

PROFILE REPORT

SUPERINTENDENT CANDIDATE

“Our ultimate goal is to engage in a transparent and strategic process that will elicit broad stakeholder input to develop the Kettle Moraine Superintendent Candidate Profile.”
- Project Framework, August 2020

NOVEMBER 17, 2020



SUPERINTENDENT CANDIDATE PROFILE PROJECT SUMMARY

The Kettle Moraine Superintendent Candidate Profile report (Candidate Profile) is presented as a guide to inform the School Board's evaluation of future superintendent candidates and selection of the Kettle Moraine School District's (District) next leader. It indicates the aspirations of broad stakeholder groups within the community and upholds the School Board's commitment to seek community input on critical District initiatives.

The comprehensive superintendent search process, timeline, and planning documentation is located on the District's website at www.kmsd.edu.

KETTLE MORAINES SCHOOL DISTRICT OVERVIEW

The Kettle Moraine School District resides in Waukesha County and serves all or part of the following communities: City of Delafield, Town of Delafield, Village of Dousman, Town of Eagle, Town of Genesee, Village of North Prairie, Town of Ottawa, Town of Sullivan, Village of Summit, and the Village of Wales. The District's boundaries span approximately 90 square miles.

The District operates in **six school buildings** serving **five elementary schools** (Cushing, Dousman, Magee, Wales, and KM Explore), **one middle school** (Kettle Moraine Middle School), and **four high schools** (Kettle Moraine High School, KM Global, KM Perform, and High School of Health Sciences); one alternative school; one community center; and in collaboration with seven community pre-school providers. Six of the District's schools are designated as Blue Ribbon Schools of Excellence from the U.S. Department of Education. Current District enrollment is approximately 3,860 students, pre-K through grade 12.

The District employs approximately 350 staff including a team of 273 innovative educators committed to maximizing the learning potential of every student. 64% of the District's certified teaching and learning staff hold a master's degree and 15 hold National Board Certification.

Mission: To cultivate academic excellence, citizenship, and personal development

Vision: Learning Without Boundaries

Graduate Profile: As a community and school district, we strive for each graduate to be a...

- Continuous Learner
- Communicator
- Collaborator
- Creative & Critical Thinker
- Engaged Citizen
- Self-Directed & Resilient Individual

COMMUNITY ENGAGEMENT OVERVIEW

In alignment with the Superintendent Search Strategic Plan, community engagement activity is defined in advance of evaluation and selection of candidate finalists and following the selection of candidate finalists. The initial phase of community engagement was conducted in September and October 2020 for the specific purpose of creating the Candidate Profile.

To build awareness and participation in the community, an all-resident mailer was sent with information about the search process and directions on how to participate in the Community Survey. The survey remained open for four weeks and was available online and in paper form. In addition, five focus groups were conducted with staff, parents and non-parents, students, and community members. To ensure objectivity, the School Board hired independent consultants to conduct the community engagement activities and to analyze all data used to develop the Candidate Profile.

Additional administrative interviews and listening sessions with key leadership will be conducted by the School Board in fall 2020 followed by stakeholder engagement in the interview process of candidates (finalist/s) in late winter/early spring 2021.

Stakeholder Participation

The Candidate Profile report reflects a summary of stakeholder perspectives with definition of the desired qualities and characteristics for the District's next superintendent. It is based on the collective input of 671 survey respondents and 45 focus group participants representing staff, parents and non-parents, students, and community members.

STAKEHOLDER GROUP	SURVEY	FOCUS GROUPS	WORKSHOPS
School Board Members	●		●
Executive & Administrative Leadership	●		●
Teachers & Staff – Kettle Moraine High School	●	●	
Teachers & Staff – KM Global	●	●	
Teachers & Staff – KM Perform	●	●	
Teachers & Staff – High School of Health Sciences	●	●	
Teachers & Staff – Kettle Moraine Middle School	●	●	
Teachers & Staff – Cushing Elementary School	●	●	
Teachers & Staff – Dousman Elementary School	●	●	
Teachers & Staff – Magee Elementary School	●	●	
Teachers & Staff – Wales Elementary School	●	●	
Teachers & Staff – KM Explore	●	●	
Resident Parents – all schools	●	●	
Non-Resident Parents (OE-I)	●	●	
Community (+Non-Parents/Former Parents)	●	●	
Students – all High Schools		●	

Focus Question

The following *forward-thinking* statement was established by the School Board and executive leadership team to ground all community engagement activity:

FOCUS QUESTION

What specific **expertise, experiences, or personal characteristics** are most important for the District's next superintendent and will support their ability to leverage our unique strengths and lead us through future opportunities and challenges?

