



LEADERSHIP PROFILE

Coeur d' Alene School District

Executive Summary

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in February/March for the new superintendent of the Coeur d' Alene. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below:

| Group | Personal interviews or focus groups | Online Survey |
|------------------------------|--|----------------------|
| Administrators | 11 | 14 |
| Community Members Parents | 24 | 54 |
| Parents/District Com. | 7 | 340 |
| Students | 11 | 11 |
| Classified Staff | 13 | 66 |
| Teachers | 16 | 119 |
| Board | 5 | 0* |
| Total | 87 | 604 |

*All five Board members were individually interviewed. The community group included representatives from each trustee zone and local business leaders.

The community survey report and a draft of the desired characteristics are provided under separate cover and are meant to be stand-alone complementary pieces to the Leadership Profile Report.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

HYA cannot promise to find a candidate who possesses all the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Coeur d' Alene School District Board to provide the leadership needed to continue to raise academic standards and student performance in spite of major financial challenges, while meeting the unique needs of each of its schools and communities.

The search team would like to thank all the participants who participated in focus groups or completed the online survey. We would also like to thank Lynn Towne who provided invaluable service organizing the many focus groups, preparing the zoom notices and keeping track of the many participants scheduled for focus group interviews.

Respectfully submitted,

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Summary of Comments from Focus Group Meetings

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

What are the strengths of the District? What do they desire to retain and build upon?

- Diversity of community, cultural and economic
- Flexible and creative schools
- Health benefits are highly valued
- High performing school district in most metrics
- Leadership at the sites is strong
- Parent community involvement and support for the schools
- Previous passage of levies
- Portrait of a Graduate aligns with curriculum plan
- Professional development of teachers
- Sense of community enhanced with many parents who attended CDA schools
- Size and location of the District is very desirable
- Social emotional learning part of strategic plan
- Staff committed to student achievement
- Strategic Plan built on curriculum audit and stakeholder input
- Student agency appreciated by students
- Teachers are dedicated and highly professional

What are the issues this District currently faces, and will face in the next three to five years?

- Board and superintendent role ambiguity
- Board elections
- Building trust and establishing positive relationships with all stakeholder groups
- Changing demographics due to influx of new residents, rate of growth
- Communicating effectively with all groups
- Disparate political views and voices in the community
- Housing cost and availability impact recruitment and talent retention
- Inequity of school facilities
- Lack of stability in superintendent position
- Maintaining/rebuilding community support
- Political differences in the community
- State funding
- Teachers not brought into decision making process, curriculum, re-opening

What personal and professional characteristics are expected in a new Superintendent?

- Ability to navigate a polarized community
- Able to implement a shared vision based on the strategic plan/POG
- Approachable and available
- Authentically partners and builds relationships with site administrative team
- Believes in equity and has an equity lens
- Budget acumen
- Clearly delineates appropriate Board/Superintendent roles and responsibilities
- Collaborative; uses the strengths of team members
- Committed to staying in the position for the long term
- Experience in managing change and growth
- Experience working successfully with Boards
- Forward thinking; visionary; innovative
- Inspiring and passionate
- Instructional leader
- Involved in city, county, and state decision making bodies
- Knows the community and district and understands the challenges faced
- Relationship builder; involved and invested in the community 100%
- Strong communication/listening skills; transparent
- Student centered
- Successful experience working in similar districts
- Teaching and site administrative experience
- Thick skin; able to withstand push back
- Trustworthy and trusting
- Unifier and bridge builder
- Values everyone's worth to the district
- Visible in schools

