



LEADERSHIP PROFILE REPORT

Oxford Community Schools

February 27, 2024

SELECTION PROCESS

The Oxford Community Schools (OCS) Board of Education has retained the services of HYA to assist the Board with the hiring of the Superintendent of Schools. The consultant will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to: Mike Richie at mikerichie@hyasearch.com, Sarena Shivers at sarenashivers@hyasearch.com or Scott Winch at scottwinch@hyasearch.com.

EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during the month of February, 2024 for the new Superintendent of Oxford Community Schools. The data contained herein was obtained from input the HYA consultants received when they met with individuals and groups in either interviews or focus group settings. The interviews and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new Superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the organization and some of the challenges that it will be facing in the coming years. It should be emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group.

All current Oxford Community Schools Board of Education members were interviewed by the HYA Associates. In addition, HYA conducted 16 focus groups, including high school students. A total of approximately 150 individuals participated in either focus groups, individual interviews or email responses.

The same questions were asked during each interview, focus group, and email response. They are as follows:

1. What are the strengths of Oxford Community Schools that the next Superintendent can build upon?
2. What are the challenges facing Oxford Community Schools that the next Superintendent should be aware of, or you would like to see be addressed?
3. What characteristics or traits are you looking for in your new Superintendent?
4. Is there anything else you would like to share with us or that we should know about Oxford Community Schools?

Through the information gathered, common themes were generated by the respondents. In this summary report, we will highlight what those common themes were as identified by the following four groups:

- Community
- Board
- Staff
- Students

Process

The structure of the individual meetings, forums, and focus groups was open, allowing for participants to build upon each other's comments. All of those involved in providing input in the selection of the next OCS Superintendent were asked to respond to the questions above.

Participation

The total number of individuals participating within an interview/focus group/email responses or completing the online survey was 548. The HYA consultants held seven (7) board interviews and hosted 16 focus groups.

Interviews / Focus Group
1. HS Student Advisory Group
2. OEA Union
3. OESPA Union
4. Boosters/PTO
5. Central Office Support Staff
6. Secondary Teachers and Staff
7. Elementary Teachers and Staff
8. Community at Large
9. Parents and Guardians
10. Transportation Admin and Staff
11. Cabinet
12. Senior Citizens
13. Support Staff/Admin Assistants
14. Ad Team
15. Key Communicators
16. Special Group (Parent of Injured Victims and Injured Staff)

Description of the District

Oxford is one of the most charming and picturesque towns in Michigan. Nestled in the northern part of Oakland County, Oxford offers a unique blend of small-town charm with modern amenities and is located 45 miles north of Detroit. One of the highlights of Oxford is its historic downtown area. The village is filled with quaint shops, restaurants, and cafes and hosts several fun events throughout the year. For outdoor enthusiasts, Oxford has several beautiful parks and nature trails. One of the most popular is the Polly Ann Trail, which offers scenic views of the surrounding area. There are also several lakes in the area, which provide ample opportunities for swimming, fishing, and nature watching.

The Oxford Community School District encompasses approximately 77 square miles and serves over 7000 students (4,580 seated students and 2,554 virtual students; enrollment does not

include shared time students), in pre-kindergarten through 12th grade. The District operates 11 schools with an operating budget of \$103 million and has approximately 855 employees. The District is committed to creating lifelong inquirers who are caring contributing members of a global society. Believing that every student is unique, Oxford Community Schools offers diverse opportunities in academics, athletics and the arts. Oxford Community Schools has a true passion for education and sets high expectations for both staff and students.

As Oxford Community Schools maintains a critical focus on education and achievement, we also acknowledge that mental health and wellness are innately connected to students' success in the classroom and to a thriving school environment. Oxford Community Schools will benefit from educational leaders who embrace the ongoing process of becoming trauma-informed as an essential component of the overall mission of the education system. A trauma-informed school recognizes that trauma affects staff, students, families, communities, and systems. Therefore, Oxford continues to prioritize organizational support, partnerships, and capacity-building as essential aspects of recovery and the district's educational future.

Points of Pride - Oxford Community School District:

- Oxford Community Schools is a K-12 IB Authorized World School District, offering the IB Diploma program. The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Prioritization of student well-being through increased mental health supports including increased staff and programming such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Social Emotional lessons and Bully Prevention. Oxford Community Schools has a Family School Liaison (FSL) team that is made up of social workers and behavioral support staff. There is at least one FSL in each building.
- Oxford Community Schools has worked diligently to develop a Portrait of a Graduate that defines our expectations for all of our students as a result of their educational experience with us. https://www.oxfordschools.org/district/strategic_process_/portrait_of_a_graduate
- Oxford Community Schools has a well-established multi-tiered system of support that is supported by our MTSS coordinator; especially at the elementary level. We are working hard to develop and improve systems at the secondary level.
- Michigan Blue Ribbon Exemplary Schools.
- Oxford is creating a model global learning environment in which every student will be fluent in another world language and its culture/customs (Spanish) by 8th grade. Oxford is the only school in Michigan with an 11-year required foreign language program for grades PreK-10 for ALL students.
- State of Michigan Green and Emerald Green Schools.
- MASB Education Excellence Awards, Michigan's Best Awards, and School Board Standard Excellence Awards.
- Oxford Early Learning Center offering preschool, Great Start Readiness Program (GSRP), infant/toddler childcare, and before/after school care is rated by the Michigan Department of Education as providing top-rated programming for preschool children and extended day for their youngest Wildcats.
- Grades 6-12 choir, orchestra, band, and theater programs.
- Ten different state-approved Career and Technical Education programs, including four CTE Early College programs and a dual enrollment partnership with Lawrence Technological School.

