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

1 Spanish Response

Parents / Padre

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Cuéntenos las cosas buenas de su comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Es un lugar tranquilo y muy bueno para los niños
It is a quiet place and very good for children

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Cuéntenos las cosas buenas de sus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Nos a ayudado a controlar el carácter de nuestra pequeña y son muy amables y muy responsables con los niños
It has helped us control the character of our little girl and they are very kind and very responsible with the children

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿Qué problemas debe tener en cuenta el superintendente cuando ingresa al distrito? (Esta información se comparte con los candidatos finales).

- Que tratara con niños
that dealt with children

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se usa cuando evaluamos candidatos potenciales).

- Ser respetuoso con los niños
Be respectful of children

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT 2023-26
DOUGLAS COUNTY SCHOOL DISTRICT 28-0054 (RALSTON PUBLIC SCHOOLS)

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into this 9th day of January, 2023 by and between the Board of Education of Douglas County School District 28-0054, (the “Board”), and _____ (the “Superintendent”).

RECITALS

WHEREAS, the Board desires to enter into this Agreement for the employment of the Superintendent and the Superintendent desires to become employed in order to render services for School District No. 28-0054 of Douglas County, Nebraska (the “District”) on the terms and conditions set forth in this Agreement.

In consideration of the mutual promises and covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, hereby agree as follows:

1. ***Superintendent's Duties.*** The Superintendent’s duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his or her full time, skill, labor and attention to his or her duties throughout the Term (hereinafter defined). He or she shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board may assign him or her from time to time. Subject to advance approval by the Board, he or she may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations so long as they do not interfere with carrying out his or her duties and obligations to the District. Provided, Board approval shall not be required for such work which the Superintendent performs during his or her vacation time.

2. ***Professional Status.*** The Superintendent affirms that he or she is not under contract with any other school board or board of education covering any part or all of the same term provided in this Agreement. Throughout the Term (hereinafter defined), he or she will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he or she will register and maintain on file in the central administrative office of the District. This Agreement shall not be valid prior to the date that he or she registers his or her certificate and the Board will not compensate him or her for any services performed prior to that date.

3. ***Board-Superintendent Relationship.*** The Board shall be primarily responsible for formulating and adopting Board policy. The Superintendent shall be the chief administrative officer for the District and shall be responsible for implementing Board policy. He or she shall organize, reorganize, and arrange the administrative and supervisory staff, and select, place and transfer personnel with the concurrence of the Board. He or she is responsible for administering the instruction of students and the business affairs of the District. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

4. ***Base Salary.*** The Superintendent’s annual base salary shall be \$_____, unless and until adjusted as set forth below (the “Base Salary”). The Superintendent’s Base Salary shall be paid, less applicable withholdings, in 12 equal monthly installments beginning in the month of

July 2023. The Board shall pay the net salary in equal installments on the District's regular pay dates for professional staff employees of the District. During the term of this Agreement, the Board shall not reduce the Superintendent's Base Salary or fringe benefits, but may increase any or all of the same through an amendment hereto without such amendment requiring a hearing or extending the term of this Agreement.

5. ***Fringe Benefits.*** During the Superintendent's employment with the District, the Superintendent shall be eligible to participate in any employee benefit plans and programs generally made available to similarly situated employees of the District as described in the "Administrative Handbook (Certified Administrators Salary and Fringe Benefits)" attached hereto as Exhibit "A" (the "Benefits Summary"). All benefits outlined in the Benefits Summary shall be provided in a manner consistent with the terms and conditions of the applicable benefit plans or programs listed therein. The District reserves the right to modify, alter, or discontinue any benefits listed in the Benefits Summary at any time in its sole discretion. In the event of any conflict between the Agreement and the Benefits Summary, the terms of this Agreement shall control.

6. ***Term.*** The term of this Agreement shall commence on July 1, 2023 and shall continue through June 30, 2026 (the "Initial Term"), unless earlier terminated upon the first to occur of the events set forth below. On or before the expiration of the Initial Term, the Board may extend the term of the Agreement for an additional year (the "Extended Term") (the Initial Term and the Extended Term collectively referred to herein as the "Term"), unless earlier terminated upon the first to occur of the events set forth below. In the event the Agreement is not terminated as set forth in this Section, the Agreement shall expire and terminate automatically at the end of the Term and in accordance with the laws of the state of Nebraska. The events for which the Agreement may be terminated prior to the end of the Term are as follows:

a. **Death or Disability.** The date of the Superintendent's death or the Superintendent's physical or mental disability which prevents the Superintendent from performing the essential functions of the Superintendent's duties as an employee of the District, with or without reasonable accommodation as defined by the Americans with Disabilities Act.

b. **For Cause.** At the election of the Board, and subject to the provisions of this Section 6(b) and the laws of the state of Nebraska, the Superintendent may be terminated for Cause at any time by the Board immediately upon written notice. For purposes of this Agreement, "Cause" for termination shall be deemed to exist in the event the Board, in its sole discretion, determines that the Superintendent has engaged in or exhibited any of the following: (i) incompetence; (ii) neglect of duty, gross negligence, or willful misconduct; (iii) unprofessional conduct; (iv) immorality, conduct involving moral turpitude, dishonesty, or fraud; (v) conviction of, or plea of guilty or no contest to, any felony; (vi) physical or mental incapacity which causes an inability to perform the necessary functions of the Superintendent position; (vii) cancellation, termination, revocation, or suspension of any certification required to act as the Superintendent; (viii) failure to give evidence of professional growth as approved by the Board; (ix) other conduct which interferes substantially with the continued performance of duties; (x) any conduct that is materially harmful to students or the District; or (xi) any breach of the material terms of this Agreement.

c. Resignation. At any time; provided, however, such resignation shall not become effective until expiration of the Term unless an earlier date is accepted by the Board and there shall be no penalty for such release from this Agreement.

d. Mutual Agreement. At any time upon the mutual written agreement of the parties.

7. ***Transportation.*** The Board shall reimburse the Superintendent for mileage required in the performance of his or her official duties at a rate approved by the Board.

8. ***Deductions.*** This Agreement shall conform to the statutes and regulations governing deductions from compensation. The District may withhold other deductions as the Superintendent and Board may agree.

9. ***Payments Upon Termination.*** Upon lawful termination of this Agreement for any reason, the Superintendent shall be paid his or her Base Salary, unreimbursed business expenses, and benefits through the date of termination. The termination of the Superintendent's benefits shall be determined in accordance with the applicable benefit plans or policies then in effect. The Superintendent shall refund any portion of the Base Salary and benefits paid but not earned, prior to the date of termination of this Agreement. Upon termination, he or she shall be paid for any unused vacation days at the daily compensation rate. Except as expressly stated in this Section 9, neither the Board nor the District shall have any other obligation to the Superintendent in the event of a termination of this Agreement.

10. ***Evaluation.*** The Board shall evaluate the Superintendent at least once each year no later than the Board's June monthly meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and provide them with documentation to support their effort of evaluation. This documentation may be in addition to other materials requested by the Board to support the evaluation effort.