Comments from Interviews and Focus Group Meetings

February 9, 10, 16, 17, 18, 22

Listed in alphabetical order

BOARD

5 participants

STRENGTHS

- 2 strong Asst. Superintendents
- Accountability piece almost finished
- Acting on the audit
- Beautiful place to live
- Cabinet team strong
- Community supportive of education for over 30 years
- Curricular audit helped identify areas for improvement
- Emphasis on teaching and learning
- Equity framework strengthened district as a whole
- Excellent cabinet team
- Family oriented
- Flexible and creative schools – magnet schools; venture program; online e-school
- Good quality of life here
- Great community support generally
- Homegrown teachers are invested in the community
- K-Tech
- Long range facilities plan with land set aside for future growth
- Navigated pandemic together
- Nurses done fabulous job
- Passed 2 bonds in 5 years
- PEBC Workshop model within each of the schools
- Portrait of a graduate; key to creating great workers
- Rebounding
- Secondary administration.
- Staff is good
- Steps to address areas of improvement were initiated prior to Covid 19
- Strategic plan built from the portrait
- Strategic plan frameworks
- Strong base of retired teachers
- Strong committed staff with local ties
- Strong levy record
- Student agency in their learning
- Students are improving compared to state average
- Trajectory over the last three years
- Variety within the 11 elementary schools

CHALLENGES/CONCERNS

- 25% of budget is funded by levys
- Aggressive opposition to public education is new in the district
- Alignment of the high schools
- All day K needed/wanted by some-full day for Titled classroom/half day others
- Attrition of teachers across state a concern – salaries higher in WA
- Board governance training not held this year
- Both conservative and liberal views are strong in the community
- Budget concerns
- Building out of the strategic plan and the portrait of the graduate
- Community can be challenging to break into; opinionated community
- Community is unhappy with school openings and online learning during pandemic
- Community perception is that individual trustees have power
- Concealed carry in schools legislation
- Continued work on instructional quality
- Covid impact
- Deferred maintenance a challenge – levy and bond done already
- Difficult to recruit and retain teachers because of the competition in Spokane
- Enrollment declines but not serious
- Enrollment is down 10% this year
- Equity concerns especially at secondary programs
- Equity-socio-economic status of have & have nots
- Expanding community and need for new sites
- Expectation of change - experience needed
- Facilities needs as enrollment grows next year
- Financial concerns – 20 million levy in March with possible failure
- Five year commitment from new superintendent need
- Home prices have increased a great deal
- Idaho structure of schools an issue
- If the levy doesn't pass, it will have a large impact on district finances
- In top of teacher's salaries in Idaho but losing teachers to WA
- Inequities in what is being taught and how it is being taught
- Influx of new families from California and other states
- Investment in AP, interns, dual enrollment limited
- Levy coming up soon may not pass
- Local critics of the district especially around school reopening
- Locals perceive the schools differently than the newcomers
- More charter schools are opening up and taking district enrollment
- Moving forward can be challenging
- Need another middle school and another elementary school after the pandemic
- North Idaho with huge influx of new people
- Passing levy may be difficult because of community dissatisfaction during pandemic
- Probably have to do lay-offs if the levy doesn't pass
- Relatively low salary schedules
- Salary issues; recruiting and retaining staff a challenge
- Strategic plan build out

- Spillover from what is happening at the community college board election
- Student achievement relative to state and neighbors is not high
- Three board members up for election
- Ties to the community; can appreciate the community
- Voucher legislation in the works
- Work plan on SEL part of strategic plan and portrait

DESIRED CHARACTERISTICS

- Ability to get along with all different groups/types of people
- Ability to get buy-in from staff
- Able to connect the dots for the staff of why things need to change
- Approachable
- Believes in equity framework; equal access to all opportunities
- Builds a team
- Business, economic, community and partnership background
- Collaborator
- Communicator – be in buildings
- Comfortable in navigating divisive community
- Commit to staying five years minimum
- Connected to the Northwest
- Data driven
- Doesn't blame lack of funding for poor student performance
- Experience in making changes
- Experience navigating building new schools
- Experience with change management
- Experience working with Boards
- Earns respect from all
- Good communicator
- Good listener-doesn't come with mind set
- Has an equity lens; fights for all students
- Have a future perspective
- Implementer; able to carry out the vision
- Inspiring and passionate
- Instructional leader with strong background in instruction
- Involved in state and local agencies
- Involvement in influential community groups
- Job shadowing program to keep administrators grounded
- Knowledge of teaching and learning
- known to everyone; establishes relationships with folks
- Likes to make change to improve
- Not afraid of challenges and tough work
- Open minded
- Patient
- Public face of the district
- Puts kids first
- Relational; be a face for the teachers and everyone in the district

