

# Grand Haven Area Public Schools Superintendent Search

Friday, February 16, 2024

**521**

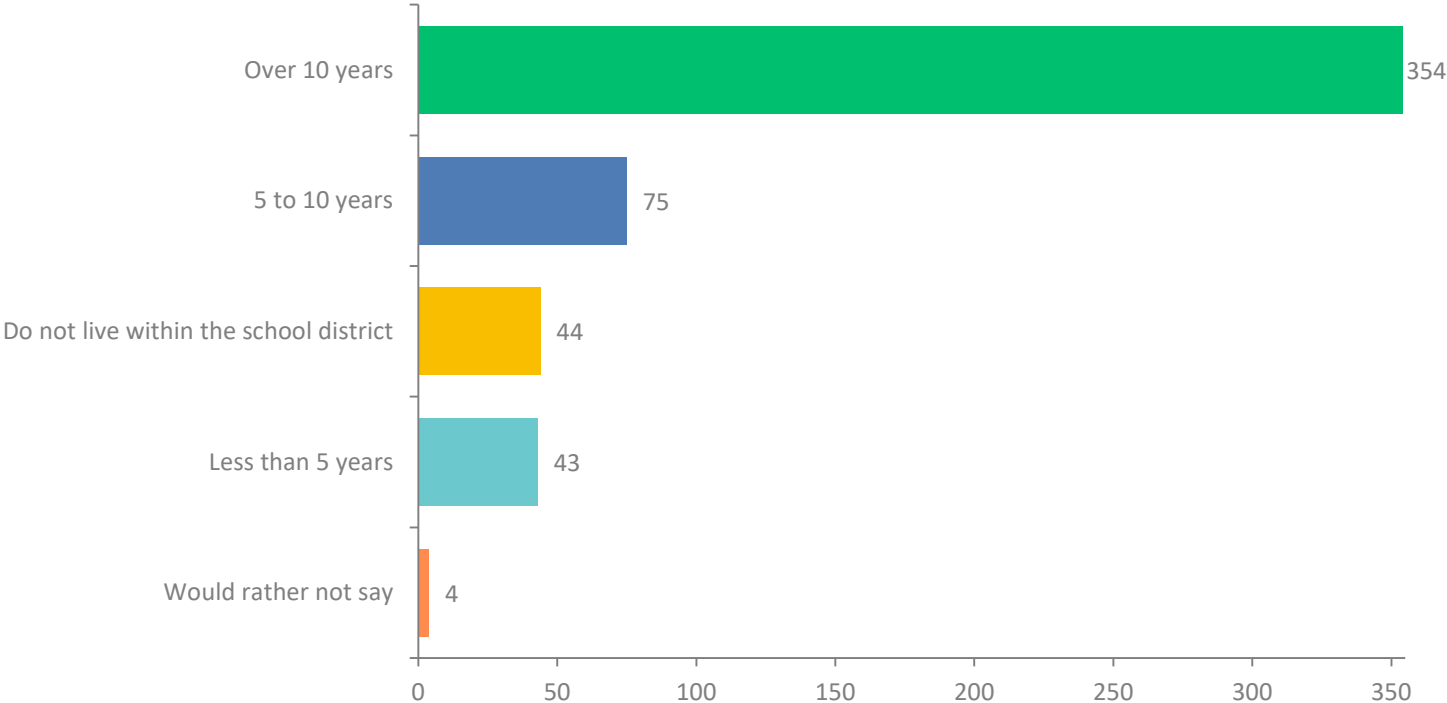
Total Responses