COMMUNITY SURVEY SUMMARY*

The full Community Survey results and community presentation is provided as an independent document on the District's website at www.kmsd.edu. Key highlights include:

- **671 total responses** were received via online submission (no paper copies submitted)
- **77%** of respondents identified as **District residents** from nine of ten municipalities within the District boundaries (Town of Sullivan residents are not represented)
- **68%** of respondents identified as **parents/guardians of student(s)** currently enrolled at KMSD
- **28%** of respondents identified as **current employees** of KMSD
- Respondents (All) ranked **principal** as the most important "**PRIOR POSITION**" held. This was consistent among all stakeholder respondent groups; followed by the roles of Curriculum & Instruction, superintendent, Chief Financial Officer, and teacher
- Respondents (All) ranked **financial management, proven track record of raising student achievement, and strategic planning, vision & goal setting** as the most important "**PROFESSIONAL EXPERIENCES & EXPERTISE**"
- Respondents (All) identified **effective communicator** and **resourceful** as the most important **PERSONAL CHARACTERISTICS**. Effective communicator and resourceful was consistently ranked as most important among all stakeholder groups
- Additional feedback relating to the District's **key strengths** and **future challenges** is summarized by common themes below

**The Community Survey report and data do not reflect a scientific sampling and cannot be confirmed as representative of a majority opinion of the respective stakeholder group to which it is attributed.*

Conclusions are drawn from survey data by the consultants for the sole purpose of developing the Candidate Profile.

FOCUS GROUP FEEDBACK

Five Focus Groups were convened – via nomination and invitation – by the Kettle Moraine School District. Focus groups were facilitated virtually and independent of the District and School Board. Participants provided feedback in writing (anonymously) and in group discussion. All feedback is summarized by stakeholder group and common themes. The cumulative feedback from all Focus Groups is reflected in the Candidate Profile.

FOCUS GROUP FEEDBACK cont'd

Staff Focus Groups

Staff participation represented current teachers and support staff from all ten District schools (6 buildings). Two staff focus groups were conducted.

The following questions are provided with a summary of **common theme** and examples of *specific participant feedback*:

- **Describe the leadership style that will be most effective for KMSD; your school?**
 - **Empowering; not micro-managing**
 - *Must understand and sustain a “distributed leadership” model*
 - *Someone who assigns responsibility and “trusts”*
 - **Servant leader**
 - *Prioritizes relationships and building mutual trust, safety for all ideas to be heard*
 - *No ego*
 - **Collaborator**
 - *Visible, present and approachable*
 - *Not the “lone genius”; seeks “collective brilliance”*
 - *Relies on other experts, data*
 - **Strong communicator; skilled in public relations**
 - **Transparent**
 - *Being “upfront” with all stakeholders*
 - **Observant and respectful of “KM’s DNA”**
 - *Willing to assimilate/understand who KM is, our history, and journey - before acting*
 - *Understand and uphold similarities/differences at each school (HS/Charters especially)*
 - *Not reactionary; patient*
 - **Advocate**
 - *Willingness to maintain student-centered attitudes; “KM’s DNA”*
 - *Ability to engage all staff and diverse community interests*
 - *Knowledge and willingness to engage in educational policy and practice at the local/state/national level*
- **With a change in leadership there exists a potential for “shift”. How do you define this and what are the potential consequences?**
 - *Change in (educational) vision or direction*
 - *Change in priorities for structures and support of staff initiatives and leadership roles*
 - *Leadership that would not advocate for teachers; allow teacher voice; support teacher autonomy and prioritize transparency*
 - *Change in priorities for programs or charter (choice/options)*
 - *Inability to embrace risk-taking and “failing forward”*
 - *View on finances (fiscal conservancy vs ability to embrace an “abundance mentality”)*

Potential Consequence/s: The predominant concern of staff participants is the potential to lose existing staff; followed by the inability to attract a similar type of teacher/leader because of change in educational vision, management style or mind-set that promotes innovative leadership and growth opportunity.

FOCUS GROUP FEEDBACK cont'd

Community Focus Groups

Community participants represented current and former parents, non-parents, former staff, business and community leaders. Two community focus groups were conducted.