11. ***Indemnification.*** To the extent permitted by law, the Board agrees that it shall defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's individual capacity, or in the Superintendent's official capacity as agent and employee of the District, provided the incident arose while the Superintendent was acting within the scope of the Superintendent's employment. Notwithstanding anything herein to the contrary, this Section shall not apply to legal actions including, but not limited to, professional practice complaints, initiated by the Board against the Superintendent.

12. ***Physical or Mental Examination.*** If the request is job related and consistent with business necessity (such as a reasonable belief based on objective evidence that the Superintendent's ability to perform the essential functions of his or her position may be impaired by a medical condition), the Board may require the Superintendent to undergo a physical or mental health examination by a health care provider of the Board's choosing. The health care provider will be asked to report to the Board whether the Superintendent is able to perform the essential functions of his or her position with or without reasonable accommodation.

13. ***Governing Law and Venue.*** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Nebraska. Each party agrees that any action by either party to enforce the terms of this Agreement may be brought by the other party in an

EXHIBIT "A"
**ADMINISTRATIVE HANDBOOK (CERTIFIED ADMINISTRATORS SALARY AND
FRINGE BENEFITS)**



MCPHERSON *MJ* JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

CONTRACT FOR SERVICES

This Contract for Services ("Agreement") is made and entered into as of the date set forth below by and between **McPherson & Jacobson, L.L.C.** (hereinafter referred to as "Consultant") and the **Ralston Public Schools, Ralston, Nebraska**, Board of Education (hereinafter referred to as the "District").

1. **Services.** The Consultant agrees to provide the following services, as specifically selected by the District in Section 3 below.

PHASE I

Working with the District, and any groups identified by the District, Consultant will:

- Using a group consensus, decision-making process with the District, identify the desirable characteristics of the future superintendent.
- Establish appropriate timelines and target dates for the selection process.
- Assist the District in establishing compensation parameters for final candidate.
- Determine with the District, media advertising venues

PHASE II

In Phase II, Consultant will:

- Identify and solicit input from various groups identified by the District.
- Prepare summaries of the various groups' input and submit those summaries to the District.
- Develop an application form unique to your vacancy that reflects the criteria established by the District.

- Develop a promotional brochure (optional), which will:
 - describe the demographics of the community
 - give an overview of the school district and its outstanding features
 - list the selection criteria that the District identified
 - outline the timeline for the selection process
 - outline the application procedures
- Develop a vacancy announcement and advertise the position with the appropriate media and professional organizations.
- Post application information and notify interested applicants.
- Actively recruit applicants who will meet the district's needs.
- Keep applicants informed of their status in the selection process.

PHASE III

In Phase III, Consultant will:

- Read and evaluate all completed applicant files.
- Evaluate each applicant based upon the criteria and characteristics established by the District.
- Conduct Internet searches on the final candidates.
- Conduct complete reference checks on final candidates.
- Develop a set of interview questions for the District to use that reflects the identified criteria and characteristics.
- Assist the District in establishing an interview schedule.
- Assist the District in establishing interview and visitation procedures.

PHASE IV

In Phase IV, Consultant will:

- Review the top candidates with the District.
- Assist the District members in determining which candidates it wishes to interview.
- Provide video interviews of the shortlist candidates to the District.
- Review interview questions with the District and provide an interview form.
- Review the interview and visitation procedures with the District.

- Coordinate and schedule meetings with the finalists and stakeholder groups identified by the District.
- Provide a process for the stakeholder groups to submit input to the District concerning all the finalists.
- Contact all final candidates and schedule interview times.
- Conduct criminal/financial/educational degree verification background checks on the candidates selected for interviews.
- Notify all applicants not selected for an interview.
- Assist the District and final candidates in making arrangements for visiting the school district.
- Establish and coordinate procedures for the significant other/partner's visitation to the district, if applicable.
- Keep all candidates informed of their status in the selection process.
- After the selection has been made, personally contact each finalist not selected.

PHASE V

In Phase V, Consultant will:

- Work with the District and the new superintendent to establish performance objectives for the superintendent.
- Provide a guarantee.** (Length of guarantee period: **two (2) years**).

The Consultant will provide the following guarantee: *Consultant will repeat the process at no additional charge, except for all actual expenses.*** The guarantee will be valid if:

- If the candidate ultimately selected by the District ends their employment with the District within the above-referenced guarantee period.
- If the District contracts for the Consultant's services through Phase V.
- If the district makes timely payments to the Consultant.
- The Phase V meeting is held within four (4) months of the start date of the candidate.
- The board has retained fifty (50) percent or more of the same membership that hired the candidate.

If the District chooses not to hold the meeting to Establish Performance Objectives for the new superintendent, the guarantee is null and void.

2. **Expenses.** In addition to the fee referenced in Section 3 below, District shall also reimburse Consultant for all expenses incurred by the Consultant, including, without limitation:

- All expenses for advertising the vacancy.
- Office expenses for the search.
- Telephone charges for reference checks and screening candidates.
- Travel and expenses of all applicants and consultant representatives for all trips to the District.
- Preparation of video interviews of semi-finalists/finalists (\$50/applicant).
- Criminal/financial/educational degree background checks on finalist candidates chosen for interviews (\$125/candidate).

All materials developed in this search shall remain the property of the District.

3. **Specific services contracted by the District:**

- Phase I
- Phase II
- Phase III
- Phase IV
- Phase V



Total Fee for The Contracted Services \$ 9,000



THE NOT TO EXCEED AMOUNT IS \$12,500
(per the parameters on page 22 of the proposal)

4. **Payment.** Payment of the fees and expenses shall be as follows:

- (a) One-half (1/2) of the contracted fee referenced in Section 3 above shall be due and owing upon the execution of this Agreement;
- (b) All advertising/media expenses will be due and owing when the candidates are presented to the District for consideration; and
- (c) One-half (1/2) of the fee referenced in Section 3 above shall be due and owing, plus all remaining expenses shall be due and owing, upon the completion of the services by Consultant, in no event later than sixty (60) days after receipt of invoice. All amounts not timely paid shall bear interest at a rate of ten percent (10%) per annum. Consultant reserves the right to suspend the performance of services during any period of delinquency.

5. Additional Terms and Conditions. By signing below, the parties also agree to the following additional terms and conditions:

The Consultant reserves the right to use third-party services to conduct reference/background/criminal/degree verification checks on candidates. Consultant makes no guarantee as to the accuracy or completeness of any checks that are conducted, whether directly by Consultant or through a third-party service.

Neither party shall have the authority to enter into agreements of any kind on behalf of the other party, and neither party shall have the power or authority to bind or obligate the other party in any manner whatsoever. This Agreement is intended solely for the benefit of the parties, and it is not intended to confer third-party beneficiary rights upon any other person.

The provisions of this Agreement shall be interpreted and construed in accordance with their fair meanings and shall not be strictly construed for or against either party, regardless of which party may have drafted this Agreement or any specific provision herein.

Each party represents that it has full power and authority to enter into and perform this Agreement, and the person executing this Agreement has been properly authorized and empowered to take such action. Each party further acknowledges that it has read this Agreement, understands it and agrees to be bound by its terms.