- Secondary experience preferred
- Skill in Implementing the strategic plan
- Someone the community loves
- Strong leader; team builder
- Subs in school buildings to see what is happening at sites
- Supportive; works alongside of people
- Unafraid and able to navigate “story behind the story”
- Understands 21st century instruction
- Understands community and navigates the divisions within it
- Up to date in educational issues
- Values teaching and learning
- Visible in the schools
- Visionary subs in school buildings to see what is happening at sites

ADMINISTRATORS

11 Participants

STRENGTHS

- Collaboration time for Professional development
- Collaboration time weekly to work with staff
- Collaborative leadership teams in district
- Community pride in the schools
- Curriculum plan well aligned with Portrait of a Graduate
- Dealing with the pandemic
- Developed a cadre of teachers whose practice is exemplary
- District is trail blazing in portrait of a graduate work
- District office staff is a strong team
- Emphasis on safety in schools
- Expectation of excellence in the community
- Generous community support for schools
- Good communication; good listening and speaking
- Good district team
- Good technology infrastructure in place
- Good union relationship
- Good work around community trust and accountability over many years
- Great benefits even thru tough times
- High performance in most metrics
- Huge investment into a meaningful strategic plan
- K-12 vertical alignment and vision
- Learning for leading with PEBC
- Lots of investment in professional development of teachers
- North Star-great goals identified
- Partnership with Public Education Business Coalition

- People are treated fairly
- POG and instructional framework
- Portrait of a graduate unique in region in No. Idaho
- Professional development for leadership team
- Respectful of the budget
- Schools are welcoming places for families
- SEL curriculum and specialist brought in
- SEL, trauma informed practices, mental health
- Strategic plan built on the curriculum audit and stakeholder input
- Strategic plan represents tremendous investment
- Strategic planning a good foundation
- Strong community partnerships
- Strong community support for schools in the past
- Strong relationships with community groups, non-profits
- Transparency in finances

CHALLENGES/CONCERNS

- Aging facilities
- Aligned implementation of the strategic plan and POG
- All communications from DO are done via email
- Asking people to do work they never had to do before may be a challenge
- Bifurcated economy and political views
- Board and superintendent role ambiguity
- Board of trustees micro manage
- Board/superintendent relationship requires defined boundaries
- Changing of the guard in community
- Community focus on test scores
- Community is polarized now
- Community voices are loud and may change the focus
- Connecting with family and community
- Continuity to stay the course through implementation
- Culture of exclusivity in some places
- Determining where E school fits going forward
- Finding ways to have fun
- Fragile relationship with union
- Implementation of strategic plan
- Implementing the ambitious strategic plan
- Increase in housing costs is a recruitment challenge
- Lack of a “team” feeling since Covid
- Lack of facilities and services to meet growth needs
- Lack of principal input into district decisions
- Long held beliefs may not be aligned with the POG
- Lower salaries relative to WA district
- Maintaining community support

- Need to establish the “CDA Way” – alignment
- Need to focus on leadership at all levels of the district; not just the Board
- Organized group in community to unseat board members aligned to the framework
- Passing levy
- Political differences in community
- Politicalization of things like masking, etc.
- Pressure/scrutiny from the community regarding curriculum
- Pressures of the community on the Board and superintendent
- Professional development for some site principals is needed
- Rapid growth; influx of non-local residents and students
- Rebuild strong community support\ Lack of facilities and services to meet growth needs
- Resetting culture around changes required by strategic plan
- Schools are at different places in implementing the plans
- Silver tsunami
- Socioeconomic changes in the community
- Steep change curve in implementing strategic plan
- Supt relationship to the Board–policy vs governance
- Tensions around equity curriculum and other issues
- Understanding the difference between equity and equal
- Unknowns with student enrollment due to Covid impact
- Values and beliefs of school community may not be shared by all
- Vertical alignment needs to be done K-12
- Whole child v.s. reading-writing fundamentals

