



Huber Heights City School District Superintendent Search Timeline

November 27 – Superintendent Search Profile and Focus Group Meetings

November 30 – Superintendent Profile Questionnaire Deadline

December 6 – Superintendent Search Profile to Board

December 14 – Announce Position statewide

December 14 to January 25– Candidate Recruitment Period

January 24 – Candidate Screening Meeting

January 25- Application Materials Deadline

February 4 and 5th - First Round Interviews

February 12 – Finalist Interviews

To Be Determined – Date to Hire New Superintendent

Start Date for New Superintendent - August 1, 2019

Superintendent/CEO Search for Huber Heights City Schools



Assisted by Montgomery County ESC and K-12 Business Consulting, Inc.

Our Mission: Empowering our students to be academically and socially prepared for their futures through the support of excellent teachers and staff, families and community partners

The Community

Huber Heights City School District is located primarily in Montgomery County in western Ohio, within the northeastern Dayton metro area. Only 8 miles from Dayton, the District is situated near the intersection of Interstates 70 and 75.

The city of Huber Heights is the 30th largest city in Ohio and has an estimated 38,101 residents in 2015. The District's residents have a median income of \$56,203 and median home value of \$106,334.

The Superintendent Search

The Huber Heights City Schools Board of Education is seeking qualified applicants for the position of Superintendent due to the retirement of Susan Gunnell. It is expected the new superintendent will take office on or before August 1, 2019. K-12 Business Consulting and the Montgomery County ESC is assisting the Board with the search.

Leadership Criteria and Qualifications/Responsibilities

The Huber Heights City Schools Board of Education has identified the following qualifications as having particular importance for the position of superintendent. The ideal candidate must be committed to the highest personal and professional standards and exhibit leadership in the district and community. The CEO must maintain integrity and high standards of ethics in all matters. Among other attributes sought, the successful candidate will demonstrate the following major characteristics:

- Excellent analytical, planning and organizational skills to maintain a strategic direction;
- Strong spokesperson who can publicly celebrate and market the successes of the school district;
- Chief executive who will keep the Board fully informed and current with matters about the schools, one who will forge a strong partnership based on mutual trust and respect;
- Decisive educational leader with a strong background in student achievement who, after considering staff and community input, can make and defend decisions in a positive manner;
- Visionary and innovative skills along with an ability to produce short and long-range plans for ongoing improvement;
- Articulate, straightforward communicator with strong interpersonal skills and demonstrated ability to work tactfully, creatively and visibly with board members, administrators, staff, students, parents, community, and elected state officials;
- Ability to instill trust in the community and at all staff levels;
- Willingness to become an active and contributing member of the school community and be comfortable with high visibility and accessibility;
- Educational team leader who is able to develop, supervise and support teaching and administrative talent, who inspires high performance standards with accountability, and finds satisfaction in the success of others.
- Successful experience as a Superintendent is desirable and preferred, but not required.

Compensation and Terms of Employment

The Board intends to offer the successful candidate a contract, as per law. The base salary range is expected to be \$135,000 to \$169,000, but is negotiable and commensurate with experience and qualifications.

District Profile

School Buildings

High School 9-12	1
Junior High School 7-8	1
Elementary Schools K-6	5
Preschool	1

Enrollment K-12 6,051

Number of FTE's

Administrative	32
Teaching & Licensed Staff	363
Support Staff	240

Huber Heights City Schools Board of Education is an Equal Opportunity Employer.

Employment is offered without regard to race, color, national origin, ancestry, citizenship status, religion, sex, gender identity or expression, economic status, age, disability, legally acquired genetic information, military status or sexual orientation.

The Board of Education

Mike Miller, President	4 Years
Tony Cochren, Vice President	3 Years
Kelly Bledsoe, Member	10 Years
Mark Combs, Member	10 Years
William Harris, Member	2 Years

Financial Data

Operating Millage	
Inside	6.80
Outside Voted	51.45
Effective Residential	42.62
Effective Commercial	42.12
Bond	6.50
Permanent Improvement	1.00
Total Valuation	\$704,458,860

Appropriations – FY19

General Fund	\$66,526,130
Total – All Funds	\$81,227,347

General Fund Revenue

Local Taxes	41%
State Funds	52%
Other	7%

Application Process

Qualified individuals are encouraged to apply. Please submit:

- A cover letter emphasizing qualifications and interest;
- A completed Superintendent application found at: <http://www.k12consulting.net>
- An up-to-date resume;
- List three (3) references from associates or board members who can speak to candidate qualifications and work experience;
- A copy of current Ohio Superintendent Certificate/License;
- Credentials and transcripts.