- Oxford Virtual Academy offers personalized educational solutions outside of the traditional brick-and-mortar classroom for more than a decade.
- A vast Community Learning program that links our local businesses to experiential learning opportunities.
- Oxford Dance Conservatory prepares students for a future in college and professional dance.
- Oxford allows opportunities for international students to attend Oxford High School, enriching the educational experience for both domestic and foreign students alike.
- Oxford Schools Early College program allows high school students both seated and virtual to earn transferable college credits with the potential of earning up to an associate's degree upon graduation.
- Oxford Athletic Department offers nearly every Michigan High School Athletic Association sanctioned program, totaling 31 different sports including bowling, hockey, lacrosse and ski team; club sports are also offered such as powerlifting and equestrian.
- Countless national, award-winning, after-school organizations and clubs.

November 30, 2021

On November 30, 2021, at Oxford High School (OHS), four students were killed at the school by another student. The Shooter also shot six other students and a teacher, all of whom survived. Many other students, as well as teachers, administrators, and staff who survived were also victimized that day. The shooting has devastated the Oxford community, causing lasting grief and leaving many questions. This report reflects the aftermath of that tragic day and how the Oxford community and schools desire to find a leader that will help them heal and move forward.

Strengths of the Oxford Community Schools as identified by the COMMUNITY Based on the Data Analysis Collected

1. The Oxford parents and community members shared their belief that the district has the most caring staff and high quality teachers, which are an enormous strength of the district.
2. Many groups expressed one of the overall strengths of the district is a strong curriculum, curricular, options, feeder programs, course offerings, the arts, athletics, and the overall academic performance of students. Students are learning, and the district provides a wide variety of options.
3. As with many of the other focus groups, the parents and community members expressed that Oxford is a small, strong close knit community with rich traditions. There is a strong sense of community in and out of the schools where everyone knows each other. People are tremendously supportive of one another in the community, it is very welcoming.
4. In addition to strong academics, it was pointed out that when students need help, they will get it. School staff and teachers go out of their way to help students, teachers are accommodating and make adjustments when needed.
5. Departments work collaboratively with one another across the district (transportation, central office, etc).

**Challenges of the Oxford Community Schools as identified by the COMMUNITY
Based on the Data Analysis Collected**

1. Oxford parents and community members alike raised the question whether people are getting the help they need. Is trauma informed care happening? People are hurting and fragile. There is still a lot of unrest and sadness, a lot of healing is needed in the community.
2. The community overall feels that there is a need for better and more open communication between the board, the district, the administration, and the community. This group feels that there is a lack of transparency, often not receiving answers to their questions. This is contributing to the lack of trust and feeling that things get swept under the rug, this also is indirectly impacting their ability to heal.
3. There is a feeling amongst this group of stakeholders that there is more accountability needed for the mishandling of important issues in the district .
4. Parents and community members collectively expressed budgetary and financial concerns, and how these challenges will impact the future of the district, staffing and programs.
5. Finally, it was collectively shared by many parents that there needs to be more consistency between buildings. Specific examples were given, such as calendars impacting households of families with multiple children.

Desired Characteristics of the Next Oxford Community Schools Superintendent as identified by the <u>COMMUNITY</u>		
Must respond back	Can't tolerate complacency	Actions need to speak louder than words
Transparency	Lead with integrity	Hold a quarterly town hall meeting
Professionalism	Trauma informed training	Need to get someone from outside the district
Need to earn the trust	Approachable, easy to talk to	Know what the community needs
Empathy	Take care of the facilities	Good listener and can bring the community together
Data Driven	Live within the community	Be involved in the community and engaged
Raise the bar	Accepted - DEI	Open minded and can look at the entire community
Follow through	Passion for education	Learn from other tragedies and use that knowledge to help
Innovator	Strong financial background	Good public speaker and can navigate questions on the spot
Follow policy	Great personality	Listen to students, staff and parents
Sympathetic	Be present	Hold community forums and town hall meetings
Prioritize students	Crisis management experience	Knowledgeable how kids are today
More transparent	Strong fiscal oversight	Not afraid to make change where needed, have a backbone
Listen to the students	Communicate the vision	Need to understand the divide of the community