The following questions are provided with a summary of **common theme** and example of *specific participant feedback*:

- **Describe the leadership style that you feel will be most effective for KMSD?**
 - **Collaborator** without a “personal agenda”
 - *Willingness to understand community values and expectations; establish a “clear community vision.”*
 - *No “preset agenda” or “pushing an agenda” before listening and learning*
 - *Assertive but not overpowering*
 - **Creative, strategic and forward thinking**
 - *A clear, bold vision without appearing to “steamrolling”*
 - *Utilize data-driven decision-making*
 - **Unifying**
 - *Inclusive, inviting, warm and empathetic*
- **What traits do you value or find most effective in a great leader?**
 - **Skilled, team builder with high expectations**
 - *Knows strengths/weaknesses of the team*
 - *Empowers the team; provides necessary resources*
 - *Servant leadership – empowers, inclusive*
 - **Diplomatic**
 - *Builds relationships effectively; seeks the greater good*
 - *Quiet confidence*
 - *Inclusive, strong resolve to support all stakeholders*
 - **Clear direction/vision with compelling rationale**
 - *Maintains our “north star”*
 - **Effective communicator**
 - *Calm, active listener*
 - *Assertive and confident, but not overpowering*
 - **Invested and passionate**
 - *Strong, committed, and focused*
- **With a change in leadership there exists a potential for “shift”. How do you define this and what are potential consequences?**
 - **Change in vision/direction or values**
 - *For charters*
 - *Programming priorities*
 - *For need of legislative advocacy*
 - **Change of disposition**
 - *Need for restraint/humbleness*

Potential Consequence/s: The community participants recognized a potential for slow adoption or rejection by the community if the new superintendent comes on “too strong.” This may result in lack of support and/or loss of students/families, loss of charters, loss of staff, and loss of relationships including “elected officials in Madison.

FOCUS GROUP FEEDBACK cont'd

Student Focus Group

Students participants represented grades 9 through 12 from each of the District's four high schools: Kettle Moraine High School, KM Global, KM Perform, and High School for Health Sciences. One student focus group was conducted.

The following questions are provided with a summary of **common theme** and example of *specific participant feedback*:

- **What traits do you value in a great leader?**
 - **Team builder**
 - *Seeks to holistically improve the people they lead; to understand others and their ideas; to consult with and seek contributions from others; strong work ethic and morals with clear knowledge of the end-goal but works with others to achieve it; empathetic and makes the community feel important; builds good relationships*
 - **Resilience**
 - *Able to adapt to undesirable obstacles; able to see the opportunity (vs. hinderance); stay positive; find new solutions and seek improvement*
 - **Confidence with humility**
 - *Takes responsibility for the victories and owns the failures; humility to hold back and learn from mistakes; accepts small change as important as big change; knows what is right and appropriate*
 - **Visionary**
 - *Risk taker that will "buck the norms"; progressive thinker; driven and passionate*
 - **Flexible**
 - *Open-minded; willing to try different ways; understands the end-goal but is flexible and can change based on the conditions and times*
- **What is your advice to leadership?**
 - *Advocate for student voice in important conversations*
 - *Be intentional about conversations and activity around equity*
 - *Make data-driven decision when stopping, starting & adjusting programs*
 - *Be patient when choosing our next leader*
- **When you think about KM's future, what changes do you wish to see (for younger siblings/friends)?**
 - *Greater inclusivity and knowledge of all high schools; we need to "build a bridge" and "shine a brighter light on all charters and Legacy"*
 - *Equity and inclusivity in our schools; "less awkwardness" with the conversations of diversity - it "feels cheesy", "they are dancing around it" and "not authentic" or "hitting it head on"*
 - *Fostering an objective atmosphere – "less opinion" and more objectivity from teachers; greater comfort to ask challenging questions and voice opinions*
 - *Better understanding of the relevance of work and assignments*
 - *Increased sexual education; conversations about "consent," gender identity, and sexual orientation*
 - *More resources for mental health*

FOCUS GROUP ADDENDUMS – ATTACHED

- **Dear Future Superintendent...thank you!**
- **Dear Future Superintendent...your leadership matters. In your presence, I feel...**

COMMUNITY SURVEY & FOCUS GROUP FEEDBACK

Summary of District Strengths & Future Challenges

Information was collected in the Community Survey and Focus Groups as it relates to opinions on current strengths and challenges the District may be faced with in the next five years.