Note: Applicants should not make personal contact with any Board of Education members.

All application material can be mailed or emailed to the following:

K-12 Business Consulting
“Huber Heights City Schools Superintendent Search”
P.O. Box 476
New Albany, OH 43054
cmohr@k12consulting.net

Direct questions concerning the position to:

Dennis Leone 740-649-2173 or Dleone@k12consulting.net
Deb Campbell at 937.215.7068 or dcampbell@k12consulting.net
Chris Mohr at 614-580-8544 or cmohr@k12consulting.net
Frank DePalma at 937-477-3834

An investment in our students...and our community

At Huber Heights City Schools, we are preparing our students to own the future.

It’s a mission that we pursue with enthusiasm. Because in our district, it’s not just about awarding a diploma. It’s about readying our next generation of leaders, entrepreneurs, record breakers, and dreamers—those who will shape the future—to stake their place in the world.

From technology to the arts, from project-based learning to extracurricular activities, we focus on the whole student. We are dedicated to ensuring our students have the skills, knowledge, and opportunities to pursue their passions. That’s what makes Huber Heights City Schools a solid investment.

But we aren’t in this alone. Our students thrive because our community is a champion for their success. Our schools are a cornerstone of the community—and we appreciate our community’s’ ongoing support.

Tentative Timeline

Announce Vacancy	12.14.2018
Application Materials Due	01.25.2019
Initial Interviews	02.04 & 02.05.2019
Final Interviews	02.12.2019
Action to Employ	02.21.2019
Est. Begin Employment	On or before 08.01.2019

Deadline is January 25, 2019



SUPERINTENDENT SEARCH PROFILE

Huber Heights City School District

December 6, 2018



Prepared for the Board of Education

By



**K-12 Business Consulting, Inc.
Dennis A. Leone, Ed.D.
Christopher S. Mohr, MBA**



**Montgomery County ESC
Frank DePalma, Superintendent**

Huber Heights City School District

Superintendent Search Profile Report

December 6, 2018

This report presents the summary of findings from the seven (7) Superintendent Search Profile forums conducted by K-12 Business Consulting, Inc. (K-12) on November 27, 2018, and from 117 written search profiles submitted from various stakeholder groups. Once the Board of Education selected K-12 to conduct the superintendent search, a Search Profile Assessment document was created to solicit input from various stakeholders in the community. The Board and administration developed a broad list of community stakeholders to solicit input from as well as a general community wide invitation to meet with K-12 staff members, Chris Mohr and Dennis Leone, to discuss the characteristics in greater depth. Any stakeholder who had a desire to express an opinion was welcome to submit a search profile and personally meet with K-12 at open forums that were held at the District Administrative Offices and at the High School Cafeteria. The information obtained through these sources, and summarized below, should be used to assist the Board in identifying characteristics requested of superintendent candidates.

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

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

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

K-12 would like to commend the Board of Education for its efforts to include many stakeholders of the school district in the development of the superintendent search profile. Many respondents expressed positive feelings about being involved in this process and the opportunity to help shape the Huber Heights City School District. We would also like to thank Ms. Gina Helmick, Treasurer/CFO, for the professional way all arrangements were made, including disseminating invitations and Search Profiles, as well as contacting and scheduling the focus group sessions and community forum that made this profile possible.

STRENGTHS OF THE DISTRICT

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

CONSISTENT THEMES

Diversity of student population and community.

Quality, dedicated, hard-working teachers and non-teachers who genuinely care about students.

Curricular and co-curricular programs that offer numerous, quality opportunities for HHCS D students.

Current fiscal stability combined with excellent up-to-date school facilities.

Community support of the schools and an overall commitment by staff and citizens to work together.

BOARD OF EDUCATION

Current five-year forecast and financial stability projected in the immediate future.

Solid opportunities for students through a wide variety of strengthened academic and co-curricular programs.

Experienced and competent administrators, teachers, and staff who are adaptable and willing to lead.

Diversity of student body and staff.

Commitment by the Board, entire staff, and community to have a respectful “working together” relationship.

Students First 2020 Vision resulting from multi-input forums involving staff, community, and students.