Build partnerships	Actually been a teacher/principal	Bring people together and make people feel heard
Great Leader	Community dynamics	Someone not wishy-washy and stick to the vision
Build a strong cabinet	From a diverse background	Someone strong and also understanding
Relationship builder	Worked at all levels	Makes hard courageous decisions (the right thing to do)
Passion for helping kids	Open mindedness	Can delegate responsibilities of training on policies
Rule follower	Set the right culture	Understands the need for support staff
Progressive	Cares deeply about the kids	Stand up to parents or staff when need be
Community dynamics	Someone from outside of Oxford	Everyone needs trauma informed training
Open-minded	Willing to make changes	Answers need to be provided, all need to know
Moral compass	Involve in the community	Visibility in all buildings (including transportation)
Open/friendly/approachable	Encourage parent involved	Outside of the district and not too close to it
Empathetic listener	Values parent groups/volunteers	Meet with people with opposing points of view
Willing to read the Guide post report and hold staff accountable		
Lacking accountability not following policies and procedures		
Boots on the ground and in the schools, don't just wait for someone to report back		
Not afraid to hold people accountable and oversight (the buck stops here)		
Communicate and set goals and updates, feed the community information		
Strongly believes in the public part of public education, everyone is welcome		
Prioritizes mental health of staff and students and has the right people in place		
Continue partnerships with parks and recreation department		
Out in the community and village meetings, and other functions, don't just lock self in the district office		
Someone that is not at the end of their career, stick around for awhile take us to the next level		
Encourage all students not jut college ready students, prepare all		
Well acquainted with policies and ensures of their follow through		
Comfortable using recent technology, get the word out to the community		
Not afraid of confrontation and meet it head on, do not hide from it		
Meet with people and small groups ahead of time		
No power over structure and too much ambiguity		

Hands on with all departments, everyone involved and on the same page
Policy and process as being something important and not a suggestion
Someone who doesn't have an outside agenda
Strong and firm stance in standing up for change
Willingness to invest 10 years, make Oxford their home

**Strengths of the Oxford Community Schools as identified by the BOARD
Based on the Data Analysis Collected**

1. The diversity and variety of courses offered is an obvious strength of Oxford Community Schools. Some of the examples given were the Language Programs, CTE Program, SPED Program, Post Secondary free college course offerings and the balance between academics, athletics and the arts was also mentioned.
2. Oxford Virtual Academy was mentioned as a strength not only as an expansion of opportunities for students but also as a financial benefit to the district.
3. A strength is having good people in the schools and community that will do what is in the best interest of the district.
4. Oxford is a big district with a small town feel and is able to provide the opportunities of a big district but still have the comforts of a small town.
5. Safety and security are now a top priority, as a result of the tragedy.

**Challenges of the Oxford Community Schools as identified by the BOARD
Based on the Data Analysis Collected**

1. The level of trauma is different for everyone, people are at different levels and stages of healing. The tragedy took over the community and people are trying to move forward but careful to not be moving on.
2. Oxford Community Schools are facing financial challenges ahead, there is a budget deficit looming, the district is trying to make a five year plan but it has been difficult with the uncertainty of the state budget.
3. Students are socially unprepared, a direct effect from COVID and the tragedy.
4. Lawsuits from the tragedy are still looming, which has an impact on finances and public relations.
5. The climate and culture of the district is also a challenge. Staff should feel comfortable to discuss issues, parents still feel distanced from the district and there is a need to rebuild community partnerships

Desired Characteristics of the Oxford Community Schools Superintendent as identified by the BOARD

Connect with staff	Experience dealing with trauma	Pie in the sky - but realize the perfect person may not be out there
Strong leader	Strong instructional leader	Great communicator and consistent with the message
Value the staff	Experience in a fast paced district	Visible in the schools/community and care about both
Accountable	School business background	Help staff members grow past the tragedy
Visionary	Open, transparent communication	Collaborate with other staff, team player but a leader
Community Driven	Bring the staff together	Rebuild trust in a strong, empathetic way
Patience and grace	Commit to Oxford	Forward thinking but eye on the present trauma and pain
Honest	School finance background	Open lines of communication
Respect the staff	Strong and confident, need a driver	Upfront with district and community
Kind and caring	Some type of trauma certification	

**Strengths of the Oxford Community Schools as identified by the STAFF
Based on the Data Analysis Collected**

1. Oxford Community Schools staff were proud to share their district carries a family feeling, a strong sense of comradery, working together and long-standing collaboration across the district and with administration. All departments do a good job of working together. Regardless of your role in the district, you are not made to feel left out, there is a good working culture. Staff live in the community and are very much a part of the community.
2. Another strength identified by a broad range of staff in various roles and responsibilities was the strong curriculum, use of multiple instructional practices and vast opportunities for students to achieve.
3. Staff across the district took great pride in a variety of programs for students. At the secondary level, staff members were particularly proud of how many ways in which students could earn their high school diploma and the types of programs they could participate in (virtual, early college, CTE, shared services).
4. Staff held a strong sense of appreciation for the myriad of enhanced safety and feel that it is a top priority in the district.
5. Staff at many levels expressed that employees within Oxford Community Schools are treated well with many opportunities for professional development as well as strong benefits and employee services.

Challenges of the Oxford Community Schools as identified by the STAFF
Based on the Data Analysis Collected

1. School district and the broader community are divided. Often there seems to be a disconnect with communication being at the core of the issue.
2. Staff do not feel their voice is heard in decision-making, decisions appear to be made by a small select group. Staff requests that going forward, please include them.
3. There are financial and budget concerns. Specific emphasis was given to being able to continue with programming (such as IB), reduce personnel and continue safety measures put in place post November 30. Overall sense that the next leader will need to make some significant cuts.
4. Everyone is a different place in terms of their healing, there is a need for more mental health and trauma support.
5. Staff did express that while the small size and a close-knit community is an advantage, it also presents a challenge (lack of boundaries, holding people accountable, etc.).