The following key strengths and challenges are summarized; and a collective response of survey respondents and focus group participants:

Current Strengths

- Strong educators
- Caring teachers and staff; priority to build relationships with students/families
- Educators are empowered; provided professional flexibility and support to innovate
- Educators value and find opportunities for growth and leadership
- KMSD collaborates as a “community” for the benefit of kids
- KMSD is innovative and progressive
- KMSD strives to be transparent and communicative
- Personalized learning provides choice and options to meet the needs of different learning styles and interests; very student-centered learning (agency/ownership)

Future Challenges

- Balancing budgets and ability to maintain programming and staff; reality of declining enrollments
- Sustaining the mission and vision; ability for future leadership to understand “*KM’s DNA*”, “*our journey*” and uphold the vision
- Attracting and retaining high quality staff due to
 - Potential consequence of a shift in leadership style or vision
 - Declining budgets and competition for (shortage of) teachers; benefits or compensation
 - Turnover based on “*burnout*” caused by too many initiatives”; mental health of teachers
- Addressing “equity”, “diversity”, “racism”, and cultural competency” in our schools and community
- Managing multiple (and competing) opinion or preference for educational priorities, delivery models, curriculum, and definition of outcomes leading to college/career readiness:
 - Addressing (poor) academic performance associated with personalized learning
 - Computer-centric instruction
 - Rigor of curriculum; options for students not intending to attend college (trades)
 - Multi-age classrooms
 - Charter schools
 - Respecting the views of a conservative community (values traditional approaches)
- Improving public relations; ability to unite the community around positive messaging/facts; managing social media; “*educating on the why*” of the District’s work
- Sustaining a distributive leadership model and capacity of new leadership to build relationships with such a broad group of KMSD leaders
- Finding the balance between autonomy and unity – this is both a positive and negative – “*we have many teachers in different schools all doing their own thing – doing what is best for kids in their own way*”
- Dealing with the long-term impact of COVID-19 on students, staff and community academically/mental health)
- Building broad respect, knowledge, appreciation, and unification of our (four) high schools

KETTLE MORAINÉ SCHOOL DISTRICT SUPERINTENDENT CANDIDATE PROFILE SUMMARY

The Kettle Moraine School District is the common denominator that serves ten municipalities; students and families from unique communities within each municipality; and members of the school community that live outside the District, served through open enrollment. As such, there exists a range of priorities and expectations among constituents. Despite varied opinions on specific issues, there is a common expectation that the superintendent role serves as a critical lever for student opportunity, achievement, and unification of vision.

Typical of many district initiatives, it is the most active and invested members of the public-school district who provide feedback. For this reason, it is assumed that the data in this report reflects the general interests, attitudes, and values of those who are most likely to be impacted by the selection of the District's next superintendent.

For the purpose of evaluation, the following Candidate Profile statements should be considered:

❖ **A proficient and effective communicator who will engage all stakeholders**

Seeking candidates who have the core capabilities (skill set), disposition (character), and a genuine charisma and affinity for people. Candidates should be motivated less by "agenda" and more by the opportunity to listen, learn and advance the "greater good." Candidates should be disciplined to seek feedback and base effectiveness on evidence (data) of a broad community that feels valued, involved, and informed of the District's work – both its strengths and challenges.

❖ **An innovator who leads with clear and collective vision**

Seeking candidates who promote opportunity for all stakeholders to shape the vision and can motivate the collective implementation of bold ideas and traditional pathways to success. Candidates should exhibit resilience and a balanced approach to risk, failure, and practical rewards. Candidates must be able to "bring people together" along the way.

❖ **A servant leader who empowers people and teams**

Seeking candidates who will uphold the practice of distributive leadership. Candidates must value the potential of a team to advance change and improvements; foster opportunity for leadership at all levels; cultivate mutual trust and respect; and model humility, generosity, a strong moral compass, and promotion of others over self.

❖ **A resourceful executive that leverages assets and opportunities**

Seeking candidates who are organized and secure in the complexity of managing buildings, human resources, and finance. Candidates must be able to balance conservative fiscal practices and parameters with the ability to think creatively and to effectively attract and retain high-quality staff. Candidates should be willing participants and advocates at the local and state level for practical reforms that ultimately result in opportunity for all students.