HIGH SCHOOL STUDENTS

Diversity of the study body and community.

Exceptional CCP/AP courses and co-curricular opportunities.

School spirit and overall strength of music and athletic programs.

Teachers who truly care about their students.

ADMINISTRATION

Dedicated staff members, teachers, and administrators who genuinely care about students.

Academic and co-curricular opportunities for students. Excellent CCP program.

Diversity of student population and community. Strong sense of community.

Quality facilities, stable finances, good five-year forecast, and a low turnover of administrators.

Data-driven decision-making, focused on the district’s mission.

Successful new math program.

TEACHERS

Teachers who are caring, hard-working, and dedicated.

Racial and cultural diversity of student population and the community.

Community involvement in the district and a commitment to work together.

Up-to-date facilities. Improved technology.

Improved academic programs.

Vast opportunities for students, especially in co-curricular programs.

SUPPORT STAFF

Teachers and staff members who care about students and families.

Current fiscal stability and new school facilities that include up-to-date technology.

Expanded curricular programs and educational opportunities.

Families that become part of their child’s school. Community support.

Diversity of student population and community.

PARENTS/COMMUNITY (INCLUDES ELECTED OFFICIALS AND BUSINESS PROFESSIONALS)

High quality and committed teachers who are kind and enthusiastic.

Diversity of student population and community.

Strength of administrative team. Administrators are approachable.

Solid academic program, excellent co-curricular opportunities for students.

Exceptionally strong music and athletic program.

Quality of school facilities.

Good five-year financial forecast.

IMPORTANT ISSUES FACING DISTRICT

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

CONSISTENT THEMES

Establishing high expectations for students, and expanding efforts to improve state test scores, graduation rates, and course offerings to meet the diverse needs of students, including non-college bound students.
Addressing student discipline concerns, requiring consistent administrative follow-up, and monitoring the district's procedures that are designed to ensure a safe environment for students and staff.
Improving public perception of the district and expanding involvement of parents and community.
Improving internal and external communications to keep staff, parents, and community members informed.
Addressing large class size concerns and the possible employment of aides to assist teachers.
Ensuring future financial stability and demonstrating fiscal responsibility both internally and externally.

BOARD OF EDUCATION

Possible future financial constraints. Need to demonstrate wise spending and proper monitoring of budget.
External pressures -- by state and local government officials who lack knowledge of the district -- to perform at a certain academic level. Managing involvement and influence by same officials in the school district.
Tackling inaccurate perceptions about quality of education in the district without regard to improvements.
Improving graduation rates and monitoring student achievement while balancing opportunities for college-bound, career, and vocational students.
Future challenges of increased economically disadvantaged students and its impact on state test scores.
Securing continued community support in the future.
Monitoring of future student, staff, and building safety issues. Improve relations with emergency responders.

HIGH SCHOOL STUDENTS

Lack of transportation to-and-from school for high school students.
Lack of consistent follow-up on student disciplinary matters, even after warnings are issued.
Need for another class period and options for additional classes.
Improvement needed on the district-wide report card.
Need for teachers to receive more information and communication about things they need to know.
Consistent treatment and recognition of all extra-curricular activities, not just athletics.
High cost of pay-to-play.

ADMINISTRATORS

Future funding and the lack of resources at the secondary level for instructional support.
Restoration of previous budget cuts and allocation of more resources to close the achievement gap.
Continued academic progress and improvement in the state report card.
Need to set high expectations for students and to focus better on student progress.
Keeping up with changing state requirements, many of which push responsibilities to administrators and teachers who are already strapped with additional responsibilities due to previous budget cuts.
Chain of command is not always followed. Inappropriate involvement by some district employees in matters that are not in their area of responsibility or expertise.
Need to expand and improve district's connection and communication with the community as well as internal communication with the district staff.
The social well being of district students and how it impacts their ability to resolve conflicts with others.
Low staff morale, resulting -- in part -- from teachers and administrators being required to "wear two hats."
Future upgrades of the district's technology and infrastructure.

