

Wadena-Deer Creek Public Schools Superintendent Search

Public Engagement Superintendent Search Survey

Overview: On May 1, 2026, the “Wadena-Deer Creek Superintendent Search Survey” was made available to the public both online and in hard copy. The survey remained open for respondents until May 10, 2026, and a total of 138 people completed the survey.

Although this survey was opt-in (meaning individuals must actively choose to participate), MSBA’s analysis of the results do indicate a cross-section of people who are invested in the district were reached through the survey process. Knowing it took time and effort to do so, the school board and MSBA deeply appreciate each and every respondent who participated in the survey. The information these individuals shared through their responses will provide valuable input for the school board to consider as they move forward in selecting the next superintendent to lead Wadena-Deer Creek Public Schools.

The results of all quantitative survey responses are summarized in the first five pages of this report, beginning below with those from across the district who participated in the survey.

Self-identifiers: Survey takers were first asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

- 48.18% of respondents selected “Staff Member”
- 39.42% of respondents selected “Parent/Guardian”
- 5.11% of respondents selected “Community Member”
- 3.65% of respondents selected “Business Owner/Agriculture”
- 2.92% of respondents selected “Other”
- 0.73% of respondents selected “Student”

Areas of Expertise: Those who responded to the survey were also asked to identify the top six desirable areas of expertise they believe the new superintendent must possess. The most frequently noted areas of expertise are listed below in order of preference.

- Budget and Finance
- Strategic Planning
- Collaborative Leadership
- Personnel Management
- Curriculum Development/Evaluation
- Public Relations

Previous Experience: Respondents were asked if previous superintendent experience is important. Based on the results, 48.06% of the respondents selected “Yes,” while 51.94% of the respondents selected “No.”

Specialized Skills: The top six specialized skills the new superintendent must possess were identified in the survey results as shown below.

- Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community



- Experience in school finance, including resource allocation and fiscal oversight
- Visible and accessible to the school board, staff, students, parents, and community
- Demonstrates clear, confident, and adaptable communication skills
- Develops and directs an effective leadership team
- Delegates authority while maintaining accountability

Personal Characteristics: Survey takers were also asked to identify the top six personal characteristics they believe the new superintendent must possess. The most frequently noted personal characteristics are listed below in order of preference.

- Effective communicator
- Consistent
- Problem solver
- Ethical
- Transparent
- Personable

The following tables provide another perspective of the quantitative data, categorizing each question’s responses by self-identifiers. The number of individual responses per category were:

- Staff Member (66)
- Parent/Guardian (54)
- Community Member (7)
- Business Owner/Agriculture (5)
- Other (4)
- Student (1)

PREVIOUS EXPERIENCE REQUIRED

| Parent / Guardian (54) | Staff Member (66) | Community Member (7) | Business Owner /Agriculture (5) | Other (4) | Student (1) |
|---------------------------|----------------------|----------------------------|---------------------------------------|--------------|----------------|
| Yes: 42.31% | Yes: 54.10% | Yes: 40.00% | Yes: 20.00% | Yes: 50.00% | Yes: 100.00% |
| No: 57.69% | No: 45.90% | No: 60.00% | No: 80.00% | No: 50.00% | No: 00.00% |



TOP SIX AREAS OF EXPERTISE

| Parent / Guardian (54) | Staff Member (66) | Community Member (7) | Business Owner /Agriculture (5) | Other (4) | Student (1) |
|------------------------------------|------------------------------------|---|------------------------------------|--|------------------------------------|
| Budget & Finance | Budget & Finance | Budget & Finance | Budget & Finance | Budget & Finance | Budget & Finance |
| Strategic Planning | Collaborative Leadership | Contract Administration & Negotiations | Strategic Planning | Public Relations | Curriculum Development/ Evaluation |
| Curriculum Development/ Evaluation | Strategic Planning | Curriculum Development/ Evaluation | Collaborative Leadership | Strategic Planning | Collaborative Leadership |
| Personnel Management | Personnel Management | Business Partnerships | Curriculum Development/ Evaluation | Collaborative Leadership | Educational Equity |
| Collaborative Leadership | Public Relations | Public Relations | Fundraising/Grant Writing | Contract Administration & Negotiations | Fluctuating Enrollment |
| Fundraising/Grant Writing | Curriculum Development/ Evaluation | Collaborative Leadership (<i>tie with</i>) Strategic Planning | Technology | Personnel Management | Strategic Planning |