Regardless of the basis on which District may be entitled to claim damages from Consultant (including breach of contract, negligence, misrepresentation, or any other contract or tort claim), Consultant's liability, if any, will in the aggregate for all claims, causes of action or damages, be limited to any actual direct damages incurred by the District, subject in all events to a maximum of the total fees (but not expenses) paid by the District to Consultant hereunder. Under no circumstances shall Consultant be liable for special, punitive, incidental or indirect damages or for any consequential damages (including lost profits, loss of business, revenue or goodwill, or loss of anticipated savings), even if informed of the possibility.

CONSULTANT MAKES NO EXPRESS OR IMPLIED REPRESENTATION OR WARRANTY REGARDING ANY OF THE CANDIDATES SUBMITTED TO THE DISTRICT FOR CONSIDERATION HEREUNDER, INCLUDING, WITHOUT LIMITATION, ANY REPRESENTATION OR WARRANTY RELATING TO QUALITY, LIKELIHOOD OF SUCCESS, FITNESS, PERFORMANCE OR FITNESS FOR ANY PARTICULAR PURPOSE.

No failure or delay in the exercise of any right, power, or privilege shall operate as a waiver of such right, power, or privilege. No waiver of any default on one occasion shall constitute a waiver of any subsequent or other default. No single or partial exercise of a right, power, or privilege shall preclude the further or full exercise thereof.

The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any of its provisions shall not affect the validity and enforceability of any other provisions and the rest of this Agreement shall continue in effect to the fullest extent possible.

This Agreement shall be governed by and shall be construed, interpreted, and enforced in accordance with the substantive laws of the State of Nebraska, without reference to principles of conflicts of law. All disputes arising out of or relating to this Agreement, or the breach or default of this Agreement, shall be determined solely by a state or federal court located in or whose jurisdiction includes Omaha, Douglas County, Nebraska. EACH PARTY HEREBY WAIVES ITS RIGHT TO A JURY TRIAL FOR ALL CLAIMS, INCLUDING COUNTERCLAIMS AND TORT CLAIMS, WHICH IN ANY WAY RELATE TO THE SUBJECT MATTER OF THIS AGREEMENT.

This Agreement is binding on the parties hereto and shall inure to the benefit of the parties and their respective successors, assigns, except District may not assign or transfer its rights or obligations hereunder without the express prior written consent of the Consultant.

This Agreement contains the entire agreement among the parties hereto with respect to its subject matter and supersedes all prior agreements, understandings, inducements or conditions, express or implied, oral or written, and any course of dealing or usage of the trade inconsistent with its terms. This Agreement may not be modified or amended except by a written amendment signed by both parties. No terms that are additional to or different from the terms of this agreement (including, without limitation, the terms of an invoice, acceptance, or acknowledgment of the District) shall be binding on either party hereto.

In witness whereof, the parties have signed and entered into this Agreement as of the date set forth below.

Ralston Public Schools, Ralston, Nebraska
("District")

Mary K. Roarty
By: Mary K. Roarty
Its: Authorized Representative

10/27/22
Date

McPherson & Jacobson, L.L.C. ("Consultant")

Mike Lucas (consultant)
By: Mike Lucas
Its: Authorized Representative

10/27/22
Date

A Proposal Prepared for

Ralston
Public Schools
Ralston, Nebraska

for

*The Search and Selection of a
Superintendent of Schools*

submitted by

MCPHERSON  **JACOBSON, LLC**

EXECUTIVE RECRUITMENT & DEVELOPMENT



11725 Arbor Street, Suite 220
Omaha, Nebraska 68144
Phone: 888-375-4814/402-991-7031
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MCPHERSON *MJ* **JACOBSON, LLC**

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September 15, 2022

Board of Education
Ralston Public Schools
8545 Park Drive
Ralston, Nebraska 68127

Thank you for your request for information. The enclosed proposal describes the professional services McPherson & Jacobson, L.L.C. will provide Ralston Public Schools in ensuring your superintendent search secures quality leadership for the district.

McPherson & Jacobson will work with the board to design a search that meets the unique needs of your school district. Our firm's five-phase protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate. Our team of consultants, working in conjunction with the board and diverse stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your district.

At the core of our firm's work is the belief that every student is entitled to high quality education and that this is dependent upon quality leadership. We understand that students have diverse needs, thus, we focus on the intentional recruitment of a diverse candidate pool that includes ethnic and cultural identity as well as experience in culturally proficient practices that have proven successful in addressing educational equity gaps. This unique approach is made possible through the diverse and extensive network of our consultants who have various levels of expertise in the school system from superintendents, to school board members, to educational equity experts. We believe this has contributed to our successful placement of qualified candidates around the nation who have met extensive equity focused criteria and continue to make an impact in the districts they serve.

With over 130 consultants across the United States, McPherson & Jacobson has been successfully conducting searches for governing boards since 1991.

Our contact information:

McPherson & Jacobson, L.L.C.
11725 Arbor St., Suite 220
Omaha, Nebraska 68144
Telephone: 402-991-7031/888-375-4814
Fax: 402-991-7168
Email: mail@macnjake.com

We welcome the opportunity to meet with your board to present our proposal and discuss our proven search process.

Sincerely,

Dr. Norm Ridder

McPherson & Jacobson L.L.C.

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Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

- Our process is comprehensive and provides critical support for the most time-consuming aspects of recruiting and screening the candidates, so the board can focus on interviewing and selection.
- Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process.
- We take the entire board through a consensus decision-making process to identify the top criteria for the selection of the new superintendent.
- We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who could not attend a stakeholder meeting. The consultants will present a comprehensive written report to the board, which includes all of the comments recorded during the input sessions.
- McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.
- Applicant confidentiality is important to attract top candidates. Names remain confidential until the board selects their finalists.
- We continue to work with your school district until a superintendent is hired and in place.
- Phase V provides a continued commitment to work with your board and new superintendent for one year. We help you collaboratively establish annual performance objectives for the new superintendent's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.
- We are so confident of our ability to identify the district's criteria, recruit and screen applicants against those criteria, and assist during the transition period, that we guarantee our service. If your superintendent leaves for whatever reason during the guarantee period, we will repeat the process for no charge except for actual expenses.

Our mission is to ensure your search results in quality leadership for education excellence.

About McPherson & Jacobson

The McPherson & Jacobson Difference

“It’s About the Kids”

- WE BELIEVE every student is entitled to a high-quality education. We strongly believe quality education is dependent upon quality leadership.
- OUR MISSION is to ensure your search results in quality leadership for education excellence.

McPherson & Jacobson has developed a protocol that provides for high involvement of stakeholders, while keeping the board in complete control of the process.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process.

Qualifications and Background of McPherson & Jacobson, L.L.C.

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 940 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 130 consultants** across the nation. Over one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over sixty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

Sustainability in Leadership

Waters and Marzano review of 3.4 million students' achievement scores found that Superintendents' tenure is positively correlated with student achievement.

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **over eighty-five percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Over forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

McPherson & Jacobson, L.L.C. Non-Discrimination Policy

McPherson & Jacobson, L.L.C. is dedicated to serving school districts by supporting all candidates regardless of cultural and ethnic diversity

As an organization, we are committed to equitable practices that will ensure the equal access for all candidates. This commitment means that success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion.