TEACHERS

Space concerns in schools. Many class sizes are too large, and support staff is minimal.
High percentage of high poverty families. Kindergarteners entering school without pre-school experience.
Lack of discipline among students and respect toward adults. More parent support also is needed in this area.
State test scores need improvement, and rigor in the classroom should be better as well.
Declining staff morale, fueled – in part – by: (1) budget cuts not being restored, (2) teachers strapped with additional responsibilities and being required to “do more with less,” (3) an overall disconnect between the staff and community, (4) student discipline concerns, (5) lack of information and communication, and (6) building administrators being pulled out of their schools too often for meetings.
Stronger leadership by administrators. Internal miscommunication between administrators and teachers.
Stronger administrative support is needed for special education teachers. Compliance requirements must be ensured in order for special education students to be timely and properly served.
An environment that is safe, orderly, and more respectful of adults must be created, from top down.
Future finances and lack of a school levy being passed in over a decade.
More technology support is needed district-wide to be responsive to future needs.
District needs to be more proactive rather than reactive. A new plan is needed for everyone to embrace.
More academic offerings for high school students, especially those who are non-college bound.

SUPPORT STAFF

Complexity of district’s socio-economic characteristics. Increasing number of non-English speaking pupils.
New focus needed to address lack of communication and student discipline concerns.
High class sizes at elementary level. Aides, who were part of the previous budget cut, are missed and needed.
Insufficient staff to handle student disciplinary matters and truancy issues.
Support staff feel they are minimally informed of new procedures and changes.
Too many district employees are expected to do the work of 2 or 3 people. Contributes to declining morale.
Graduation rate and report card scores need to improve.
Safety and security for students and staff need to become more of a priority.
Change is sometimes restricted by a “that’s the way we’ve always done it” posture.

PARENTS/COMMUNITY (INCLUDES ELECTED OFFICIALS AND BUSINESS PROFESSIONALS)

Overall public perception of district as a result of state report card.
Creating alternatives to meet the diverse curricular needs of students, not just focus on those who are behind.
Preparing students for either college or the workforce. Setting high expectations for all students.
Student and staff safety needs to be a priority.
Proper utilization of funds so the focus is to provide what is best for students.
Future fiscal stability.
Making sure there is enough staff to meet the needs of students.
Making sure that staff is responding properly to the district’s changing demographics and increased poverty.
Large class sizes limit the amount of time teachers can spend with students at different levels.
Limited high school course offerings and the impact of a six-period day.
Low parent involvement.

CHARACTERISTICS OF NEW SUPERINTENDENT

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

CONSISTENT THEMES

Demonstrated leadership experience and communication skills with internal and external stakeholders.
One who will be involved in the community and visible in the schools and at school activities.
A proven student-centered visionary who will value and capitalize on the district's diverse population.
One who is approachable, collaborative, respectful of others' opinions, fair, kind, and empathetic.
One who has integrity, honesty, humility, adaptability, courage, compassion, and a clear focus for the future.
Demonstrated ability to inspire others, foster team building, create partnerships, set high expectations for academic excellence, improve processes for assisting student growth, and maintain accountability for all district employees, including the Central Office.

BOARD OF EDUCATION

Demonstrated leadership and communication skills with internal and external stakeholders.
Honesty, integrity, compassion. Must have a vested interest in the community.
Ability to plan strategically, articulate a vision, and work collaboratively with the board, administrators, staff, students, elected officials, and the community to implement district priorities and fiscal responsibility.
Capacity to "tell our story" about the district's ongoing processes to help students improve and succeed.
Determination to foster student academic achievement and provide quality options for our students.
Ability to inspire others, build teams, delegate, maintain accountability, and be involved in the community.
Courage to address difficult situations when they arise and not afraid to be tough when necessary.
Demonstrated competency with the budget process, school law, and working with different constituencies.
One who knows that change for the sake of change is not needed. Willingness to listen, empower, and act.

HIGH SCHOOL STUDENTS

One who will be visible in the high school and at school activities.
A nice person who is compassionate and who genuinely cares about students and their families.
One who is flexible, open minded, accessible, and able to adapt to new situations.
Ability to help us improve our state report card scores.
Experienced in making sure student misbehavior and safety issues are not ignored.
Ability to develop a good connection with the community and understand the needs of the community.
One who will listen to others and take their suggestions into consideration.
Ability to make tough decisions. Is not a pushover.
One who is able to embrace the diversity we have in the school district.
Willing to try to get a levy passed.

ADMINISTRATION

A strong academic leader who is open minded, honest, trustworthy, creative and community minded.
One who is approachable, respectful of others' opinions, values feedback, and shows empathy.
One who will be visible in the schools, involved in the community, and able to foster partnerships.
One who is an excellent communicator and who has experience as a building administrator.
One who has interpersonal skills and believes in the importance of relationship building.
Able to maintain and improve current positive relationships between administrators, staff, and community.
A visionary who is able to embrace the district's goals and provide leadership to move the district forward.
Someone who has worked in district environments that are similar to that of the HHCS.