TOP SIX PERSONAL CHARACTERISTICS

| Parent / Guardian (54) | Staff Member (66) | Community Member (7) | Business Owner /Agriculture (5) | Other (4) | Student (1) |
|------------------------|------------------------|---------------------------------------|---------------------------------|------------------------|----------------|
| Effective Communicator | Effective Communicator | Effective Communicator | Ethical | Effective Communicator | Creative |
| Consistent | Consistent | Problem Solver | Consistent | Problem Solver | Empathetic |
| Problem Solver | Problem Solver | Consistent | Resourceful | Ethical | Ethical |
| Ethical | Personable | Intellectual | Effective Communicator | Consistent | Flexible |
| Transparent | Transparent | Personable | Intellectual | Personable | Personable |
| Personable | Ethical | Confident (<i>tie with</i>) Ethical | Personable | Transparent | Problem Solver |

The following two pages directly compare the school board's responses to the specialized skills question. These results indicate alignment between the board and public, as board members prioritized many of the same categories as a majority of the district's constituencies.

Wadena-Deer Creek – Superintendent Search

Leadership Profile:

students, families, and community

- Brings demonstrated experience in school finance, including budgeting, resource allocation, and responsible fiscal oversight
- Possesses practical knowledge of labor relations, including negotiations and the collective

TOP SIX SPECIALIZED SKILLS

| Parent / Guardian (54) | Staff Member (66) | Community Member (7) | Business Owner /Agriculture (5) | Other (4) | Student (1) |
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| Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community | Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community | Develops and directs an effective leadership team | Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community | Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community | Delegates authority while maintaining accountability |
| Experience in school finance, including resource allocation and fiscal oversight | Visible and accessible to the school board, staff, students, parents, and community | Experience in school finance, including resource allocation and fiscal oversight | Experience in developing and/or implementing a strategic plan | Delegates authority while maintaining accountability | Develops trust and works collaboratively with diverse groups and communities |
| Visible and accessible to the school board, staff, students, parents, and community | Experience in school finance, including resource allocation and fiscal oversight | Demonstrates clear, confident, and adaptable communication skills | Demonstrates clear, confident, and adaptable communication skills | Experience in school finance, including resource allocation and fiscal oversight | Effectively mediates and accommodates different perspectives |
| Develops and directs an effective leadership team | Demonstrates clear, confident, and adaptable communication skills | Develops trust and works collaboratively with diverse groups and communities | Experience in leveraging technology, AI tools, and/or web-based education curricula | Follows the school board's chosen educational philosophy which reflects the community's values | Experience in implementing practices that support student safety and mental health |
| Experience in developing and/or implementing a strategic plan | Delegates authority while maintaining accountability | Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community | Works cooperatively with the school board; provides options and recommendations | Works cooperatively with the school board; provides options and recommendations | Experience in school finance, including resource allocation and fiscal oversight |
| Delegates authority while maintaining accountability | Develops and directs an effective leadership team | Experience in developing and/or implementing a strategic plan | Follows the school board's chosen educational philosophy which reflects the community's values | Possesses a visionary and creative approach to problem-solving | Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community |

Additional comments: Finally, respondents were given the opportunity to answer open-ended questions in the survey, and on average, 90 of the 138 respondents provided additional commentary. These qualitative results were then reviewed by MSBA representatives, with reappearing ideas identified and

grouped into themes. These themes are highlighted below for each of the questions.

The superintendent search survey asked the following four questions:

1. What are some of the good things taking place in Wadena-Deer Creek Public Schools today?
2. What challenges do you see ahead for the district over the next five years?
3. What does the new superintendent need to know about the history of the school district and community to be successful?
4. Additional comments.