Every decision McPherson & Jacobson, L.L.C. makes will be committed to the following foundational beliefs:

1. Consultants share the moral imperative and collective ownership to identify and eliminate disparities to ensure all candidates have an equal opportunity regardless of their race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion;
2. Eliminate barriers in recruitment, hiring, retention, and internal processes;
3. Utilize culturally relevant practices that do not discriminate based upon language, marital status, gender, sexual orientation, gender identity, cognitive/physical ability, or religion;
4. Promote catalytic leadership for educational and community partners;
5. Support the continuing development of all personnel with a focus on their mindset, beliefs, knowledge, and skills, including an understanding of implicit bias and racial identity;
6. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to create a sense of belonging for all;
7. Support and comply with State and District policies.

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

McPherson & Jacobson has **over 130 consultants** across the nation. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

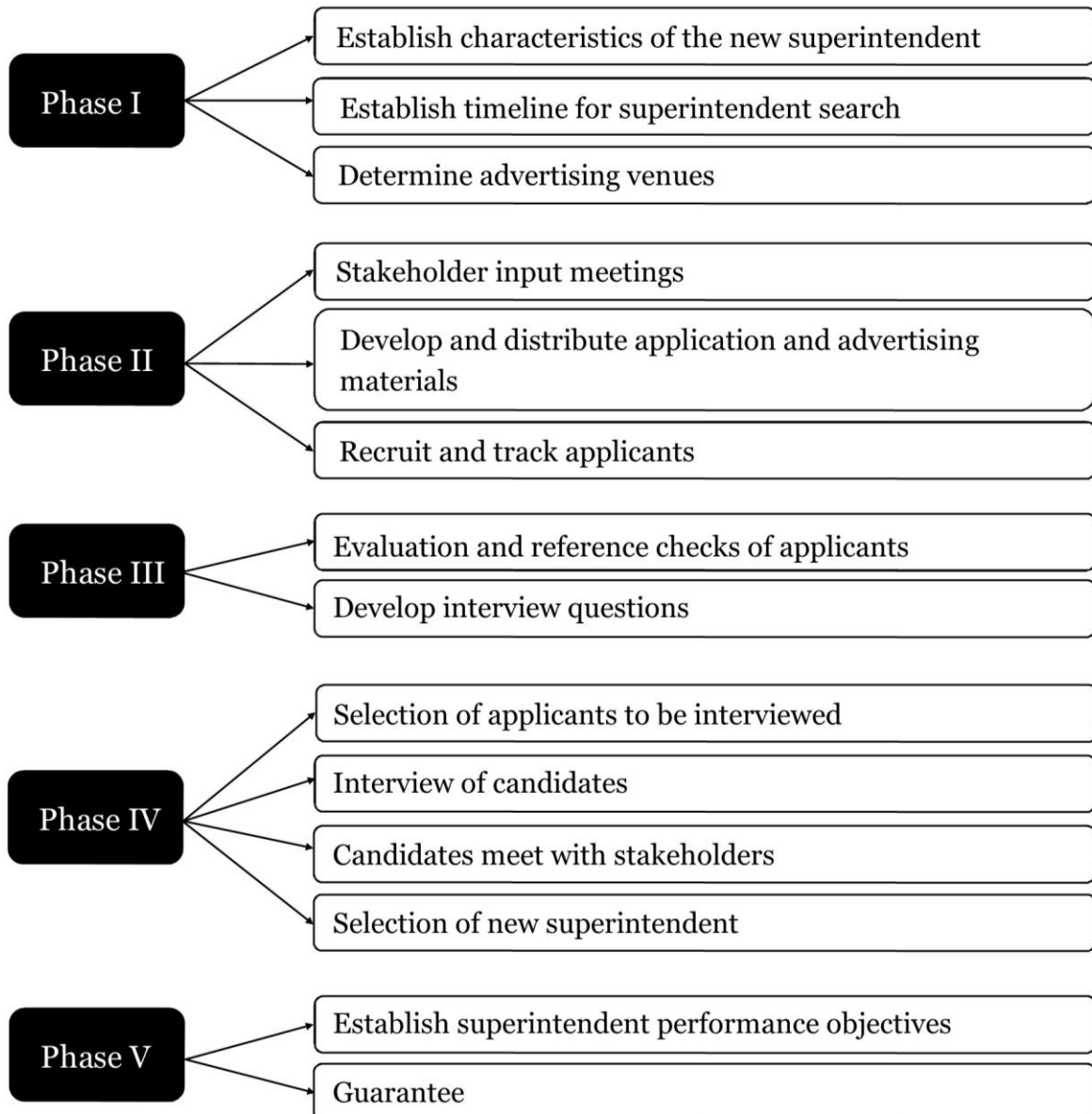
For the past five years, approximately **one-third** of our applicants have been female and almost **one-fourth** of our applicants have been ethnically diverse.

In the past ten years, **one-third** of the boards we have represented have placed women or ethnically diverse candidates.

McPherson & Jacobson recruits from a diverse pool of applicants. McPherson & Jacobson lead the search for the first black woman superintendent hired in Nebraska.

Search Process

Five Phases of a Superintendent Search



Phase I—Initiating the Search Process

- ✓ **Using a group process with the board, identify the most important characteristics of the future superintendent.**

The consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- ✓ **Establish appropriate timelines and target dates for the selection process.**

The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

- ✓ **Determine, with the board, appropriate advertising venues.**

The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

- ✓ **Identify appropriate stakeholder groups.**

The board will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

- ✓ **Assist the board in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board's consideration of compensation parameters.

Final compensation decisions will be determined by the board and the selected candidate.

- ✓ **Identify the point of contact for the district**

The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure and coordinating details for stakeholder input and other meetings within the district.

Phase II—Stakeholder Input, Advertising the Position, Recruiting Applicants

- ✓ **Work with the district to schedule the stakeholder input meetings.**

The consultants will work with the district's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

✓ **Meet with groups identified by the board to provide stakeholder input into the selection process.**

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess.

The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

✓ **Develop promotional literature and brochures announcing the vacancy.**

In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

✓ **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to the state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply online. The website averages over 225,000 hits per month.

✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

✓ **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

✓ **Actively recruit applicants who meet the district’s needs.**

While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women’s Leadership Conference.

✓ **Confidentiality of Applicants**

McPherson & Jacobson proposes an open process for the search. We believe the public business should be done in public with transparency. We also understand the need for applicants’ confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time the names of the finalists are made public.

If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search and we will adapt our process to fit your unique needs.

✓ **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson’s staff monitors applicants and notifies them of what is still needed to complete the process.

✓ **Communicate with all Board Members in a timely manner**

The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

Phase III—Applicant Screening

✓ **Evaluate each applicant against the selection criteria.**

The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

✓ **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant’s qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the

names of other people who can speak of the applicant's qualifications. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

✓ **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants can share with the board.

✓ **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

Phase IV—Reviewing Candidates with the Board, Interviews

✓ **Review candidates with the board and assist board members in determining which candidates they will interview.**

The consultants will present a complete list of applicants, who completed the application process, to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant, along with a video from the short list applicants.

Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

✓ **Assist the board in determining interview procedures.**

After the board selects their final candidates to interview, the names of these candidates will be made public upon confirming the interviews (if the board chooses to release the names). During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

✓ **Coordinate interview and visitation procedures.**

If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

If the board chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

✓ **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

If the board chooses to involve stakeholder groups in the interview process, representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

We encourage boards to invite spouse/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

✓ **Assist the board in making final arrangements for each candidate's visit.**

It is common practice for the district to pay interview expenses for the candidates and their spouse/significant others. To ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

✓ **Contact all finalists and schedule their interview dates.**

The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

✓ **Notify all applicants not selected for an interview.**

Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

✓ **Conduct background checks.**

Included in the fee are criminal/financial/educational degree verification background checks for the finalists selected to be interviewed.

✓ **Personally contact each finalist who was not offered the position.**

Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted.* If by chance you lose your top candidate, we want to keep viable candidates available.

Phase V—Transition with Success

✓ **Establish performance objectives for new superintendent.**

Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives.

✓ **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, **FOR WHATEVER REASON**, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Timeline

The timeline for the search process is established when we meet with the board, so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

Search sequence:

- At the beginning of the search
 - The qualities for the new superintendent are identified
 - A formal timeline is established
 - Advertising decisions are made
 - Application information is posted
 - A brochure is created to advertise the district and the vacancy
- At the time designated by the board
 - Stakeholder group meetings are held
 - A summary of stakeholder input is presented to the board
- As applications arrive in our office
 - Applications are monitored and applicants are notified of the deadlines to submit their materials
- After the closing date
 - All the completed applicant files are forwarded to the consultants
 - The consultants begin the review and pre-interview process
- Approximately two to four weeks after the closing date
 - Consultants provide information to the board on all applicants who completed the process
 - Consultants present summary profiles and video interviews of qualified candidates to the board
 - The board selects the candidates it wants to interview
 - Criminal/financial/educational degree verification background checks are conducted on the selected finalists
 - McPherson & Jacobson notifies each applicant not selected for an interview
- Soon after the board selects their candidates
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Responsibilities of Ralston Public Schools and McPherson & Jacobson, L.L.C.

Event	McPherson & Jacobson's Tasks	School District's Tasks
1 st board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> ○ Characteristics for the new superintendent ○ The search calendar ○ Compensation parameters ○ Identify the appropriate constituent groups for stakeholder input ○ Advertising venues <input type="checkbox"/> The consultant works with the Point of Contact to compile: <ul style="list-style-type: none"> ○ Information to create the brochure announcing the vacancy ○ The list of names to be invited to the community input meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides consultant with the necessary information to create the brochure; the name of the Point of Contact; and the Board Contact List <input type="checkbox"/> Reviews and approves the brochure
After 1 st meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Application link is posted online <input type="checkbox"/> Brochure announcing the vacancy is created <input type="checkbox"/> Advertising is started <input type="checkbox"/> Vacancy announcements are sent out <input type="checkbox"/> E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening <input type="checkbox"/> E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position <input type="checkbox"/> Opening is posted on social media and additional venues 	<ul style="list-style-type: none"> <input type="checkbox"/> Edit the brochure
During application period	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants recruit candidates that fit the position <input type="checkbox"/> Monitors applicants and where they are in the application process <input type="checkbox"/> Notifies applicants of the closing date for submitting their materials <input type="checkbox"/> Lead consultant keeps the board up to date on the search 	<ul style="list-style-type: none"> <input type="checkbox"/> Posts a link to the McPherson & Jacobson website <input type="checkbox"/> Posts the brochure (announcement of vacancy) on their website <input type="checkbox"/> Advertises the opening on the district's social media platforms

Event	McPherson & Jacobson's Tasks	School District's Tasks
Stakeholder meetings are scheduled	<ul style="list-style-type: none"> <input type="checkbox"/> Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in organizing stakeholder focus groups and meeting schedule <input type="checkbox"/> Names and addresses are sent to Home Office for community meeting invitations <input type="checkbox"/> Posts meeting dates, times, and locations as open public forum <input type="checkbox"/> Assists in translating stakeholder input survey into the additional language(s) requested by the school district
Stakeholder meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants facilitate the stakeholder meetings, recording the input <input type="checkbox"/> An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post 	<ul style="list-style-type: none"> <input type="checkbox"/> Link to online stakeholder input form(s) is (are) posted on the school district website
Stakeholder meetings completed	<ul style="list-style-type: none"> <input type="checkbox"/> Consultant summarizes key themes and gives the results to the district <input type="checkbox"/> Copy of summary is sent to Home Office <input type="checkbox"/> The stakeholder input summary report is created 	<ul style="list-style-type: none"> <input type="checkbox"/> "Stakeholder Input Report" is posted on the school district website
2 nd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review stakeholder input summary report and provide copies to the district <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> o Interview questions o Length of contract, moving and interview expenses o Spouse/significant other's involvement in interview process o District Interview Schedule o Candidate Daily Interview Schedule <input type="checkbox"/> Interview questions are sent to Home Office to be formatted 	
Prior to 3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Applicant packets are reviewed by the consultants and reference checks are performed <input type="checkbox"/> Contact candidates on short list and verify their interest in the position <input type="checkbox"/> Meet with stakeholder group chairs to review schedule, procedures, and screen questions 	

Event	McPherson & Jacobson's Tasks	School District's Tasks
3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant facilitates the board's <ul style="list-style-type: none"> <input type="checkbox"/> Review of the list of all applicants <input type="checkbox"/> Overview of candidates on short list <input type="checkbox"/> Selection of finalists <input type="checkbox"/> Finalizing of interview dates & schedule <input type="checkbox"/> Review of interview questions & procedures <input type="checkbox"/> Finalizing candidate & spouse/significant other arrangements <input type="checkbox"/> Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues <input type="checkbox"/> Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) <input type="checkbox"/> Send Candidate Daily Interview Schedule to each finalist <input type="checkbox"/> Conduct criminal/financial/educational degree verification checks on finalists selected to be interviewed <input type="checkbox"/> Notify the applicants who were not selected to be interviewed 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist with lodging arrangements and welcome gifts <input type="checkbox"/> Arrange for spouse/significant other tour
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> Call Point of Contact after 1st interview to learn how it went <input type="checkbox"/> Call 1st candidate to learn their perspective and how the interview went <input type="checkbox"/> Suggest any possible improvements <input type="checkbox"/> Be available for questions <input type="checkbox"/> Be present at interviews if request is made by school district (additional fee for this service) 	<ul style="list-style-type: none"> <input type="checkbox"/> One candidate per day <input type="checkbox"/> Board member greets each candidate upon arrival to district <input type="checkbox"/> Informal interview-social setting <input type="checkbox"/> Formal interview <input type="checkbox"/> Spouse/significant other's visitation is coordinated
Finalist selected and accepted	<ul style="list-style-type: none"> <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Verify acceptance <input type="checkbox"/> Call other finalists <input type="checkbox"/> Sends out letter of congratulations to candidate who was chosen 	<ul style="list-style-type: none"> <input type="checkbox"/> Board meets and discusses each candidate individually <input type="checkbox"/> Read input forms submitted by stakeholder input groups <input type="checkbox"/> Have each board member rank order candidates <input type="checkbox"/> Select minimum of #1 and #2 candidate <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Send interview forms and files to the Home Office <input type="checkbox"/> Board evaluates our services
Phase V	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept <input type="checkbox"/> Consultant reviews superintendent's plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Superintendent creates plan with target objectives and timelines <input type="checkbox"/> Plan is sent to consultant to be reviewed <input type="checkbox"/> Board adopts plan

Stakeholder Involvement

Obtaining stakeholder input is an integral part of McPherson & Jacobson's search process. Since 1991, McPherson & Jacobson has conducted over 940 superintendent searches for school districts ranging from 10 to over 300,000 students. For each search, we have coordinated stakeholder input sessions. Besides meeting with stakeholder groups designated by the board, an online input survey is also available for those who cannot attend the meetings. After the meetings have been completed, the board will receive a written report with the findings of the meetings and online input.