SUPERINTENDENT CANDIDATE PROFILE SUMMARY cont'd

❖ **An experienced administrator and educational leader focused on student-centered learning and academic achievement**

Seeking candidates who have been in the classroom, or have proven knowledge of the challenges facing teachers and the environment. Candidates must prioritize a student-centered approach to teaching and learning and provide evidence of strategies that result in academic growth and achievement.

❖ **A champion for educational excellence**

Seeking candidates who will advocate at all levels on behalf of the students, staff and community; and will seek continuous improvements to advance public education in the interest of the District and community's well-being.

❖ **A unifier**

Seeking candidates who are diplomatic, committed to engaging the broad community in shared learning and responsibility to define expectations – and advance – “the work”; will prioritize issues of “equity” and cultural sensitivity in our schools and community.

It is important to consider feedback contained in this report in tandem with other key documents as you evaluate and select the next superintendent for the Kettle Moraine School District. As much as this report provides a platform for further dialogue and a tool for evaluation, it is also a valuable resource to the future superintendent. We encourage the efforts to share this information, on behalf of the community, and for the strategic onboarding of a new District leader.

Thank you for the opportunity to serve the Kettle Moraine School Board and community in a superintendent search process that recognizes and values the interests and input of the broad community.

Candidate Profile Report

Respectfully submitted on November 17, 2020

**Terri Phillips, SJD Consulting LLC
Jill Huskisson, Dash J Consulting LLC**

ADDENDUM | FOCUS GROUP ACTIVITY – ALL PARTICIPANTS

Dear Future Superintendent,

Thank you...

Thank you for building a community throughout KMSD through your clearly articulated vision for the future of education, helping our community better understand and embrace why education should evolve based on research, experience and the demands of an ever-changing world.

As a family in KM, we want to thank you for really working hard to know and believe in the future thinking and outcomes of our district. My children have gained great value by your ability to empower many additional leaders within the district. You have extremely high expectations, and our community demands this. Thank you for continuing to stay future focused on learning and not teaching. Your resilience and ability to stay strong behind our children speaks highly of your dispositions. Thank you!

Thank you for coming into KMSD with an open mind, and a clear vision. Thank you for understanding that this community, while not diverse in demographics, is indeed diverse in educational ideologies. Thank you for your patience!!

Thank you for being open, warm, and an excellent communicator. Thanks for bringing our district together and creating a stronger sense of community.

Thank you for making KM a district that puts our teachers as the center of our focus on learning. Our Excellence of Academics and community involvement are central to having the best school district.

Welcome! And thank you for a great first year of service. You have empowered the staff, students, and families of KM. Teachers and principals are empowered and engaged to serve and educate the students in our schools. You have shined a light for the community to see. We are thought leaders in learning from our mistakes. We value diversity. We have taken care of our own after/during COVID from a standpoint of mental health and educational health. You have brought unity through creativity, past experience and positivity.

Congratulations! You have agreed to lead a wonderful community of people who care about our school district from its qualified teachers to committed parents and students. Thank you for being a voice unifying all factions to bring the best to each. You have communicated in a way that allows parents with students and people without students in the district to know why decisions were made.

This has been a tough year, but I commend you on all the work you have done. It is often difficult to come into a new environment, but I appreciate your dedication to working towards a stronger policy on social justice and discrimination while still making sure we are providing a quality education for all students as well as creating a trusting and collaborative place for our staff. Is it perfect, no, but it is moving in the right direction.

Dear Future Superintendent,

Thank you...

Congratulations on a successful first year as the Superintendent of the KM school district. I know you are successful because you took the time to learn about us, our history and our traits and processes. You valued all stakeholders and wanted to involve them in your decisions. You were especially skilled at handling the public relations issues that often surprise leaders.

You were not afraid to push us to greater achievement for our students and community. I am so glad you chose KM. If there is ever anything you need and I may be of assistance, please call.

Yours in Education...

I want to thank you so much for helping our district maintain its transformative nature! Teachers are continuing to take risks for our learner's benefit. We continue to transform and be at the forefront of education in our nation.

Congratulations on completing your 1st year as KM Superintendent! Your support and understanding of the importance of a library media specialist in each building is already making a positive impact on the academic achievement of our middle school students and support for the teachers.

Dear Super - Leader,

Thank you for injecting infectious, positive energy into the district & community that has driven a dramatic shift in funding that will enable us to achieve our vision of "Learning Without Boundaries."