Demonstrated experience in working with diverse populations.
Able to balance responsibility and prioritize important resources.
Committed to supporting best practices and data-driven decision making.
One who understands the importance of pre-school programs.
One who is strong enough to stand up to the union and not only be focused on making certain people happy.

TEACHERS

One who is open-minded, progressive, optimistic, creative, flexible, and willing to listen.
Genuinely desires to work with individuals, students, staff, and parents on a variety of concerns and needs.
A visionary leader who is able to see the big picture even when faced with smaller issues.
One will be visible to students and staff in all schools. One who will get to know the staff and praise them.
Able to create a positive atmosphere in the district and recognize that there currently is low staff morale.
An intelligent, experienced, supportive and motivational administrator who is a good communicator.
A no-nonsense administrator who stand tall for proper student discipline and support for teachers.
One who can understand how important it is to enforce student and staff safety in our schools.
One who can work with the union, as well as set high standards for all district staff members – including the Central Office staff – and hold them accountable for their jobs.
A student-centered problem solver who understands the different needs that exist at elementary, middle school, and high school levels – including special education programs.
One who has experience as a teacher and values early intervention for all pre-school students.
Demonstrated experience in districts with diversity and characteristics that are similar to our school district.
One who has an acute understanding the pressures placed on teachers by the state legislature and ODE.

SUPPORT STAFF

A good communicator who will be visible in the schools and have a presence in the community.
One can improve district-wide communications so that staff is not kept in the dark on matters.
An experienced administrator who has good listening skills and a willingness to learn from existing staff.
A transparent, caring person who genuinely wants to foster improvements for students and their families.
One who can understand how important it is for the district to have a role in the success of the community.
Demonstrated track record for implementing curriculum and teaching practices that encourage pupil growth.
One who personable, but strong, fair, willing to take a stand, and not be bullied by the loudest people.
Understands the important of timely decision-making and sticking with decisions that have been made.

PARENTS/COMMUNITY (INCLUDES ELECTED OFFICIALS AND BUSINESS PROFESSIONALS)

A proven visionary who has integrity, honesty, humility, courage, collaboration skills, and a clear focus.
A trustworthy person who will be proactive and visible in the schools and at school activities.
One who will serve the community through involvement and provide stakeholders with extensive and consistent communication.
One who is open-minded, approachable, values listening to staff, and can show empathy for our students.
One with hands-on experience, demonstrated leadership skills, and a track record of sound fiscal decisions.
Able to support collaboration but instill expectations for academic excellence and instructional improvement.
One will become vested in the community and embrace the diverse populations that we have.
A strategic thinker who is a relationship builder. One who values achieving a consensus with stakeholders.

SUPERINTENDENT CHARACTERISTICS BY RANKING

1 = MOST IMPORTANT TO **10 = LEAST IMPORTANT**

CRITERIA	BOE	ADMIN	TEACHERS	SUPPORT STAFF	PARENTS & COMMUNITY	H.S. STUDENTS
Ability and willingness to deal fairly with faculty, staff, students and parents	3	1	1	2	5	1
Effective at creating and implementing a vision for the district	1	4	4	1	3	3
Expertise in design and implementation of instruction and curriculum	7	10	10	9	7	8
Effective with both written and verbal communication	8	7	9	8	9	7
Successful experience as a superintendent	9	9	5	4	10	9
Experience with socially and economically diverse student populations	6	3	3	7	2	4
Fiscal management expertise	10	8	8	10	8	10
Effective organizational and management skills	4 tie	6	6	5	4	6
Personal involvement and interest in the community	4 tie	5	7	6	6	2
A leader with strong interpersonal and public relations skills	2	2	2	3	1	5

RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS ALL GROUPS

RANK	TOP 5 CHARACTERISTICS
1	Ability and willingness to deal fairly with faculty, staff, students, and parents
2	A leader with strong interpersonal and public relations skills
3	Effective at creating and implementing a vision for the district
4	Experience with socially and economically diverse student populations
5	Personal involvement and interest in the community

RANK	BOTTOM 5 CHARACTERISTICS
6	Effective organizational and management skills
7	Successful experience as a superintendent
8	Effective at both written and verbal communication
9	Expertise in design and implementation of instruction and curriculum
10	Fiscal management expertise

SUMMARY

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

The consistent themes expressed by groups and individuals about the Huber Heights City School District's *greatest strengths* included: (A) Diversity of student population and community; (B) Quality, dedicated, and hard-working teachers and non-teachers who genuinely care about students; (C) Curricular and co-curricular programs that offer numerous quality opportunities for HHCS students; (D) Current fiscal stability combined with excellent up-to-date school facilities; and (E) Community support of the schools and an overall commitment by staff and citizens.