Desired Characteristics of the next Oxford Community Schools Superintendent as identified by the <u>STAFF</u>		
Visionary	Get us back to where we need to be	High emotional intelligence
Genuine	Build morale	Need to be there for everyone
Empathy	Work with the board	Able to navigate a \$3 million plus deficit
Uniter	Bring cabinet together	Able to navigate a challenging BOE without polarizing
Ambitious	Curriculum background	Need to protect educators
People guru	Leads with listening	Open minded and creative to stuff we are doing
Backbone	Someone who will own mistakes	Someone willing to see existing things through
Kids first	Listener, takes time to understand	Communication, support us, not fix us
Kind	Collaborative, not a top down approach	Results take time to show, let the people do their work
Hopeful	Hold people accountable	Longevity (someone who wants to be here)
Human	Support virtual programming	Recovery plan moving to strategic plan
Less reactionary	Hit the ground running	Someone who is strong in DEI
Have integrity	Team player, every voice matters	Innovative/outside of the box thinker
Be honest	Need to understand the culture	Get to know people in each building/department
Transparency	Presence in the building	Not someone who will come in and slash things
Good listener	Proactive vs reactive	Awareness about mental health students/staff

Thick skin	Strong minded but fair	Strong public relation skills
In-tuned to team	Value employee opinions	Fresh ideas (outside of the area)
Firm and fair	Experienced in education	Sense of humor, time to laugh, approachable
Good communicator	Stand up to the noise	Supportive and empowering
Care and compassion	Student first mindset	Prideful in Oxford - involved and present in the community
Be passionate about teaching and learning, and care about the community, students, parents, staff		
Be knowledgeable about trauma informed practices to gently push our administration and staff to help our students and increase student achievement, we need to get back to achievement levels pre-COVID		
Not set in old ways, don't want a superintendent from the 1990's, we need someone from the 2020's		
Be able to lead through and update the Strategic Planning process		
Able to lobby in Lansing to not have to repay the State of Michigan \$3 million		
Don't need someone to come in and reinvent the wheel, need to refine what we are doing, focus on teaching and learning		
Able to successfully pursue and secure a sinking fund and bond considering the many challenges in the community and simultaneous lawsuits		
Able to rebuild trust for leadership in the district as this has been tainted since November 30, 2021		
Be a visionary, progressive – not just maintain the status quo, be a disrupter for the betterment of teaching and learning		
Bring back a culture of civility and kindness in a time when our leaders and staff are threatened by community members		
Understands that staff and students are ready to move forward		
Understands that we don't need to be fixed, we need to heal		
Understands that there is a tremendous amount of happiness and joy		

**Strengths of the the Oxford Community Schools as identified by the
HIGH SCHOOL STUDENTS
Based on the Data Analysis Collected**

1. The Oxford student group spoke positively about the amount of course choices and offerings they have available to them. Students can split between classes in the building and virtual courses. They also expressed having access to a lot of clubs and activities.
2. Teachers, staff and administration (emphasis was on high school administrators) are caring and supportive. They give them places to share their concerns and thoughts. Teachers check in with them and have been important to their healing and recovery.
3. Students shared that Oxford is a small community and everyone is very connected. They also shared that the schools stay connected and high school students have multiple opportunities to work with both elementary and middle school students.

**Challenges of the Oxford Community Schools identified by the
HIGH SCHOOL STUDENTS
Based on the Data Analysis Collected**

1. The Oxford High School students wish for better communication to students. While there are great programs and opportunities at the high school, they often don't find out about them. For example, students shared that they did not know about the early college option until they were already at high school. Students wished for better transition communication between the middle school and high school to help them be better prepared. Students shared they overwhelmingly do not use SMORE (which is an internal communication tool).
2. Many students expressed that one challenge will be the district's budget and its impact on ongoing safety measures. They believe these extra precautions that have been put in place will soon go away. In their words this is "not fair" and is causing anxiety for students who were either at the high school on November 30, or students who have no other experience than coming to school with these enhanced precautions in place. What will stay and what will go away?
3. Students equally shared that safety precautions and procedures are inconsistent for after school and evening events. These inconsistencies feed into their "false sense of security".
4. Juniors and senior students believe another challenge the district should address is the transition to high school for incoming freshmen. They believe younger students need more information on what happened and the continued impact of the tragedy. They also believe younger students need support for their mental and emotional well-being.
5. High school students expressed that the mental health of staff and students (and community) at every level is still a big deal.

Desired Characteristics of the Oxford Community Schools Superintendent as identified by the <u>STUDENTS</u>		
Trust	Educational experience	Be involved in Oakland Counties Supt. group
Knowledgeable	Central office experience	Come to school at least once a week
Caring	Knows budgeting	Ensure control and safety at board meetings
Very visible	Work with board	Go to the Oxford Virtual Academy (OVA) site
Attend events	Relationship with students	Deal with the Oxford district/community
Transparent	Visibility to earn trust	Cares more about student than the money
Communication	Compassionate	Think about what is best for students
Introductory video to students so we can put a name with a face		
Participate in school events and assemblies (pie in the face / dunk tank etc.)		
All students should know who he/she is if they walked through the hall		
Important to talk about the shooting but don't keep bringing it up		
Welcome students to come to school board meetings		

While the devastation of the tragedy on November 30, 2021 was evident in all focus groups, at the request of the board, a special session was scheduled for a small number of parents of wounded students and wounded staff.