Date Created: Wednesday, January 17, 2024

Complete Responses: 521

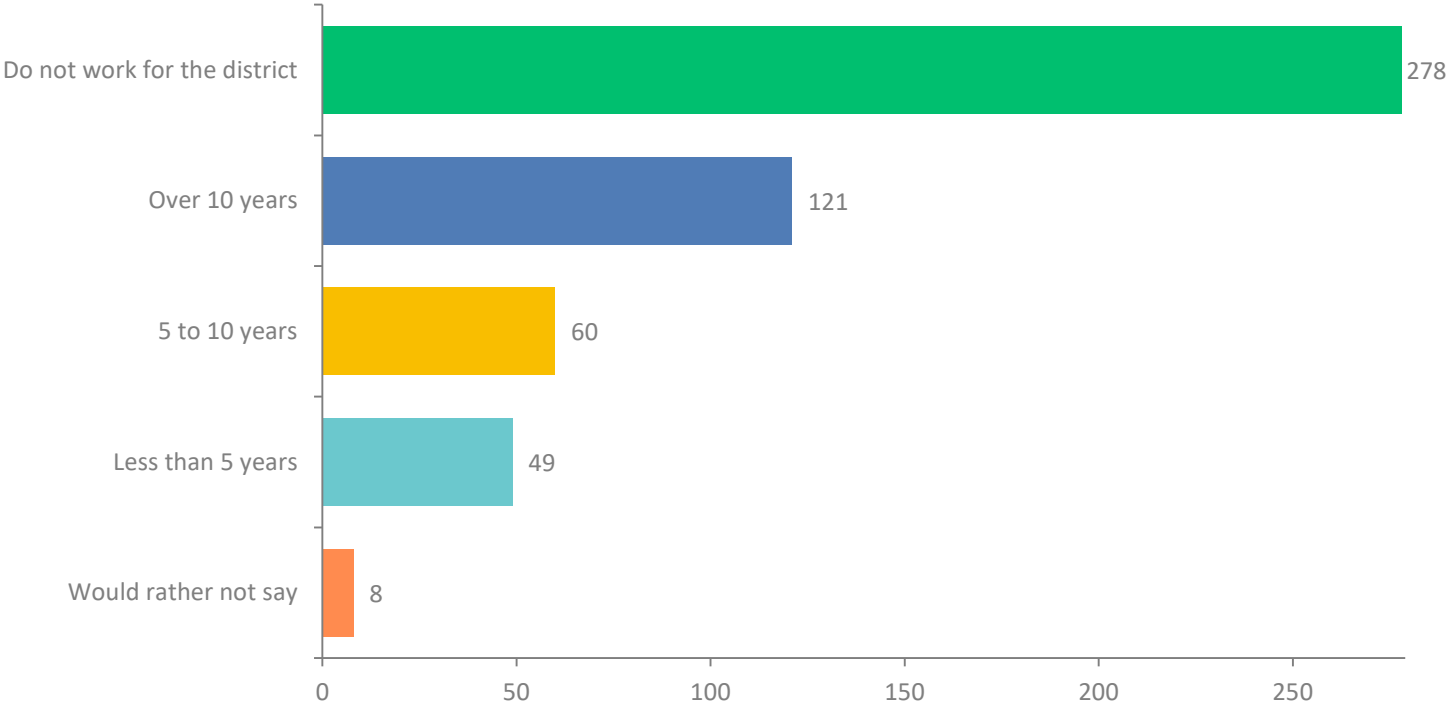
# Q1: If you are a resident, how long have you lived in the school district?