Initial stakeholder input sessions

The consultants will meet with groups identified by the board to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include. An online survey option will be provided to stakeholders who are unable to attend the scheduled meetings.

Meeting the candidates

A representative group of eight to twelve people will be selected to represent each of the groups identified by the board. The consultants will meet with a chairperson for each group to discuss their roles and responsibilities. The purposes of these groups are two-fold: one, to promote the school district and community to the candidate; and two, to form an impression of each candidate, which they will share with the board. The consultants will coach each group on how to conduct the meeting with each candidate and what questions they can or cannot ask. The consultants will also provide the chairpersons with a form in which, using group consensus, they will record their impressions of each candidate. The forms will be sealed in an envelope after meeting with each candidate and turned in to the district contact person. Upon completing the interview process with all candidates, the board will receive and open the forms from each group.

Process for Obtaining Staff Input

The consultants will meet with central office administrators, building administrators, teachers, classified staff, and students, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the teachers and classified staff in the afternoon, right after school dismissal to give the maximum opportunity for the staff to participate. Central office and building administrator meetings are scheduled at multiple locations to maximize the opportunities for their input. Student input sessions are not scheduled during class time, they are normally held during lunch breaks.

Process for Obtaining Parent and Community Input

The consultants will meet with parents and community stakeholders, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the parents and community stakeholders in the evenings at multiple locations to allow as many stakeholders as possible to give their input.

Process for Including Ethnically Diverse Communities

McPherson & Jacobson will work with the district to determine the best practices to obtain input from ethnically diverse communities in the district. If in-person meetings are required, McPherson & Jacobson will work with the district to obtain the necessary translators.

Process for Obtaining Online Stakeholder Input

McPherson & Jacobson will create an online input survey to allow stakeholders to submit their input. At the request of the district, surveys for multiple languages can be developed and posted.

Consultant for Search

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Educational Background

Ed. D	2007	University of Nebraska-Lincoln	Education Administration
M.A.	1998	Benedictine College	Education Administration
B.A.	1994	Benedictine College	Elementary Education

Professional Experience

Dates	Title	District	Location
2019 to Present	Superintendent	Westside Community Schools	Omaha, NE
2009 to 2019	Superintendent	York Public Schools	York, NE
2007 to Present	Consultant	McPherson & Jacobson, L.L.C	Omaha, NE
2003 to 2009	Superintendent	Franklin Public Schools	Franklin, NE
	Adjunct faculty member	Benedictine College	Atchison, KS
	Adjunct faculty member	University of Nebraska - Kearney	Kearney, NE
	Adjunct faculty member	Concordia University	Seward, NE
2000 to 2003	Principal	West Point Public Schools	West Point, NE
1998 to 2000	Principal	Labette County USD 506	Bartlett, KS
1994 to 1998	Teacher	Ft. Leavenworth USD 207	Ft. Leavenworth, KS

Professional Organization Memberships

Name of Organization

Nebraska Council of School Administrators
Nebraska Association of Secondary School Principals
National Association of Elementary School Principals

Professional Involvements

Organization, Committee, etc.

Central Conference Leadership Committee

Southeast Community College “Career Academy” Advisory Board

Twin Valley Conference Sportsmanship Committee

ESU 11 Advisory Committee Vice-President

NSAA District Track Host

NCSA Bulletin Contributor

On-Line Assessment Leadership Panel

ESU 2 Facilitator for “Principal Sharing Sessions on Curriculum and Assessment

Curriculum Leadership Institute Leader

QPA Site Team Member for Hutchinson, KS Schools

Multiple Intelligence Research Study Group

Community/Service/Fraternal Organizations

Name of Organization

Leadership Consultant for Key Concepts

Leadership Consultant for McPherson & Jacobson, L.L.C.

Presenter for NCSA “Emerging Administrators’ Workshops”

Presenter for NASB Annual Conference

Cost Proposal

Investment

The fee for conducting the superintendent search is \$9,000* for Phases I-V.

****This fee is \$1,000 less than the fee Ralston Public Schools paid McPherson & Jacobson in 1997/98.***

McPherson & Jacobson has the tools to conduct all or some components of the search process electronically. We can work with the board to determine the best practices as the search progresses to determine if in-person or online meetings will best meet the needs of the district.

The total not to exceed amount including expenses is \$12,500.*

Included in the expenses is

- Thirty (30) days on AASA (American Association of School Administrators)
- Thirty (30) days on TopSchoolJobs (Ed Week online)
- Thirty (30) days of advertising on NABSE (National Alliance of Black School Educators)
- Six (6) weeks of advertising on ALAS (Association of Latino Administrators & Superintendents)
- Posting on Nebraska Council of School Administrators
- Posting on Teach in Nebraska
- One (1) day of in-person stakeholder meetings
- Online stakeholder input surveys
- Video interviews of candidates (five (5) video interviews are included in the not to exceed amount)
- Criminal/financial/credential verification background check for candidates chosen by the board for interviews (four (4) background checks are included in the not to exceed amount)
- Travel expenses for consultants for scheduled trips to the school district.
- Office expenses

**If the district chooses to do parts of the search using online meetings, the expenses may decrease.*

NOTE:

- Expenses may increase if the district chooses additional media advertising.
- Fees and expenses will increase if the district requests additional stakeholder input days.
- Interview expenses for the candidates are not included in the expenses listed.
- There is an additional fee and expenses for the consultants to attend the interview sessions.

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

McPherson & Jacobson Guarantees

Client Satisfaction

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, for whatever reason, within the guarantee period, we will repeat the process at no charge except actual expenses. *The guarantee is valid only if the board is comprised of fifty (50) percent or more of the member who hired the superintendent.*

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Price Match

McPherson & Jacobson, L.L.C. will match the search fee for comparable services.

Recruiting the Selected Candidate

McPherson & Jacobson consultants do not actively recruit administrators that have been placed in our searches. We would not have the retention rates for our placements if we recruited the administrators from our searches. Over the last five years, **over eighty-five percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

Additional Services:

In addition to the basic services provided, McPherson & Jacobson can provide at no additional charge the following services:

- Assist the board in revising and updating the superintendent's job description.
- Assist the board in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.
- Schedule an on-site visitation to the finalist's home district.