DESIRED CHARACTERISTICS

- Ability to implement a shared vision based on the strategic plan
- Ability to navigate the path to the North Star of the POG
- Able to deal with strong personalities
- All communications from DO are done via email
- Ambitious
- At ease with the public and community
- Budget savvy and experience in managing a budget
- Can move the district forward in new ways
- Change leadership
- Collaborative; not a top-down decision maker
- Committed to leadership development
- Cosmopolitan leader with small town values
- Creativity in using technology
- Deep understanding of teaching and learning
- Delegates and lets people work in their area of strength
- Educates the board on appropriate roles for board/superintendent
- Educates the board on appropriate roles for board/superintendent
- Empathy for principals role in implementation
- Empathy for role of principal
- Equity lens
- Establishes appropriate boundaries and trust with board

- Experience
- Experience as a principal
- Experience with change initiatives
- Forward thinking; visionary
- Humble
- Instructional leadership
- Involves building level administrators in decision making process
- Know how to build a team
- Knowledge of 21st century skills
- Knowledge of magnet schools
- Leader who has a personal relationship with site leaders
- Leads with trust
- Not just “Idaho good”
- Not top down management
- Partners authentically with administrative team
- Principal experience
- Redirects and uses the expertise of team members
- Relationship builder with the people doing the work
- Sees the potential of the strategic plan and the POG
- Strong personal communicator
- Understanding of economic forecast for the future
- Understands the legislative process and wants to be involved in it
- Understands the role of the board and the superintendent
- Values all staff and all people in the organization
- Visibility in schools
- Visible in schools and community
- Wants to be a part of the community
- Will grow future district leaders
- Will stay in the district for the long term; longevity

CERTIFICATED STAFF

16 Participants

STRENGTHS

- District takes on challenges head on – saw a need for change
- Looking at blended learning
- Neighborhood schools
- Starting to look at inclusion and equity on broader scale
- Stepped up to plate services for mental health
- Strong community support
- Support to continue socio emotional
- Three years on shift to mental health

CHALLENGES

- Inconsistency among schools-expectations too

- MTSS/RFI system needs inconsistency
- Director of PPS -can join
- Technology use consistency across schools
- More unity across district
- Equity within boundaries of school-class size also
- Longevity of superintendent
- Superintendent working with difficult people
- Maintenance of Wednesday collaboration meetings
- Perception – not doing job- blended model – originally praised
- Required to teach virtually full time Covid – double teaching models
- Inconsistent- in person/on line model shifted due to backlash of community
- Transparency in decision making
- Teachers not in the room when conversations/decisions made
- Planning time is seriously eroded
- Teachers are taken advantage of – sustainability of all the work
- Decisions made based on parent input
- Relationship with Unions

DESIRED CHARACTERISTICS

- Brings teachers into the conversations
- Talks with community
- Will do what is best for students
- Will spend time in classroom
- Vested in the district administration
- Visits classrooms
- Knows the craft of teachers & support staff
- Making informed research decisions and communicates well
- Not regimented curriculum but direction – parameters - support
- Participates in professional development
- Respects work of classified too
- Will see amazing things happening in our classrooms

CLASSIFIED STAFF

13 participants

STRENGTHS

- Administration is easy to talk to and approachable
- Amazing school; will do what is best for students
- Anything you need, someone will help you
- Benefits as full time employees – best or one of best in state in Idaho
- Board working well together
- Consolidated departments

- In crisis, all pull together
- Knows the craft of teachers & support staff
- Regimented curriculum not supported but direction, parameters, support
- Respects work of classified too
- Student based decision making
- Superintendent doesn't have to spend time on those programs
- Talk to the teachers – bring them into the conversations
- Talks with community
- Will see amazing things happening in our classrooms
- Will spend time in district – won the lottery