Answered: 520 Skipped: 1



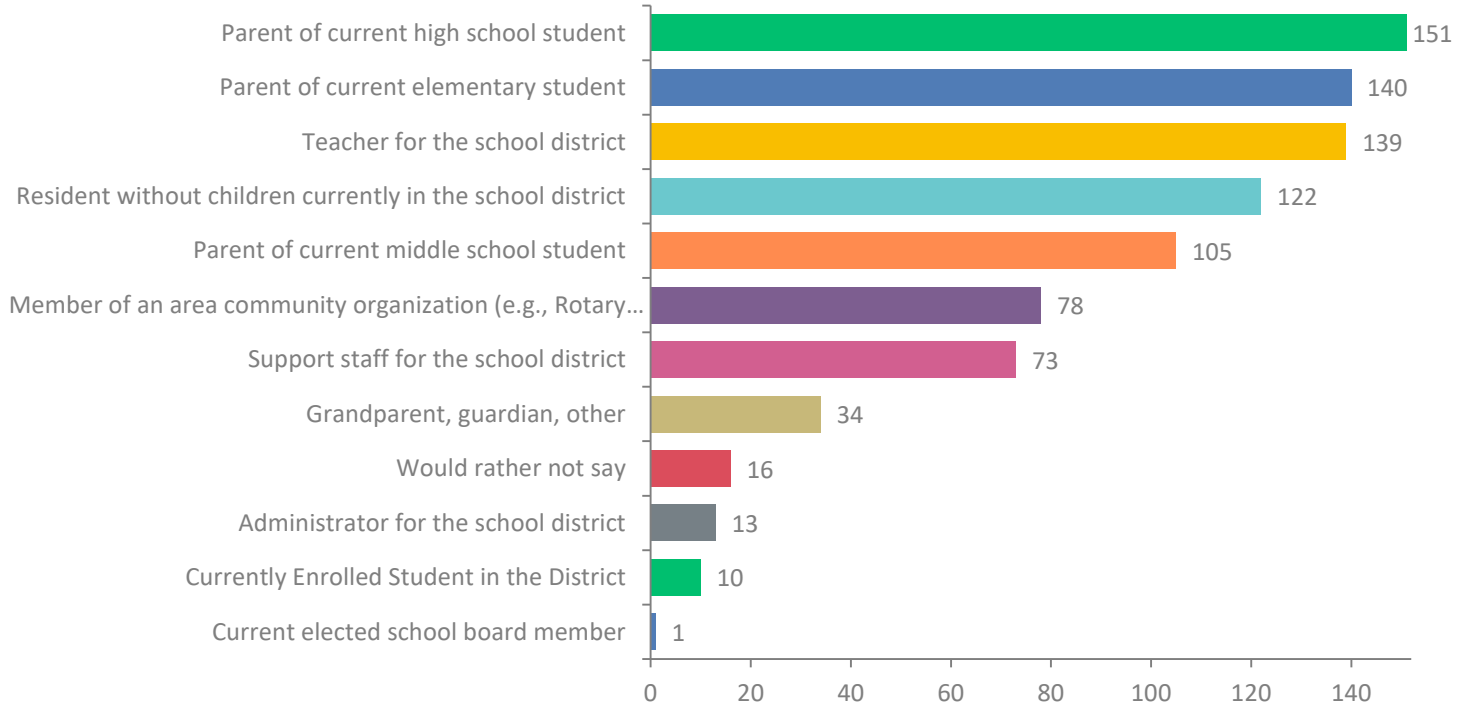
# Q2: How long have you worked for the school district?

Answered: 516 Skipped: 5



### Q3: Which type(s) of stakeholder are you? Check ALL categories below that apply to you.

Answered: 520 Skipped: 1




Q4: In your view, what are the strengths of the district?

A word cloud visualization of responses to the question 'Q4: In your view, what are the strengths of the district?'. The words are arranged in a roughly circular shape, with 'students' being the largest and most central word. Other prominent words include 'staff', 'curriculum', 'academics', 'strong', 'support', 'education', 'programs', 'school', 'good teachers', 'offer', 'opportunities', 'children', 'great', 'community', 'think', 'caring', 'kids', 'GHAPS', and 'excellence'.

programs education support  
Excellent school good teachers offer  
opportunities  
children **students** strong  
great district **staff** kids  
community GHAPS  
think caring curriculum academics

**Q5: From your perspective, what challenges do you think the school district will face over the next five years or so that could impact educational programs for the students?**