Your transparent, clear, and engaging communication has really helped stakeholders (staff, student, parents, community benefactors, etc.) thirst for the next thing you have to say... You are magnetic and compelling.

You've also created amazing followership because people want to be their best with your encouragement!

I wanted to write and let you know as a long-time employee of KM who has experienced the evolution of opportunities, I am impressed. You have come to our district, learned about its values, challenges, and dreams, and then developed a vision to serve the community. You have included the very people that needed voice, reassurance, and to be a part of our evolution and growth TOGETHER. Thank you.

I look forward to working with you and continuing our mission of "Learning without Boundaries!"

Dear Future Superintendent,

Thank you...

Thank you for being present and among staff and students. Thank you for joining a team and working together on our vision of Learning Without Boundaries.

Thank you for honoring our work and leading us into the future!

After completing the last year here in KM, I hope you realize what a dynamic, forward thinking environment you have entered. Working with the staff has created an even better KM and we look forward to continuing the growth together.

Thank you for being visible and taking the time to engage with staff at the building level and for visiting our classrooms. Thank you for continuing to advocate for public education and funding for our schools. Thank you for your trust and support of our existing leadership structures.

Thank you for taking the time to learn the history and “story” of our district. Thank you for your commitment to understanding our many different learning environments, and the specific challenges that students/staff face in each environment.

We really appreciate all you have done to build relationships with the student, staff and broader community members, in order to establish the trust needed to move forward together!

Thank you for taking the time to learn about our district, our leaders, and our teachers. We have many experts in our district that have shaped the direction and innovation that has occurred in our schools over the last decade.

I would like to thank you for understanding where KM is right now, where we want and need to be as a district, and for giving us a vision for how we will know when we (KM) are there.

Thank you for your leadership through this challenging year. Thank you for continuing to be child-focused. Thank you for taking the time to get to know everyone!

Thank you for demonstrating support for all KM staff. Your leadership has allowed us to continue to “put what is best for kids” as the determining factor when making decisions. Further, I appreciate your efforts to not only build relationships with the staff, but also parents and the community. We need all of these partnerships in order to remain “KM Strong.”

Thank you for fighting for our wellbeing. Thank you for putting the needs of students first. We appreciate your support of the charter schools and are grateful that you keep a focus on making them even better than they are today. Finally, thank you for your focus on achieving racial and ethnic equity in our district.

Dear Future Superintendent,

Thank you...

I would like to thank you for creating and enhancing the positive change we have needed to see in our district. I appreciate you taking the time to consider multiple student perspectives to make a positive and sustainable impact. I am honored to have been chosen as a student rep. in the superintendent profile (focus groups), and I am proud to say you have made an incredible impact in our school and community environment. It is inspiring and motivating to see the impact you have made on the teacher/student body and I hope to be that bright light in my community and school environment as well. Thank you.

Thank you for understanding that it is hard to do your job! The hardest thing is to know that there are students that don't care, and you did well integrating them.

It has been my honor to participate in this experience in order to select the best individual for this position. I wish you best of luck in your role as Kettle Moraine's new Superintendent, and I am excited to see you lead our district successfully.

Thank you for hearing my voice. Specifically, thank you for taking steps to show that personalized learning is important, but it shouldn't take away from the value of teachers. Thank you for being able to make decisions based on data and not what "works for us". I hope that this continues to make our school district better.

Thank you for building an environment with communication at the forefront. Through an openness to listening you have truly made an impact in our community.

I just want to say thank you. Thank you for listening. Thank you for considering. Thank you for seeking help and outside opinions. But above all, thank you for acting. They say actions speak louder than words and you have been the epitome of this statement.

I appreciate your theme of inclusivity. You've not only grasped the idea of including, but also of equity. I believe more students than ever before feel at home while at Kettle Moraine. Kettle Moraine has long been a stereotypical school; white (predominantly), middle-to-upper-class, lots of athletes. I feel that you have altered this image for the better. KM is more diverse- both racially and interest-wise because more people feel included; and this is a wonderful thing.

Thank you for allowing everyone to voice their own opinions, without peer pressure or teacher pressure. Thank you for bringing the charter schools together with the traditional school for a better community.

ADDENDUM | FOCUS GROUP ACTIVITY – ALL PARTICIPANTS

Dear Future Superintendent,

Your leadership matters. In your presence, I feel...