Additional Information

McPherson & Jacobson, L.L.C. Nebraska Consultants

Dr. Steve Joel, National Recruiter, Retired Superintendent, Lincoln

Dr. Mike Cunning, Retired Superintendent, Hershey

Mr. Alan Ehlers, Superintendent, Madison

Dr. Jerry Ehlers, Consultant Emeritus, Retired Superintendent, Ainsworth

Dr. Paul Gausman, Superintendent, Lincoln

Dr. Randall Gilson, Superintendent, Blair

Dr. Tawana Grover, Superintendent, Grand Island Public Schools, Grand Island

Dr. Derrick Joel, Assistant Superintendent, Norris School District, Firth

Mr. Brandon Lavaley, Superintendent, Wahoo

Dr. Mike Lucas, Superintendent, Westside Comm. Schools, Omaha

Dr. Blane McCann, Retired Superintendent, Educational Consultant, Omaha

Mrs. Jane McDaniel, Former Board Member, Plattsmouth

Dr. Randy Nelson, Consultant Emeritus, Retired Superintendent, Seward

Dr. James Ossian, Professor Emeritus, Wayne State College, Wayne

Dr. Aaron Plas, Superintendent, Lakeview Community Schools, Columbus

Mr. Darren Tobey, Superintendent, Broken Bow

Mr. Antwan Wilson, Professor/Educational Consultant, Lincoln

Dr. Rob Winter, Retired Superintendent, Grand Island

*Nebraska Searches Conducted by
McPherson & Jacobson, L.L.C.*

Year	District	City	Enrollment
2000/01	Adams Central Jr.-Sr. High School	Hastings	452
2003/04	Ainsworth Community Schools	Ainsworth	548
1997/98	Ainsworth Community Schools	Ainsworth	
2001/02	Allen Consolidated School District	Allen	225
2012/13	Alliance Public Schools	Alliance	1,700
2008/09	Alliance Public Schools	Alliance	1,737
1997/98	Alliance Public Schools	Alliance	2,300
2000/01	Alma Public Schools	Alma	371
2006/07	Anselmo-Merna Public Schools	Merna	257
1994/95	Anselmo-Merna Public Schools	Merna	170
2018/19	Arlington Public Schools	Arlington	660
1999/00	Arlington Public Schools	Arlington	597
1994/95	Arnold Public Schools	Arnold	
1997/98	Auburn Public Schools	Auburn	1,028
2016/17	Axtell Community School	Axtell	264
2011/12	Axtell Community School	Axtell	301
2003/04	Banner County Public School District	Harrisburg	168
1994/95	Banner County Public School District	Harrisburg	209
1997/98	Battle Creek Public Schools	Battle Creek	461
2012/13	Beatrice Public Schools	Beatrice	2,200
1999/00	Beatrice Public Schools	Beatrice	2,320
2011/12	Blair Community Schools	Blair	2,400
2008/09	Blair Community Schools	Blair	2,416
1994/95	Bloomfield Community Schools	Bloomfield	435
2004/05	Boone Central Schools	Albion	654
2013/14	Bridgeport Public Schools	Bridgeport	500
2007/08	Bridgeport Public Schools	Bridgeport	510
2003/04	Bridgeport Public Schools	Bridgeport	533
1998/99	Bridgeport Public Schools	Bridgeport	580
2014/15	Broken Bow Public Schools	Broken Bow	810
2001/02	Brunning-Davenport Unified School District	Davenport	208
2013/14	Central City Public Schools	Central City	690
2001/02	Central City Public Schools	Central City	800
2006/07	Centura Public School	Cairo	550
2017/18	Centura Public Schools	Cairo	486
2003/04	Chadron Public Schools	Chadron	866
2009/10	Chambers Public School	Chambers	203

Year	District	City	Enrollment
2004/05	Chambers Public School	Chambers	203
2017/18	Chase County Schools	Imperial	620
1994/95	Clarks Public Schools		
2009/10	Columbus Public Schools	Columbus	3,600
1997/98	Crawford Public Schools	Crawford	270
2014/15	Creek Valley Public Schools	Chappell	252
2015/16	Crete Public Schools	Crete	1,800
2005/06	Crete Public Schools	Crete	1,465
1998/99	David City Public Schools	David City	597
1996/97	Doniphan Public Schools	Doniphan	
2020/21	Doniphan-Trumbull Public School	Doniphan	426
2017/18	Doniphan-Trumbull Public School	Doniphan	465
2005/06	Doniphan-Trumbull Public School	Doniphan	517
2004/05	Dorchester Public Schools	Dorchester	218
1994/95	Dorchester Public Schools	Dorchester	251
2004/05	Douglas County West Community Schools	Waterloo	720
2011/12	Dundy County Stratton Public Schools	Benkelman	403
1992/93	Elba Public Schools	Elba	141
1998/99	Elkhorn Valley School District No. 80	Tilden	483
1997/98	Elm Creek Public Schools	Elm Creek	358
1997/98	ESU #11--Executive Director	Holdrege	
2007/08	ESU #13--Executive Director	Scottsbluff	14,400
2001/02	ESU #6--Executive Director	Milford	12,850
2011/12	ESU #8--Executive Director	Neligh	
1998/99	ESU #9--Executive Director	Hastings	
2003/04	Eustis-Farnam School District	Eustis	252
2014/15	Fairbury Public Schools	Fairbury	901
1997/98	Fairbury Public Schools	Fairbury	1,068
1994/95	Fairmont Public Schools	Fairmont	
2009/10	Franklin Public Schools	Franklin	350
2002/03	Franklin Public Schools	Franklin	350
1999/00	Franklin Public Schools	Franklin	350
2000/01	Fremont High School (principal)	Fremont	1,350
2005/06	Garden County Public Schools	Oshkosh	289
1994/95	Geneva Public Schools	Geneva	
2000/01	Gering Public Schools	Gering	1,828
2016/17	Gibbon Public Schools	Gibbon	598
2003/04	Gibbon Public Schools	Gibbon	545
2000/01	Gothenburg Public Schools	Gothenburg	860
2015/16	Grand Island Public Schools	Grand Island	9,607