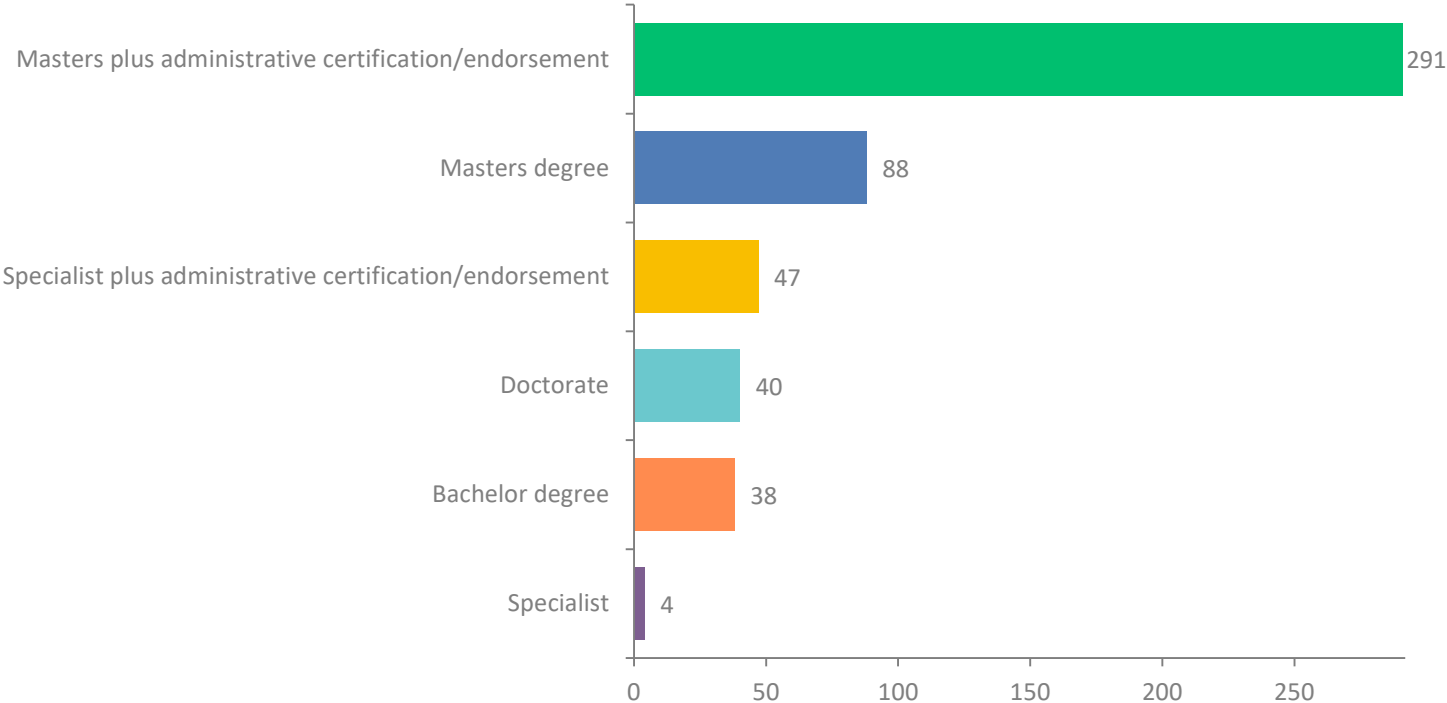


A word cloud of responses to the question. The words are in various shades of blue and green. The most prominent words are 'need', 'students', 'district', and 'school'. Other visible words include 'community', 'support', 'challenges', 'programs', 'pass bond', 'change', 'community support', 'children', 'lacked education', 'maintaining', 'GHAPS', 'teachers', 'curriculum', 'funding', 'increase', 'facilities', 'will', 'impact', 'kids', 'buildings', 'staff concerns', 'teaching', 'think', 'support', 'people', 'learning', 'Grand Haven', 'Declining enrollment', 'school district', and 'parents'.

programs pass bond change community support  
challenges children lacked education maintaining  
GHAPS district school teachers  
funding curriculum  
increase facilities will need community  
impact kids buildings students staff concerns  
teaching think support people  
school district learning parents  
Grand Haven Declining enrollment

**Q6: What is the minimum level of education you want the Board to consider when evaluating candidates for the superintendent position? (Check ONE answer below.)**