1. What are some of the good things taking place in Wadena Deer Creek Public Schools today?

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| <p>Wadena-Deer Creek has caring, hardworking teachers, staff, and school leaders who build positive relationships, support students and families, and are committed to helping students succeed.</p> <ul style="list-style-type: none"> ● <i>A lot of great teachers.</i> ● <i>We have some good young teachers, new elementary leadership.</i> ● <i>The administrative staff is understanding and supportive of teachers and students.</i> ● <i>Overall, we also have good teachers.</i> ● <i>There are a lot of good teachers, inspiring teachers.</i> ● <i>Students and staff had good relationships, staff works very hard to give students the best opportunities to be successful.</i> ● <i>I believe that a majority of our faculty and staff have our student's best interest in mind and wish to see all students succeed.</i> ● <i>Awesome staff, teachers who collaborate with parents well and care about each student.</i> ● <i>The staff at Wadena-Deer Creek public schools work hard and are always trying their best!</i> ● <i>There are many amazing teachers who are consistent, care about students and want to work with families if issues arise.</i> ● <i>Teachers seem to really want their students to succeed and help them to do so.</i> ● <i>Great teachers who make connections with their students. A very caring and supportive staff.</i> ● <i>Our staff meets them where they are.</i> ● <i>Many teachers who care and go above and beyond.</i> ● <i>We have dedicated staff who care about students and want them to succeed.</i> ● <i>The staff go above and beyond and truly do all they do with a foundation built on love.</i> ● <i>We have many teachers that EXCEL in their fields!</i> ● <i>We have a staff that creates relationships with our students and maintains a safe environment for learning.</i> ● <i>I feel staff members have a strong connection with the students.</i> ● <i>We have some very good staff members that work hard to improve and give kids what they need.</i> ● <i>We have many fantastic staff members.</i> | <p>63 related responses</p> |
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| <ul style="list-style-type: none"> ● <i>We have a bunch of teachers and staff that genuinely care about the students.</i> ● <i>Most staff work hard and care a lot.</i> ● <i>Some of the high school teachers are great teachers and role models for the students.</i> | |
| <p>Wadena-Deer Creek provides a range of academic, extracurricular, and program opportunities that support student involvement, learning, growth, and preparation for future success.</p> <ul style="list-style-type: none"> ● <i>Available activities and programs for students.</i> ● <i>Many extracurricular academic and athletic options.</i> ● <i>The electives offered are high quality.</i> ● <i>We have a range of opportunities for students to partake in.</i> ● <i>Opportunities for a variety of courses.</i> ● <i>We have good options for students.</i> ● <i>Students are having successful opportunities in academics, sports, arts.</i> ● <i>I do feel like my own children got a better education here than they would have anywhere else.</i> ● <i>Props also your music program. It has been exceptional.</i> ● <i>Many options for students.</i> ● <i>Class Offerings.</i> ● <i>We have many seniors with college and career plans.</i> ● <i>A large number of our students are active in extracurricular groups and sports.</i> ● <i>Our students have earned top honors at state competitions in extracurricular activities, which shows their effort and talent.</i> ● <i>There are also strong student-led activities that give back to the community, such as Day of Caring, blood drives, and Loon habitat project.</i> ● <i>Academic Opportunities for those kids that want it.</i> ● <i>Working in the elementary, I see the successes we are making with our students.</i> ● <i>Solid elective options.</i> ● <i>WDC offers a strong early childhood program, and the high school provides access some college-level classes and opportunities for college credit.</i> ● <i>The implementation of the Science of Reading in kindergarten has been amazing to see as the parent of multiple students in the district.</i> | 39 related responses |
| <p>Wadena-Deer Creek has a friendly, relationship-centered school culture where students, staff, and the community value connection, belonging, teamwork, and a positive school environment.</p> <ul style="list-style-type: none"> ● <i>WDC is welcoming and provides a safe environment for all children.</i> ● <i>The small school environment gives teachers the ability to get to know students.</i> ● <i>Students do seem to be more well-adjusted.</i> ● <i>Our district prioritizes community service and relationships.</i> ● <i>There are positive relationships between staff and students across the district.</i> | 20 related responses |



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| <ul style="list-style-type: none"> ● <i>Teamwork.</i> ● <i>Community, staff, and students who are very hopeful for a rejuvenated “school” feel.</i> ● <i>Students seem genuinely happy.</i> ● <i>Friendly small community.</i> ● <i>We are seeing that our students are making a come back at relationships. I would like to see that continue.</i> | |
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2. What challenges do you see for the district over the next five years?