The *top concerns* facing the Board of Education and the new superintendent in the future – nearly all of which appeared on surveys submitted and surfaced repetitively during seven (7) focus group sessions – included the following: (A) Establishing high expectations for students and expanding efforts to improve state test scores, graduation rates, and course offerings to meet the diverse needs of students, including non-college bound students; (B) Addressing student discipline concerns, requiring consistent administrative follow-up, and monitoring the district's procedures that are designed to ensure a safe environment for students and staff; (C) Improving internal and external communications to keep staff, parents, and community members informed; (D) Addressing large class size concerns and the possible employment of aides to assist teachers; and (E) Ensuring future financial stability and demonstrating fiscal responsibility both internally and externally.

It was difficult to capture all the characteristics that respondents were looking for in a new superintendent. It is certain that no one person could possibly embody all that was mentioned as desired attributes for the new superintendent. The clear majority of survey respondents expressed the need for the superintendent to be a person who has the following characteristics: (A) Demonstrated leadership experience and communication skills with internal and external stakeholders; (B) One who will be involved in the community and visible in the schools and at school activities; (C) A proven student-centered visionary who will embrace, value, and

capitalize on the district's diverse population; (D) One who is approachable, collaborative, respectful of others' opinions, fair, kind, and empathetic; (E) One who has integrity, honesty, humility, adaptability, courage, compassion, and a clear focus for the future; (F) Demonstrated ability to inspire others, foster team building, create partnerships, set high expectations for academic excellence, improve processes for assisting student growth, and maintain accountability for all district employees, including the Central Office.

The consistent themes summarized above were either shared with K-12 during focus group sessions or submitted in writing on the surveys that were returned to K-12. These themes also closely matched the top five (5) desired characteristics of the new superintendent – in the eyes of the of the six (6) sub-groups that responded to Question #4 in the survey. (See top of page 9 above).

The new superintendent should be visibly active in the school buildings and the community, serve as a role model personally and professionally to students and staff, be sincere, approachable, collaborative, and exhibit trustworthiness and integrity. While the Huber Heights City School District has become more culturally and socio-economically diverse over the years, it still has a strong sense of community. People in Huber Heights know and appreciate each other, and they value the school district's diversity. The new superintendent must embrace this quality as well.

We believe the Huber Heights City School District is approaching an important period of transition in the next couple of years. Tough decisions will be required of the new superintendent to meet stakeholder expectations for improving student performance, increasing internal and external communications pertaining to district processes, becoming involved in the community, and maintaining fiscal stability in the district. The new superintendent will have to demonstrate an ability to make decisions collaboratively, involving all stakeholders. A skillful superintendent will have the opportunity to help the district navigate through challenging issues, and the district must do so if it is to thrive and engender community support. We will look for this key set of skills, and ones that complement each other, in candidates for the next superintendent.

We believe we will find the right candidate(s) who have the attributes outlined herein, possess the skills and energy needed to address the issues and concerns expressed by respondents, and who will be happy to be a part of the Huber Heights City School District community.

Respectfully submitted:
K-12 Business Consulting, Inc.
Montgomery County ESC



HUBER HEIGHTS CITY SCHOOLS APPLICATION FOR SUPERINTENDENT

Application Process

A completed application consists of the following:

1. A cover letter emphasizing qualifications and reasons for interest in the position;
2. An accurate and up-to-date resume;
3. Completed and signed Superintendent Application;
4. List three (3) references from associates or board members who can speak to candidate qualifications and work experience;
5. A copy of current Ohio Superintendent Certificate/License;
6. Copies of credentials and transcripts;

Send or email all application materials to:

K-12 Business Consulting, Inc.
“Huber Heights City School District Superintendent Search”
P.O. Box 476
New Albany, Ohio 43054

Or email materials to: cmohr@k12consulting.net

Direct Questions concerning the position to:
Dennis Leone - (740)-649-2173 or dleone@k12consulting.net
Debbie Campbell - (937)-215-7068 or dcampbell@k12consulting.net
Christopher Mohr - (614)-580-8544 or cmohr@k12consulting.net

Application Deadline January 25, 2019

SUPERINTENDENT APPLICATION FORM

Please type or print in black ink

Personal Information:

Last Name	First	Middle	Date of Application
Street Address			Email Address
City	State	ZIP Code	Telephone No. Home: Work:

Are you presently under contract to another district? Yes No

If yes, when does the contract expire?