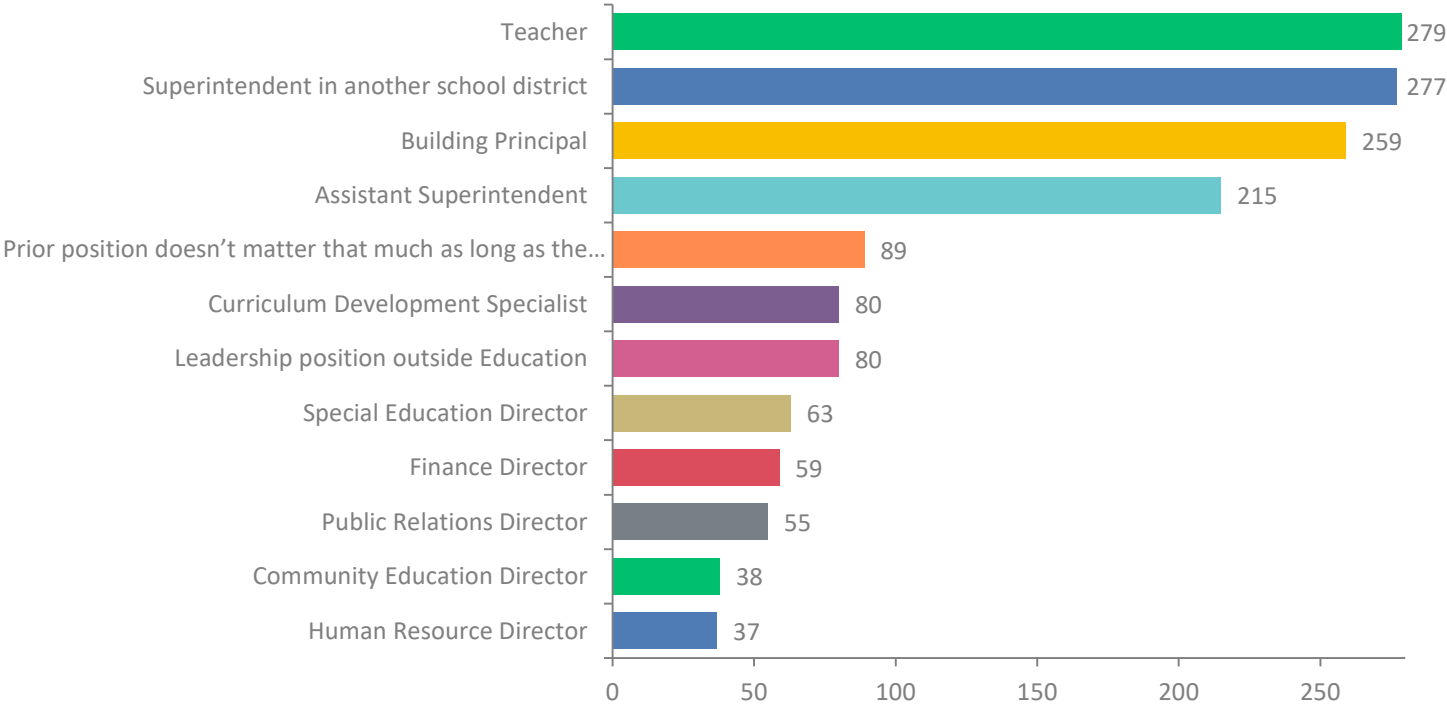
Answered: 508 Skipped: 13





**Q7: Below is a list of positions that superintendent candidates may have held in the past. Which prior positions do you think would prove most valuable for the next superintendent? (You may check up to THREE positions below.)**