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| <p>Wadena-Deer Creek faces significant financial pressure tied to budget constraints, enrollment changes, referendum challenges, and the need to preserve staffing, class sizes, programming, and student opportunities with limited resources.</p> <ul style="list-style-type: none"> ● <i>Budget restrictions.</i> ● <i>Ongoing budget pressure.</i> ● <i>Financial, getting a referendum passed.</i> ● <i>Finances continue to be a concern. We will most likely need to go for another referendum in the future. Our last two referendum votes failed significantly.</i> ● <i>Balancing budget.</i> ● <i>Passing a referendum.</i> ● <i>Finances going forward.</i> ● <i>Lack of money.</i> ● <i>Funding. We need a referendum to pass.</i> ● <i>Budget problems.</i> ● <i>Budget cut reductions may cause a decrease in student achievement.</i> ● <i>Difficulty budgeting and navigating financial difficulties while trying to keep the school effective for learning and student opportunity.</i> ● <i>Financial struggles.</i> ● <i>The financial limitations that an unsupportive community place upon the district are a very serious concern.</i> ● <i>Lack of funding and unlikely to pass a referendum with some strong voices in the community against the school; loss of some good programming due to budget cuts (greenhouse, preschool bussing, etc.).</i> ● <i>Continued budget cuts: difficulties with the majority of the public not supporting referendums, which may be partly due lack of information.</i> ● <i>Funding challenges will persist.</i> ● <i>Budget. Employee Contracts. Insurance.</i> ● <i>Financial difficulties, having to make more cuts.</i> ● <i>Financial uncertainty.</i> ● <i>Need to get the budget under control.</i> ● <i>State and federal funding.</i> | 66 related responses |
| <p>Wadena-Deer Creek needs to maintain a strong range of academic and extracurricular opportunities while improving instructional consistency, student achievement, and preparation for life after graduation.</p> | 36 related responses |



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| <ul style="list-style-type: none"> ● <i>Poor test scores.</i> ● <i>Limited options for electives and experiences to get students ready for post-graduation.</i> ● <i>Proper AI implementation and curriculum adjustments to educate students on AI as an educational and professional tool, improving critical thinking and media literacy skills.</i> ● <i>Lacking in the Arts. Sharing a Choir teacher is absurd, and the students won't get the attention they deserve.</i> ● <i>Student achievement and motivation.</i> ● <i>Athletics I believe we have great coaches but don't give the athletes enough resources to reach their full potential.</i> ● <i>CTE - helping some students find the right track for after school and begin working toward those jobs that are much in demand, HVAC, electrical, mechanic etc.</i> ● <i>Low test scores.</i> ● <i>With few electives for our HS students to choose from, our HS students are limited in what they can take; perhaps looking at community connections for employment/apprenticeship opportunities to get students out and into the workforce for electives could be an option.</i> ● <i>Financial and community constraints on the curriculum.</i> ● <i>Decrease in course options as cuts are made to program and staff.</i> ● <i>Phones as a distraction, A.I. as a crutch. I think that's the biggest issue, is students aren't actually learning, that they are delegating their thinking to A.I., which is untrustworthy.</i> ● <i>Elementary activities are lacking. I drive my child 30 min 1 way so she can have sports at the elementary age.</i> ● <i>How aligned is our curriculum with READ Act expectations? What roadblocks are happening with our curriculum, what have we done to secure use of evidence-based interventions in 4-12, and completion of fidelity checks in regard to Science of Reading training.</i> ● <i>Quality of programs downhill.</i> ● <i>Sports are buddy-buddy. If you're not in, you're out.</i> ● <i>Inconsistent accountability for ensuring high-quality, appropriate instruction.</i> ● <i>I think the board/community needs to identify desired traits for our graduates and focus on excelling/leading at programs and activities to create those outcomes.</i> | |
| <p>Wadena-Deer Creek needs to address declining and unstable enrollment by strengthening student retention, maintaining attractive programs and opportunities, and giving families clear reasons to choose the district.</p> <ul style="list-style-type: none"> ● <i>Declining enrollment. (This phrase was used seven times.)</i> ● <i>Maintaining enrollments.</i> ● <i>Enrollment, need to keep kids in our district who live here.</i> ● <i>Keeping high school students in person so we have a school.</i> ● <i>Decline in enrollment.</i> ● <i>From a classroom perspective, it appears that many students seem to be choosing to be online.</i> ● <i>Student enrollment.</i> | <p>32 related responses</p> |