**Strengths of the Oxford Community Schools as identified by the SPECIAL GROUP
Based on the Data Analysis Collected**

1. This group expressed a strong sense of family amongst staff. They felt as though teachers are collaborative and work well together.
2. A strength of Oxford Community Schools shared by this group is the academic offerings for students. It was stated that there seems to be something for everyone, wide and diverse offerings across the district.
3. It was expressed that what makes Oxford special is the arts and athletics and how they are accessible to all students (no pay to play) creating equitable opportunities for students and their families.

**Challenges of the Oxford Community Schools as identified by the SPECIAL GROUP
Based on the Data Analysis Collected**

1. Related to the tragedy of November 30, it was largely expressed that there are concerns with policies being followed. It was also shared that there is a lack of consistency within the district and little paper trail for student discipline incidents. Challenges were also noted as it relates to accountability when rules, procedures and policies are not upheld.
2. Another area for improvement was related to staff lack of consistency in following best practices and the need for there to be more accountability in this area as well. On the other hand, the district needs to be mindful of what they are putting on teachers and their required workload.
3. Overall financial and budgetary concerns for the future of the district were expressed by the specialized group.

Desired Characteristics of the Next Oxford Community Schools Superintendent as identified by the <u>SPECIAL GROUP</u>		
Bring people together	Understanding	Able to stick to a vision
Strong	Make people feel heard	Empathetic listener
True leader	No hidden agenda	Experience teacher/principal
Follows the rules	Firm with parents and staff	Makes courageous decisions
Knowledgeable of policies	Follows policies	Ability to delegate responsibilities
Oversight	Hold people accountable	Trauma informed

DESIRABLE CHARACTERISTICS OF NEXT SUPERINTENDENT

Many of the discussions pertaining to strengths and challenges for Oxford Community Schools flow into the expectations/characteristics for the next superintendent. Several of the characteristics that are present in the profile for the next superintendent build on the current strengths of the organization in addition to addressing the challenges ahead. The search team will seek a new superintendent who will understand issues facing the school. **It will be important for the new superintendent to constantly foster positive energy, and build and improve relationships across the district.** The new superintendent must be a good listener, be genuine, be trusted, have integrity, and build relationships that will be the driving force to all of the work at Oxford Community Schools.

The new leader will be one that is balanced and can advocate for Oxford Community Schools and the community in a challenging climate. The person will be able to articulate a systemic communication plan that is transparent, open, and builds trust through respectful and collaborative relationships within the school and across the community. The new superintendent will also need to be a great board facilitator, have board governance skills, keep the board informed through regular ongoing communication and feedback. The new superintendent will need to be able to make difficult decisions and must be able to articulate in simple terms when explaining things. The ideal candidate will have educational administrative leadership experience, be a strong instructional leader, and be a people person.

Because of the tragedy that took place within Oxford High School on November 30, 2021, the new superintendent MUST understand the complexities and the frustrations of the Oxford community and the predicament the school district faces. It is critical that the new superintendent has experience and is knowledgeable in trauma-informed training (or receives trauma-informed training as soon as hired) in order to be able to work through the crisis situation that the students, staff and community are facing.

Oxford Community Schools Desired Candidate Profile

Oxford Community Schools seeks a superintendent who in collaboration with the board, staff, students, parents and community will focus the district on shared goals and vision. After seeking input from Board Members, staff, students, parents and community members via individual and group interviews and focus groups, Oxford Community Schools seeks a strong, visionary superintendent who possesses the following characteristics:

A visionary, inspirational leader who:

- Builds strong relationships with all stakeholders and understands the Oxford Community Schools.
- Builds strong school board and superintendent relationships with a clear understanding of governance and the development of governance skills.
- Develops and implements a collaborative vision with the board, community, staff, students, and administrators.
- Listens to and effectively represents the interests and concerns of students, staff, administrators, parents, and the community.
- Inspires, motivates, supports, and empowers the staff and administrators to lead change with transparency.
- Attracts, leads, evaluates, and retains an effective team.
- Places the students at the center of every decision.

- Collaborates by seeking input prior to making decisions and communicates the rationale behind each decision.
- Fosters an open and safe environment that is focused on student and staff well being. Which includes: **trauma informed care and threat assessment training.**
- Promotes a vision of excellence, innovation, and equity to the students, staff, board, parents and community.
- Understands and is skilled in a continuous improvement model.

An exceptional communicator and consensus builder who:

- Communicates regularly, clearly and concisely in a way that engages and values stakeholders.
- Willing to host town hall meetings on a regular basis.
- Listens to and responds to community concerns.
- Seeks and sustains professional and collaborative relationships with board members based upon commonly agreed goals.
- Demonstrates courage in the face of challenges and the ability to navigate complex situations with confidence, compassion and empathy.
- Is visible throughout the school building and community and is actively engaged in building and sustaining positive relationships with all students, staff and stakeholders.
- Is able to create a positive and collaborative working relationship with the staff, city, businesses, non-profit organizations and the community.
- Fosters trust and respect among the board, staff, and community by listening, being decisive and courageous.
- Has the ability to resolve conflict effectively.
- Is open and honest, dedicated, visible and energetic.
- Possesses public relations skills, is technologically literate and collaborative.
- Able to recruit students and families to attend Oxford Community Schools by developing a strategy and marketing plan (keeping social media and calendars up to date).