Answered: 520 Skipped: 1



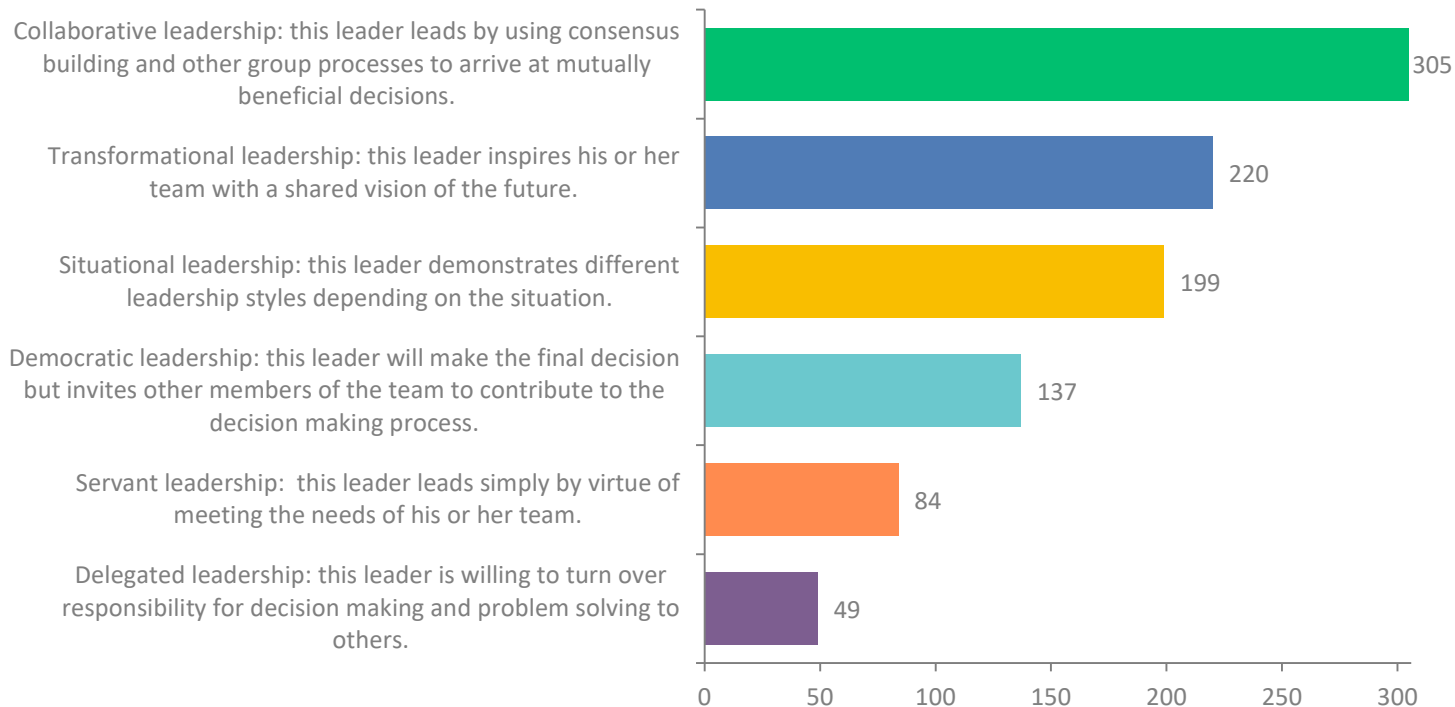
**Q8: Listed below are specific areas of expertise that different superintendent candidates may possess. From your perspective, how much weight should the Board place on each area? Rate the importance of each area using the scale to the right.**

Answered: 513 Skipped: 8

	CRITICALLY IMPORTANT	ABOVE AVERAGE IMPORTANCE	OF AVERAGE IMPORTANCE	BELOW AVERAGE IMPORTANCE	RELATIVELY UNIMPORTANT	TOTAL	WEIGHTED AVERAGE
Budget development/management	46.77% 239	40.70% 208	12.13% 62	0.39% 2	0.00% 0	511	4.34
Public Relations	51.77% 263	31.30% 159	13.98% 71	2.56% 13	0.39% 2	508	4.31
Curriculum development and evaluation	33.79% 173	39.84% 204	24.02% 123	2.15% 11	0.20% 1	512	4.05
Human resource management	20.55% 105	43.05% 220	32.68% 167	2.94% 15	0.78% 4	511	3.80
Contract/labor negotiations	17.81% 91	43.84% 224	35.42% 181	2.94% 15	0.00% 0	511	3.77
Facilities management	18.00% 92	39.53% 202	35.42% 181	6.46% 33	0.59% 3	511	3.68
Contract administration	12.70% 64	36.90% 186	44.05% 222	4.76% 24	1.59% 8	504	3.54