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| <ul style="list-style-type: none"> ● Enrollment fluctuation with surrounding school districts busing our kids out of town and vice versa. Need consistency. ● Students leaving to go online, PSEO, and a smaller youth demographic. ● Loosing kids due to lack of activities. ● Declining enrollment for lack of class variety. ● I see fluctuating enrollment due to open enrollment and families moving around often. ● We need to get our kids back in our school. ● Collaboratively, we need to come up with a plan to retain our students. ● Dropping enrollment numbers needs to get fixed. ● Enrollment numbers will be a challenge. | |
| <p>Wadena-Deer Creek needs to strengthen staff retention, morale, administrative support, and staffing capacity while addressing the demands placed on teachers and staff.</p> <ul style="list-style-type: none"> ● The current process for staff being gone but not always having subs or ways to fill their absences. ● WDC is losing multiple experienced administrative team members, and this isn't sustainable. ● Fear we are going to start losing good, strong teachers to neighboring schools. ● Balancing the budget, staff morale. ● Best possible staffing (top to bottom) Doing more with less. ● Budget, teacher retention and difficult student population. ● Staff morale is also somewhat low right now - there is a big turnover this year, which hasn't happened in a long time. ● Budget problems: not enough paraprofessional support in Special Education classrooms. ● A focus on culture. Give kids and adults a reason to stay. ● Doing more with less has the potential to burnout some of our staff and negatively impact educational outcomes. ● Employee morale has been slowly declining. ● Burn out from the staff because the district keeps making cuts and putting more work on staff. ● Teachers are burnt out and do not feel supported. ● Staff shortages. ● Keeping the great staff we do have. | 30 related responses |
| <p>Wadena-Deer Creek needs to address student behavior, discipline, and accountability through clearer expectations, consistent consequences, and stronger support systems.</p> <ul style="list-style-type: none"> ● Poor student-to-teacher ratio, too many student behavior problems that are pulling down the entire classroom's ability to learn. ● Bullying. ● Hopefully student expectations increase and are held accountable - we aren't seeing that, and it effects student growth. | 13 related responses |



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| <ul style="list-style-type: none"> ● <i>Managing behaviors/lack of discipline and consequences for students.</i> ● <i>Kids need more accountability and discipline.</i> ● <i>Student behaviors are escalating; limited support for mental health.</i> ● <i>The lack of behavior management school wide.</i> ● <i>There needs to be consistent consequences for both positive and negative behaviors.</i> ● <i>Student discipline and accountability.</i> ● <i>The behaviors seem to be amplified as the years go on.</i> ● <i>Increasing lack of student accountability.</i> ● <i>Addressing discipline is a HUGE priority and needs immediate attention.</i> ● <i>What I have seen, and fear will keep happening, ignoring and not properly protecting our students against drugs in the school and allowing violent students around others.</i> | |
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3. What does the next superintendent need to know about the history of the school district and community to be successful?

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| <p>The Wadena-Deer Creek community wants the next superintendent to it is a rural, traditional, and economically challenged community where poverty, family values, community division, and changing student needs shape expectations for the schools.</p> <ul style="list-style-type: none"> ● <i>We are a fiscally conservative community and value education.</i> ● <i>Low-income district.</i> ● <i>Family oriented.</i> ● <i>Wadena is a great place to live. Yes, it is a very low-income community, but it still has a lot to offer.</i> ● <i>That parents can be passionate about their children's education.</i> ● <i>Very family orientated but also have a lot of students who come from tough homes and are already trailing.</i> ● <i>High poverty rates and mental health.</i> ● <i>We are the poorest county/city in Minnesota.</i> ● <i>This is a very poor community and much support is needed to help children thrive.</i> ● <i>The community is extremely conservative in ideology and monetarily.</i> ● <i>This area is not Minneapolis or California. We are rural by choice!</i> ● <i>We have a large population of poverty and school learning hasn't always come first for all families.</i> ● <i>There is a large contingent of supportive community members that do not subscribe to the current outspoken conservative movement that is not supportive of public education.</i> ● <i>The new superintendent needs to understand the economic difficulties and poverty families face in our district.</i> ● <i>Referendum history, make-up of the community.</i> ● <i>High poverty district brings with it challenges.</i> ● <i>Poverty is prevalent in our district which leads to many challenges.</i> ● <i>Poor community brings a lot of struggles.</i> | <p>38 related responses</p> |
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| <ul style="list-style-type: none"> ● <i>These are very low-income communities, so any idea of “increased taxes” is immediately off the table.</i> ● <i>We are generally very conservative in our beliefs, predominantly middle class.</i> ● <i>We are conservative in beliefs, and in that needed persuasion to change can be difficult.</i> ● <i>Wadena County is among the poorest counties in the state.</i> ● <i>Education is not a priority for a lot of people we serve.</i> | |
| <p>The Wadena-Deer Creek community wants the next superintendent to provide visible, honest, and consistent leadership that rebuilds trust, strengthens communication, and holds people accountable.</p> <ul style="list-style-type: none"> ● <i>The superintendent will need to be present and live in one of our district’s communities. The former superintendent was everywhere and involved. This matters.</i> ● <i>Transparency with community on referendums has been hard to see/find.</i> ● <i>Good business sense, excellent relationship with business partners (possible donors), and good communication skills with the public so that future referendum’s get passed.</i> ● <i>The teachers, parents, and community want transparency; they want to feel like they are being heard.</i> ● <i>To be successful, the superintendent must be honest, set clear expectations, and do what they say they will do.</i> ● <i>Would be nice to have someone with experience without any ties to the area who can rebuild our district, get trust back into our admin and get our students back who have left because of negligence.</i> ● <i>History of poor accountability for some staff from management positions.</i> ● <i>We need firm leadership that supports our staff.</i> ● <i>There is trust that needs to be earned back from years of issues being swept under the rug.</i> ● <i>The new superintendent needs to lead by example and help rebuild a culture where people take ownership and do their best.</i> ● <i>We need a leader that can unite the staff to accomplish student success as a team effort.</i> ● <i>We used to be a tight knit school where parents and students were heard. That has all melted away and families have been forced out.</i> ● <i>We want the community to be heard by the school board.</i> ● <i>The new superintendent should be a face in the community. People want to see the person leading our schools. It shows an investment in the community.</i> ● <i>Being a fair, consistent, and approachable leader is important.</i> | 34 related responses |
| <p>The Wadena-Deer Creek community wants the next superintendent to understand the district’s financial challenges, referendum history, and community concerns about taxes, spending, and future funding.</p> <ul style="list-style-type: none"> ● <i>Being able to budget instead of relying on referendums too often, additional ways to gain revenue.</i> | 23 related responses |