CHALLENGES

- Board cohesiveness
- Conservative pocket of the country
- Cost of housing-not much for sale
- Equity refugees
- Framework into place, what will that look like with new person
- Growth in schools – full at some sites – people moving in
- Houses sell in one day
- Large class sizes
- Lose teachers due to pay scale
- Loss of students in 2020, multiple reasons
- Need middle & high schools
- New superintendent often brings own ideas
- New teachers don't come to CDA, salaries low
- Nurses, more needed
- Post Falls, Lakeland in person learning
- School buildings need to be capped at 500 students
- Staffing shortage
- Tenure of superintendent, leaving ruins continuity
- Transparency, need to know what is going on
- Used to have split boards
- Will new leadership honor framework
- Work closely with county officials – alert district to of multiple housing

DESIRED CHARACTERISTICS

- Establishes focus group to gain info on +/-
- Get to know people's names
- Gets into schools to be a sub
- Goes to building and invites you to come talk
- Has your back
- Keeps us going in the same direction

- Makes us feel our worth in the district
- Open door policy – listens & be objective-follows through
- Takes a Listening tour
- Wants you to tell him what he needs to know

STUDENT ADVISORY GROUP

10 Participants

STRENGTHS

- Break in middle of week - continue online
- Bridge between online & in person school - amount of assignments - schedule changing due to self - quarantine
- Care for students & staff mental health-too much change creates more stress
- Community working through hardships
- Covid doing a good job
- District moving toward student agency
- Involved – lots arts & humanities
- Involved student body – clubs, safe distance
- Makes informed research decisions , communicates well
- Opportunities for advanced learning in all grade levels
- Technology above & beyond other school district

CHALLENGES

- Change in high school would be good – going back to 5 days not good
- Changing, need to wear masks properly
- Bridge between online & in person school – Covid exposure, hard to keep up general amount of assignments-schedule changing due to self-quarantine
- Care for students & staff mental health-too much change creates more stress
- Covid past summer – schedules & precautions- meetings turned into – no set plan – school year delayed because of it
- Focus on one issue at a time, student general care - not overworked
- Follow through on projects, lack of follow through
- High school schedules and start time due to Covid
- Multiple tests on computers
- Opening up too fast
- People who sit close without masks
- Retaining quality teacher due to stress
- Speed of change implementation in district – Covid

DESIRED CHARACTERISTICS

- Committed to knowing the district's history, where we have been
- Committed to the future of district

- Committed, listens well (not just loudest one)
- Flexible
- Former superintendent promoted student agency – SAG is an example
- Healthy, especially relationships with students
- Involved in public outreach & community
- Kind & integrous
- Know what schedule is for students
- Knows about challenges in the school
- Knows how schools tend to work
- Listens to all stakeholders, especially groups of people who are vastly diverse
- Nice, kind, knowledgeable
- Parents involved in activities
- Plans for pandemic, i.e., schedule change, school start times
- Prior accomplishments
- Relates to kids
- Shows appreciation for teachers
- Shows leadership in how they choose to handle situations
- Takes over a class & teaches it
- Understands what is going on in school
- Values mental and social health
- Wants to stay
- Will go to SAG meetings
- Won't just see children – will hear their voices
- Your deeds are your monuments (you are worth a cookie to me)

SPARCC/ LONG RANGE PLANNING

7 Participants

STRENGTHS

- Caring community
- Commitment and passion of administrative staff
- Community support
- Friendly, approachable staff
- Involvement of community in POG
- Safe community
- Staff wants the best for students – from the top down
- Student centered values
- Teachers are caring and committed to CDA and its students
- Teachers value teachable moments; no blame for mistakes

CHALLENGES/CONCERNS

- Bullying and suicide prevention is not supported by some
- Classroom and school size
- Community wide frustration with the district regarding reopening schools

- Dependence on levy's passing every 2 years
- Extreme lack of state funding
- Inequity of facilities; some are like private schools and others are poor
- Keeping talent – Spokane nearby
- Lack of affordable housing in community
- Lack of diversity
- Lack of parent engagement/volunteers
- Powerful, loud voices without an equity lens
- Rapidly changing demographic; low tax rate
- Rate of growth is a concern
- Retention of talent
- Some dissatisfied community members
- State funding for education