Date available for employment

Current base salary (<i>not including fringe benefits</i>)	Base salary expectations (<i>not including fringe benefits</i>)
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Do you hold a valid Ohio Superintendent License? Yes No

Type of certificate: City Local Other (Indicate)

Certificate Number:

Have you ever been convicted of a crime that would prevent you from qualifying for this position? Yes No

If yes, please explain on a separate sheet of paper. Note: Candidates are subject to a criminal background check.

Military Experience:

Branch of Service	Years	
Present Military affiliation	From	To
None	Reserve/NGUS (active)	Reserve (inactive)

Current School District Information:

Name of district	Your title	
Enrollment (ADM)	School District Budget	Total Number of Employees Certified - Classified -

Number of Elementary Schools	Number of Middle/Jr. High Schools	Number of High Schools
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Educational History:

School name	Location (city, state)	Major course or subject	Dates attended		Graduated		Degree
			From	To	Yes	No	
High school							
College (list all attended)							

Professional Experience:

Starting with present or most recent, list all previous employers. If more space is required, please continue on a separate sheet. You may attach resume, but complete application as well.

No. of Years	Dates		Position Title	School District/ Organization, Address	Reason for Leaving
	From	To			

Professional/Work References:

Please list below the names and address of three persons who can speak of your professional competency and character.

Name	Type of Acquaintance
Street Address, City, State, ZIP Code	Phone Home: Business:
Name	Type of Acquaintance
Street Address, City, State, ZIP Code	Phone Home: Business:

Name	Type of Acquaintance
Street Address, City, State, ZIP	Phone Home: Business:

Please Identify in the Space Below Two Key Leadership Areas You Excel in:

Please Identify in the Space Below Two Major Accomplishments in Your Career:

Please Identify in the Space Below A Project You Didn't Accomplish Despite Your Best Effort and Why:

Applicant's Signature and Confirmation:

It is understood that K-12 Business Consulting, Inc. and the District may contact former employer(s) for verification of my employment history and the Bureau of Criminal Identification and Investigation (BCI) and, if needed, the Federal Bureau of Investigation (FBI) for a background check and I hereby consent to such inquiries. I hereby authorize the Board of Education or its agents to conduct such investigations and to obtain such records (including criminal and credit records) as the Board deems necessary.

I understand that if I am employed prior to the receipt of the BCI/FBI report and verification of my work experience, my continued employment will be conditioned on: 1) satisfactory work experience as verified by contact with former employers; and 2) receipt of a report demonstrating that I am in compliance with the Board of Education rules and regulations regarding applicant/employee criminal records and disclosure of criminal convictions.

I authorize my previous employers, school, and persons named as references to give any information they may have regarding my employment together with information they may have regarding me, whether or not it is in their records. I agree that K-12 Business Consulting, Inc., the District and its employees and my previous employers and their employees shall not be held liable in any respect if an employment offer is not tendered, is withdrawn, or my employment is terminated because of any false statements, answers, or admissions made by me in this application. I hereby release said employers, schools, or persons from any liability for any damages whatsoever for issuing this information.

I certify that the information contained in this application and in my resume' is true and complete, and I understand that if it is not, I may be eliminated from consideration for this job. If, after being hired, falsehoods or omissions are discovered in my application or resume', I understand that my employment may be terminated. By signing below, I agree to the conditions listed on this application and will, if employed, tender my resignation of employment should I fail to fulfill these conditions.

I certify that the information in this application is true and accurate to the best of my knowledge and belief. I understand that giving false or misleading information, either oral or written, may result in denial or termination of my employment.

I understand that Ohio public records laws may mandate disclosure of applicant information by K-12 Business Consulting, Inc. and the school district conducting the superintendent search.

Signature of Applicant

Date

Please Include any other information (if any) you want to share in the space below:

Empty space for additional information.