An experienced educational leader who:

- Is able to bring the school and community together and ensure that the healing process is ongoing. This must be a priority.
- Is laser focused on student success and their mental health.
- Is a talented facilitator who can motivate, engage and bring all stakeholders together.
- Is fiscally responsible, has knowledge of school finance and aligns budgets, long-range plans and operational procedures with the organization's vision, mission, and goals.
- Effectively plans and manages the long-term financial situation and the demographics of the school district.
- Exhibits integrity and a high level of emotional intelligence.
- Has the ability to work with and develop relationships with all school district employees and the board, targeted to student success.
- Is accountable and holds others accountable.

A successful candidate will:

- Understand the events that took place on November 30, 2021, and what transpired throughout the district after the tragedy. Prioritize a plan to heal and bring the students, staff and community together that will allow the district and the Oxford community to move forward.

- Have exemplary, executive-level, K-12 educational leadership experience.
- Have a track record of authentic leadership.
- Be a team player and in the trenches with staff, leading by example.
- Have an awareness and understanding of Federal, State and local policy.

Thank you for the opportunity to work with the Oxford Community Schools, we look forward to finding your next leader that fits the criteria of your stakeholders.

Respectfully submitted,
 Mike Richie, HYA Vice President
 Sarena Shivers, HYA Associate
 Scott Winch, HYA Associate

DATA SUMMARY

The interviews and focus groups of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding the Oxford Community Schools.

Strengths as Identified by Parents/Community Members:

- Great staff, caring
- Strong focus on social and emotional learning
- Good curriculum
- Great transportation department, drivers go above and beyond
- Lots of options at the high school for students
- Strong co-curricular with good feeder programs, something for everyone
- Facilities are well maintained
- Each building is great at creating their own community and culture
- People support each other
- Value the arts, athletics and academics
- Good system and overall the community stands behind the schools
- Long term commitment and dedication to the district
- Continue partnership with parks and rec
- Working relationship with townships and government
- Encourage students to work with the community
- Feeling of community among the staff
- Love IB
- Academic offerings for all students (services for all kids)
- Programming offers variety and diversity
- Teachers are a huge strength, teachers hear input and make accommodations
- Cognitive coaching model should continue
- Arts and athletics are a strength (no pay to play)
- People and families and community
- Offerings for students and opportunities
- Community feel, everyone knows everyone, fun and special events

- Community feels safe and teachers are very involved, staff seem to care about kids and a tight-knit community
- Very welcoming, “One Town, One Team”
- Strong connections with parents and staff, staff cares even after students leave
- Children are learning and if they need help, they are getting it
- Connectedness of community, always someone you know and that knows your kids
- Staff is invested and asks and knows all of your children across the district
- Extra support for students (reading one on one), try to meet the needs of all students
- Needs are seen, jumped on and addressed
- People and families and community
- Offerings for students and opportunities
- Community is strong
- A lot of educational opportunities (EC program, CTE, OTECH)
- Very good transportation management
- All of the departments work together
- No one is left out, make us feel like we are a part
- Good culture
- Strong teachers and support staff for students

Strengths as Identified by Board Members:

- High academic goals
- Variety of course offerings
- Schools are a community, many teachers live in district
- Alumni stay and/or return to the district
- Bigger district but small town feel
- Diverse course offerings
- CTE Program
- SPED Program
- Teachers/staff sense of community
- Good people that do what is best for the district
- School board and staff are supportive of administration
- District and community is intertwined
- Safe and secure, which is a top priority as a result of the tragedy
- Diversity of opportunities
- Virtual academy
- Free college offerings
- Language programs
- Balance between academics, athletics and the arts

Strengths as Identified by Staff:

- People and staff is a big strength
- Diversity is growing throughout the district
- Great opportunities for students
- Students are well prepared for career and college readiness
- Strong arts program
- Staff turnover since the shooting, is not near what other districts that had school shootings happen

- Staff is dedicated
- Programming is strong, OVA (Oxford Virtual Academy) is a strong online option plus a lab, OVA has a positive financial impact on the district
- The relationship between the union and the administration is strong and very professional and positive
- A lots of great interventions in place to help students
- Community minded, collaboration between the community and district is strong
- District stands behind the employees
- The speciality roles that were hired to deal with the tragedy on November 30 have done an amazing job, providing outstanding services
- People are scared, need someone to bring us back together
- Don't cut the important people
- Putting a lot on teachers' and paras' plates, need to be careful not burn people out
- Programming is a big strength
- Tight-knit community (can also be a challenge)
- Size of district lets you get things done
- Innovation
- Employees that have a lot of pride in being in Oxford
- Connectedness and human aspect of the district
- Pathways for students
- Facilities
- Opportunities for kids to be involved
- Commitment to improvement, authentic
- Supports for students, social and emotional
- Committed staff
- Good relations and trust help grow instruction
- Good early childhood programs
- Solid curriculum and instruction
- Good job looking at data and providing support
- Can be viewed as a destination district
- Low staff turnover rate
- Lots of support across the district from everyone
- The purchase of the Monastery and the land by the high school, long term usage
- Arts, academics and athletics are the pillars
- Curriculum
- Focus on the Oxford graduate
- Had a good strategic plan
- All work together collaboratively
- Family feeling, comradery
- Always collaborated well with central office (unions, etc)
- Go through problems together with central office staff, very collaborative
- Try not to impact the classroom directly
- Staff create incredible relationships with students and develop trusting relationships
- IB Curriculum
- Programming and complexity of offerings
- Opportunity to grow IB program and instill in students (PYP, DP, need strengthening for the MYP)