DESIRED CHARACTERISTICS

- Ability to have others share his/her vision
- Appreciation for committees
- Compassion
- Desire for equity work
- Education background
- Follows through to outcomes and results
- Helps the trustees value the work of committees
- Lays the idea out and has others think it is theirs
- Manages strong personalities on the board
- Open minded – listen to all sides then make decision
- New voices may be joining the board who don't share the values of the district
- Picks up where previous superintendent left off
- Stands up against the strong voices
- Strong commitment to equity work in a broad sense
- Thick skin to withstand the push back from intimidators
- Willing to be visible; be in buildings; get "hands dirty"
- Works well with teachers and staff as a team
- Visible in the building

COMMUNITY/BUSINESS LEADERS MEETING

24 Participants

STRENGTHS

- Accessibility to parents with questions
- Amazing teachers
- Board has courage dealing with tough issues
- Board is transparent
- Choices the district offers to students
- Community networking
- Community supports hiring special needs students
- District and community are willing to think outside the box to address issues

- District cares about equity
- District has innovative job training programs for special needs students
- District partners well with business, university, community agencies
- Dual Enrollment
- Eagerness to collaborate and form partnerships
- Educational partnerships with higher learning institutions
- Excellent school board
- Focus on support for student social-emotional learning
- Innovative practices
- Many success stories in the district
- Partnership with the city is important
- Positive and transparent communication from the district
- Positive relationships with supportive colleagues
- Public schools in CDA do better than private schools in meeting student needs
- Safety and security of students a priority
- School board is committed to improvement
- Schools feel like happy places; positive vibe at all schools
- Security officers at sites
- Sense of place important
- Staff is compassionate toward children
- Staff is respectful of students
- Students are well balanced; committed to community
- Superintendent and Board respond to parents
- Superintendent's "Supt. Is On" podcasts
- Support at the Title schools is excellent
- Support the school district gives to at-risk students
- Teachers are caring; they step up to the plate to support students

CHALLENGES

- Affordable housing for teachers
- Climate may not be attractive for forward thinking superintendents
- College board election may impact the tenor of the district
- Current tension of perspectives in community
- Drug culture in the community
- Elementary students don't bring textbooks home
- Elementary students need better math and English skills
- Following a short term superintendent could be a challenge
- Gap between the have and have nots growing
- Highly charged political agendas in the community
- Lack of candidates interested in being superintendent in CDA
- Lack of technical career pathways
- Maintaining all the positives with 30% growth in last decade
- Maintaining high quality teachers in CDA due to cost of living
- Majority of board up for election this year
- National political climate and keeping the district non-partisan
- Need a way to legally collect impact fees from developers

- Need for an AVID program in the schools
- Overcrowding of current schools
- Places to build new schools
- Providing support for struggling students while meeting the needs of advanced students
- Rapid growth in the community
- Schools need to reflect traditional values, not a radical agenda
- Superintendent turn over
- Time spent teaching a social agenda and not basic skills

DESIRED CHARACTERISTICS

- Ambitious; hard worker
- Builder of a cohesive community
- Committed; willing to stay in the job
- Communication skills
- Demonstrates a view of the future from the educational standpoint
- Experience in districts with similar growth, social and cultural transitions
- Experience with growth
- Experience working with at-risk students
- Gets the right people doing the right things
- Identifies talent within the organization
- Identifies the talent needed and recruits them
- Innovative
- Inspiring
- Knowledgeable about the culture of poverty
- Listens to all opinions and decides what is in the best interests of students
- Multi-skilled
- Passionate about literacy
- Recognizes that education tomorrow doesn't look as it has in the past
- Reframes the district after Covid 19 ends
- Strong commitment to the humanities
- Strong leader
- Supportive of best practices in public schools
- Trusted leader to staff and faculty
- Understands and can manage the rural tension that exists in community
- Understands different ways and approaches to living
- Understands the evolving job tech requirements for graduates
- Visionary