Year	District	City	Enrollment
2010/11	Grand Island Public Schools	Grand Island	8,820
1996/97	Guide Rock Public Schools		
2018/19	Hastings Public Schools	Hastings	3,740
2000/01	Hastings Public Schools	Hastings	3,327
1994/95	Hemingford Public Schools	Hemingford	475
1998/99	Hershey Public Schools	Hershey	476
2004/05	Holdrege Public Schools	Holdrege	943
1999/00	Humboldt Public Schools	Humboldt	
2002/03	Humphrey Public Schools	Humphrey	222
2000/01	Kearney Public Schools	Kearney	4,526
2012/13	Kimball Public Schools	Kimball	543
2008/09	Lakeview Community Schools	Columbus	200
2008/09	Lakeview Community Schools	Columbus	750
2008/09	Laurel-Concord Public Schools	Laurel	351
2015/16	Learning Community of Douglas and Sarpy Counties	Omaha	
2000/01	Leigh Community Schools	Leigh	288
2005/06	Lexington Public Schools	Lexington	2,762
2000/01	Lexington Public Schools	Lexington	2,519
2000/01	Lodgepole Public Schools	Lodgepole	163
2011/12	Logan View Public Schools	Hooper	527
2003/04	Logan View Public Schools	Hooper	634
2004/05	Madison Public Schools	Madison	566
1998/99	Madison Public Schools	Madison	584
2001/02	McCook Public Schools	McCook	1,401
1997/98	McCook Public Schools	McCook	1,597
2013/14	Meridian Public Schools	Daykin	200
2010/11	Meridian Public Schools	Daykin	200
2006/07	Meridian Public Schools	Daykin	200
2003/04	Morrill Public Schools	Morrill	457
2010/11	Mount Michael Benedictine--Head of Schools	Elkhorn	200
1998/99	Mullen Public Schools	Mullen	194
1996/97	Neligh-Oakdale, NE	Neligh	538
2002/03	Newcastle Public Schools	Newcastle	175
2009/10	Norris School District 160	Firth	2,040
2011/12	North Platte Public Schools	North Platte	4,100
1997/98	Ord Public Schools	Ord	622
2019/20	Palmyra Bennet District OR-1 Schools	Palmyra	581
1997/98	Palmyra District OR 1	Palmyra	244
2015/16	Pawnee City Public Schools	Pawnee City	297
2008/09	Pawnee City Public Schools	Pawnee City	280

Year	District	City	Enrollment
1996/97	Paxton Consolidated Schools	Paxton	
2004/05	Pender Public Schools	Pender	353
2001/02	Plattsmouth Community School District	Plattsmouth	1,678
2014/15	Potter-Dix Public Schools	Potter	191
1997/98	Ralston Public Schools	Ralston	3,000
1997/98	Randolph Public Schools	Randolph	
1996/97	Red Cloud Community Schools	Red Cloud	
1992/93	Rising City Public Schools	Rising City	120
1999/00	Rushville Public Schools--District I & VI	Rushville	273
1996/97	Sandy Creek Public Schools		500
1999/00	Schuyler Central Public Schools	Schuyler	
2003/04	Scottsbluff Public Schools	Scottsbluff	2,700
1992/93	Scribner-Synder Community Schools	Scribner	382
2016/17	Seward Public Schools	Seward	1,406
2019/20	Shelton Public Schools	Shelton	300
2015/16	Shelton Public Schools	Shelton	300
2010/11	Shelton Public Schools	Shelton	300
1994/95	Shelton Public Schools	Shelton	362
2006/07	Silver Lake Public Schools	Roseland	254
2017/18	South Central Nebraska Unified #5	Fairfield	681
2000/01	South Central Nebraska Unified School District #5	Fairfield	1,249
2009/10	South Sioux City Community Schools	South Sioux City	3,800
1998/99	South Sioux City Community Schools	South Sioux City	3,130
2016/17	Southern Public Schools	Wymore	395
2000/01	Stanton Community Schools	Stanton	454
2020/21	Summerland Public Schools	Ewing	402
1994/95	Sumner-Eddyville-Miller Public School	Sumner	201
2017/18	Superior Public Schools	Superior	435
1995/96	Superior Public Schools	Superior	
2010/11	Tekamah-Herman Community Schools	Tekamah	579
2002/03	Tri County Public Schools	DeWitt	480
2013/14	Twin River Public Schools	Genoa	480
1999/00	Valentine Rural High School	Valentine	280
1997/98	Wahoo Public Schools District #39	Wahoo	865
1997/98	Wakefield Community Schools	Wakefield	467
2016/17	Waverly School District 145	Waverly	1,920
1997/98	Wayne Community Schools	Wayne	934
1999/00	Weeping Water Public Schools	Weeping Water	435

Year	District	City	Enrollment
2003/04	West Point Public Schools	West Point	694
2010/11	Westside Community Schools	Omaha	5,990
1997/98	Wheeler Central Schools	Bartlett	
2009/10	Wilber Clatonia Public Schools	Wilber	553
2002/03	Wilber-Clatonia Public Schools	Wilber	548
2000/01	Wisner-Pilger Public Schools	Wisner	518
2013/14	Wood River Rural Schools	Wood River	549
1999/00	York Public Schools	York	1,400
2014/15	Yutan Public Schools	Yutan	477

What Board Members Say About McPherson & Jacobson's Search Services

July 2018

McPherson & Jacobson was always reachable and responsive. They took the time to acclimate themselves with our culture, and take the time to understand the needs of our school district as well as our community and teachers. This resulted in their ability to connect us with candidates who met our needs. By the number of highly qualified candidates they presented, it was clear that they took the time to listen and really understand what we were looking for.

Their partnership in this process was greatly appreciated, I personally would highly recommend them as your next partner when embarking on a superintendent search.

Teresa Grabowski
Centura Public School
Cairo, Nebraska

From: Zweiback, Rose [<mailto:zweibackr@unmc.edu>]

Sent: Monday, November 05, 2012 8:25 AM

To: Thomas Jacobson, Ph.D.

Subject: Testimonial

Working with McPherson & Jacobson made our superintendent search a smooth and organized process. Our consultants were our partners. We set the parameters and the goals and they provided the expertise. We wanted the search to invite input from our stakeholders and involve them as much as possible. At the same time, the board had full responsibility for the selection.

I found the consultants from McPherson & Jacobson to be outstanding professionals who provided services of the highest quality. They presented our board with a slate of excellent candidates and then let us do the work of interviewing and selecting the best choice for our district. We appreciated their work, especially the follow-up services in setting evaluation goals for our new superintendent.

I heartily endorse McPherson & Jacobson.

Rosie Zweiback

Vice President

Westside Community Schools Board of Education

Rzweiback@weatside66.org

November 6, 2012

Dr. Thomas Jacobson
McPherson & Jacobson, LLC
7905 L Street, Suite 310
Omaha, NE 68127

Dear Tom:

McPherson & Jacobson's guidance and support were invaluable throughout Westside Community Schools' superintendent search in 2012. Time and perspective have enabled me to identify what for me were your most important contributions to the process.

- **Focus:** *The Board discussion and consensus on the key attributes to be sought in candidates for our position - a key step in McPherson & Jacobson's recommended process - maintained the focus of the search on the Board's top priorities.*
- **Responsiveness:** *McPherson & Jacobson responded to our requests for assistance, predictable or last minute, in a timely and professional manner.*
- **National Reach:** *The benefits of your national network of consultants were evident both in the field of candidates you were able to access as well as in your ability to vet those candidates effectively.*
- **Integrity:** *Superintendent searches are notoriously stressful for school boards. McPherson & Jacobson dealt with the difficult and unexpected turns in the process with unwavering integrity and professionalism.*

Although my term on the Westside School Board concluded prior to our new superintendent taking office, by all reports he has distinguished himself already in the first few months of what will hopefully be a long tenure. It is no exaggeration to say that we could not have found such an outstanding and experienced leader without you. My sincere thanks to you and Dr. Randy Nelson for your support.

Best regards,

*Kathleen Bradley
Westside Community Schools, Omaha, Nebraska*