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| <ul style="list-style-type: none"> ● <i>Low-income district, being able to come up with creative ways to fund class.</i> ● <i>The community doesn't always back the school's needs financially, but I do believe the community wants a good school.</i> ● <i>Money has been spent foolishly over the years. No budgets for departments.</i> ● <i>Budget cuts are a problem and going to be in the future.</i> ● <i>Proud community that wants to support the school but needs evidence of how they'll be supporting the school with their tax money.</i> ● <i>It used to be a school with high integrity and with budgets!</i> ● <i>The community is divided regarding the financial support for the school, curriculum, and necessities.</i> ● <i>Our failed attempts with referendum(s).</i> ● <i>We need the community to help pass a referendum to prevent future cuts, but many are on fixed income and don't feel the school could/should get extra money.</i> ● <i>The new superintendent needs to understand that finances are going to be tight and that an increase to the operating levy is unlikely to pass.</i> ● <i>It is going to take a special person to get the voters to approve any levy increase.</i> ● <i>Financially unstable.</i> | |
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4. Additional Comments:

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| <p>The Wadena-Deer Creek community wants a superintendent who brings energy, creativity, integrity, strong relationship-building skills, and clear leadership to rebuild trust, strengthen culture, and move the district forward.</p> <ul style="list-style-type: none"> ● <i>We need someone who can inspire staff, students, and the community to see the potential in our district and believe that we can make a difference. This person should lead by example, set clear expectations, and follow through on what they say.</i> ● <i>I don't feel we need a superintendent with years of experience we need some one who is willing to learn the role.</i> ● <i>While change can be hard, I think it can be very good. I look forward to finding a superintendent with energy and some fresh ideas to lead us forward in the future of education.</i> ● <i>Experience as a superintendent would be helpful but if the future incumbent possesses a good track record of resourcefulness with limited budget and employees, proof of reputation, and experience with strategic leadership - prior superintendent experience should not be a requirement.</i> ● <i>Need another that is willing to listen to people.</i> ● <i>The superintendent should be holding all staff accountable to honesty and integrity.</i> ● <i>Finding the right leader is critical to building trust, improving culture, and moving the district forward in a positive direction.</i> ● <i>Positive, creative leader with creativity and ability to help develop a vision/engage, instruct, facilitate Board - all while understanding THEY are his/her boss.</i> | <p>26 related responses</p> |
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| <ul style="list-style-type: none">● <i>We need someone who is not afraid of confrontation and has experience!</i>● <i>With 21st century educational paradigms, the new superintendent hire MUST be able to create and nurture relationships with M-State and other postsecondary institutions, hospital, and other prominent business leaders with the goal of attracting more business opportunities, creating high skill high wage jobs/careers, drawing more professional families growing enrollment and seeding a larger tax base.</i>● <i>We would love to see a superintendent chosen who reflects our community's heartbeat. Hard working, tight knit, rooted in faith, and morally sound.</i>● <i>New superintendent needs to be creative and able to think outside the box. Increase ability to think long range regarding financial challenges.</i>● <i>The community needs a stronger sense of togetherness and camaraderie. It starts with culture and trust.</i> | |
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