- Very competent and qualified staff
- Staff live in the community and staff who don't, bring their kids to Oxford
- A lot of heart in the community, majority is not the unhappy group
- Pride in everything Oxford
- Grown a lot of hometown, small feel
- Community still growing and thriving
- Connect students with excellent trade schools and other opportunities for kids that struggle, good post-secondary opportunities
- Staff that are here are really connected to the community
- Hometown, home grown, "Team O" is strong
- Being ahead of the curve was a part of the points of pride

Strengths as Identified by Students:

- Lots of course offerings, veterinary class
- Lots of clubs and activities
- Teacher support
- Communication with administration
- Friendliness of staff
- Good connection with younger students and within the other buildings
- Connected with the community
- Do well with fundraisings
- Working with nonprofits

Challenges as Identified by Parents/Community Members:

- Kids and parents saying they need help but are not getting it
- Hard to get accommodations for students
- District needs a better process to support kids
- Kids are hurting
- Talk a lot about trauma informed care but not happening
- District needs to be proactive with trauma informed care
- District took away mental health days for staff
- Recovery Plan, August of 2022, eight months later
- Staff is still not trained with threat assessment, nobody should work here without being trained
- School does not respond back, poor communication
- Want more feedback from superintendent and board
- Parents feel questions are not being answered
- Lack of trust, need to give community and parents something (hold quarterly town halls)
- Bullying issues
- Things keep getting lost, not getting done
- Needs checks and balances
- District mishandled many things and will not acknowledge their role or responsibility
- District has made the pain worse in some ways
- Not enough trauma informed care
- This is not just a high school issue
- Must remind staff we are still working with the strategy and they need training,

- 4-year plan is up this year
- Things feel cold and and heartless, need to see more human approach
 - The legal advice creates an impression of uncaring, makes district come across as cold because they will not say anything
 - No one knows who is on the safety committee and can't find out what is discussed, cannot see an agenda, have requested this information numerous times but have not received anything
 - No trauma informed care person in district
 - No trust within the district
 - No follow through or response from district on many things
 - Intruder drill planned in February, this will trigger memories
 - TRUST
 - People are fragile
 - Need to get back to the exchange program, what it once was
 - The superintendent needs to be front and center, be visible
 - Lots of healing needs to be done
 - Focus on students and staff that are really hurting and they need support
 - **The big WHY of 2021- how did it happen and what did the school district not do that could have prevented this tragedy from happening, if they come out and are transparent people will begin to heal and move on**
 - Transparent with the budget
 - Communication can be improved
 - Open communication with the county and outside agencies out of Oxford, need to continue to be involved and do not live on an island
 - Offer a great deal of opportunities but have they perfected them, support systems for those programs is lacking
 - Social media updates and calendar is not always up to date
 - How will the district retain staff
 - Have a great succession plan and be transparent about it
 - IB or not (reaffirm or not)
 - Staff need to be consistent in following best practices
 - Clear understanding of what they are putting on teachers and their workload
 - Financial concerns for the future of the district
 - No paper trail for discipline issues
 - High school teachers will leave after 2025 (not getting support, trauma time is done)
 - Because everyone knows everyone things may not get addressed or be brushed under the rug
 - Everyone should get the same treatment
 - Big jump from elementary and middle school (responsibility could be more of a transition), turning in assignments and overall academic requirements
 - Bullying may get swept under the rug at middle school level
 - Discipline across the board could be better with more consistency
 - A lot of rules are not upheld across the board
 - Incidents are not recorded with all of the same levels from each building, discrepancies in discipline reporting (especially staff members child)
 - Hiring people from the community over hiring the most qualified person
 - Back to basics in the area of curriculum, too many time fillers

- Incorporate SEL more into the entire curriculum
- Consistency in teachers being out of the classroom (in school professional learning/training)
- Calendar is also a challenge (early release), very few weeks in a row where kids go to school for a full five days
- Elementary, middle school, high school calendars are all different and disruptive to families with multiple children in the district
- Overall consistency is a challenge across the district
- Time management as a whole is important
- Time to reconsider IB because it is not implemented well
- Community is not progressive (not diverse and not up to date)
- Too much support for sports vs education
- Still healing
- Be aware of what the trauma looks like
- Extreme amount of compassion
- Whole community was impacted
- Don't want it (tragedy) to define the community
- Discipline tickets of transportation (how principals handle bus and increased communication)
- Parents behavior towards staff should not be tolerated
- Unrest and sadness
- Bus drivers don't always know all of what is going on with students (special ed)
- Communication and transparency
- Stop the cover up of the shooting
- Procedures still not followed or put in place
- Board members need to resign
- Parents are afraid to speak up
- Still don't know what really happened
- Community wants everything improved
- People need to be able to talk openly
- Classes are too large
- Inadequate mental health resources
- Must rebuild the trust
- Why did the Recovery Coordinator resign?
- Until the district is transparent and honest with the community the group that is asking for answers will not stop inquiring

Challenges as Identified by Board Members:

- Level of trauma, where are people at from the shooting
- Financial challenges ahead
- Contract negotiations
- November 30 is a way of life, need to grow and use it to make us better
- Students are socially unprepared, COVID and shooting, need to get them going again
- State test scores need to get back to where they were prior to COVID/shooting
- Seem to take one step forward, followed by three steps back
- Budget deficit looming, Esser funds gone, added security measures costs money

- Working on five year budget plan, difficult to plan with state budget uncertainty
- Lawsuits from the tragedy are still looming, finance and PR
- Climate and culture, staff should feel comfortable to discuss issues
- Community partnerships
- Parents feel distanced
- Tragedy took over the community, people are trying to move forward, careful to not be moving on
- Small group of people not moving forward
- Financial challenges

Challenges as Identified by Staff:

- Communication is the biggest challenge, poor communication in a rollout, or lack of communication or other things
- Need to keep lines of communication open
- It's been awhile since the district did strategic planning, need to have a new strategic plan
- Since Covid we've been in survivor mode, trying to keep lawsuits quiet and losing focus of education, district is a rudderless ship
- There are lots of roadblocks out there
- Responding to the noise, board meetings, how do we respond without affecting the district
- Relevance of information going out, staff meeting once a week but only teachers and not para's, surveys
- Proper training for para's
- Treat all employees as being very important
- Getting Oxford back to education
- Seems to be leniency with students and this is not preparing them for the real world, this really started with COVID
- Need to follow 504's and IEPs better
- Admit and own mistakes, how can we fix it
- Individuals continue to scare and bully some staff members
- Behavior problems with students
- See value in all employees
- Some staff have been put in jobs that they did not apply for
- Outdoor facilities need upgrading
- Old and outdated middle school
- Assuming staff is doing the right things because of relationship, may be too relaxed
- Culture and budget cuts
- Continue to be the great district we are, well known for programs and sometimes overshadowed by November 30, how do we get recognized for our excellence and not the shooting
- How do we unify people
- Rebuild trust
- Budget/finances
- Get the right person for this job
- Lots of demoralization
- Need a vision

- Needs to be more inclusive (DEI)
- Per pupil funding, declining enrollment
- Many of Oxford's student enrollment is nontraditional (virtual)
- Making sure we stay connected with the community
- Need to work together not against one and another
- Better understanding of people that have been through trauma
- We react to the noise of the vast minority versus the wants and needs of the whole
- Asked to do more, and more with less and less
- Staff and administration just want to educate kids
- Greatest place on earth but but losing the drive and leadership
- Re-establishing priorities
- Used to be publicly proud
- Little input from people in the building
- We have not been an instructional leader since COVID contact tracing, thread assessment, suicide presentation/watch
- Need to get back to the day to day work
- Experience in multiple organizations
- We have weird stuff going on but we are a good district
- Focus needs to be on kids not on all of the other stuff going on across the district
- Overcoming November 30, someone come in and corral everyone
- Financial challenges (end of grants and COVID funding)
- Structural fixes
- May need to reduce personnel
- Get the community to be more trusting of the district, are schools safe
- Bring back getting ahead of the curve
- Staff needs a supportive leader as a priority
- Communication
- Include staff in decision making
- Disconnect and you don't always feel heard at each level, long standing issue in community
- A town in transition, very complex community
- Establish a culture, reign in boundaries, when parents and community have issues everything goes to central office, and higher
- Every decision is being driven by a small part of the community
- Stands up for people that are in the minority, believes in them, set boundaries
- Believe in your people, let them do their job and support them
- Team support system is lacking due to attention to pressures that were not there before
- Loud and scary voices, vilified online
- Everyone is a different place in terms of their healing, at different times of the day
- Communication could be improved in the area of administration changes, and some departments are new
- Budget challenges, what we need vs what we want
- More challenging student behavior, younger and more intense
- COVID, substance abuse and mental illness in the homes have caused challenges with student behaviors
- Special education staff is stretched in some buildings

- Strategies to address the lack of parent accountability for students (attendance, etc.)
- Sensitivity to safety at activities and ongoing challenges from the shooting, such as memorials, ongoing safety issues, triggers
- Big challenge to find a new normal

Challenges as Identified by Students:

- Updates throughout the district
- Better outdoor athletic facilities
- The online opportunities for students are not advertised well
- Connection between the high school OVA could be better
- Communication between students and administration
- No one reads SMORES (an internal communication tool), not made for teenagers
- Better job advertising programs, early college (IB is getting better)
- Keep safety persisitant, after school is so much different than during the day, anyone could plan to plant stuff after school, if it's going to be a big deal during the day it should be the same after school
- The four year plan needs to be evaluated, what happens after the juniors leave and everything goes away, next year is the last year and students are worried, Inconsistent safety protocol and procedures in place
- Students stated that the teachers voices are not heard
- Asking to see ID's from students is not consistent
- Middle school students coming into high school banging on lockers, popping bags making loud sounds and bangs need to be strict and enforced, this causes a lot of anxiety
- Needs to be a plan, what goes away and what stays, not everything can stay forever we need a timeline to receive feedback
- False sense of security
- Middle school needs to be educated on what happened and they think it is a big joke and do not have an understanding of what happened
- Grades 9/10 and 11/12 separation because 9/10 were not in the building, this is a big deal
- Student mental health is a big deal
- OVA's should be connected with other online schools to form partnerships