**Q9: Below are six different leadership style descriptions. Recognizing that a leader may employ all of these management styles in different situations and at different points in time, are there some that you think should be the dominant style for an effective superintendent? Read through the list and choose up to TWO management styles that you would like the next superintendent to employ most often .**

Answered: 510 Skipped: 11



**Q10: Listed below are specific experiences and skill areas that could be important when evaluating the superintendent candidates. From your perspective, how much weight should the Board place on each area? Rate the importance of each area using the scale to the right.**

Answered: 515 Skipped: 6

	CRITICALLY IMPORTANT	ABOVE AVERAGE IMPORTANCE	OF AVERAGE IMPORTANCE	BELOW AVERAGE IMPORTANCE	RELATIVELY UNIMPORTANT	TOTAL	WEIGHTED AVERAGE
Exceedingly responsive (follows through and follows up)	58.98% 302	33.59% 172	7.42% 38	0.00% 0	0.00% 0	512	4.52
Ability to develop and direct an effective management team	53.02% 272	38.79% 199	7.80% 40	0.39% 2	0.00% 0	513	4.44
Recognizes, values, and affirms staff members	52.53% 270	31.32% 161	14.98% 77	0.97% 5	0.19% 1	514	4.35
Demonstrates a keen ability to think outside the box and develop creative solutions to complicated problems	46.09% 236	43.75% 224	9.57% 49	0.59% 3	0.00% 0	512	4.35
Experience with school bond/millage/sinking fund election and implementation efforts	50.10% 258	32.43% 167	14.56% 75	1.75% 9	1.17% 6	515	4.29

**Q10: Listed below are specific experiences and skill areas that could be important when evaluating the superintendent candidates. From your perspective, how much weight should the Board place on each area? Rate the importance of each area using the scale to the right.**

Answered: 515 Skipped: 6

Overarching love of kids	48.13% 245	30.84% 157	18.47% 94	2.16% 11	0.39% 2	509	4.24
Strong communication skills with School Board members	39.49% 203	44.16% 227	15.95% 82	0.39% 2	0.00% 0	514	4.23
Maintain visibility and accessibility to staff	39.65% 203	43.55% 223	15.82% 81	0.78% 4	0.20% 1	512	4.22
Strong knowledge and experience with school financial matters	39.88% 205	43.00% 221	16.15% 83	0.58% 3	0.39% 2	514	4.21
Proven track record of active advocacy for public education	45.33% 233	32.49% 167	14.79% 76	5.06% 26	2.33% 12	514	4.13
Maintain visibility and accessibility to parents	37.52% 191	38.90% 198	21.81% 111	1.77% 9	0.00% 0	509	4.12

**Q10: Listed below are specific experiences and skill areas that could be important when evaluating the superintendent candidates. From your perspective, how much weight should the Board place on each area? Rate the importance of each area using the scale to the right.**

Answered: 515 Skipped: 6

Excellent speaking skills with large and small groups	29.96% 154	46.11% 237	21.21% 109	2.53% 13	0.19% 1	514	4.03
Maintain visibility and accessibility to the broader school district community	32.09% 163	39.76% 202	25.39% 129	2.76% 14	0.00% 0	508	4.01
Proven track record of raising student achievement	28.18% 144	46.18% 236	23.48% 120	1.76% 9	0.39% 2	511	4.00
Demonstrated responsiveness to students with learning differences	31.52% 162	39.49% 203	25.68% 132	3.11% 16	0.19% 1	514	3.99
Fosters professional development of staff	25.54% 130	46.17% 235	25.15% 128	2.95% 15	0.20% 1	509	3.94
Exceptional written communication skills	24.61% 126	41.80% 214	29.88% 153	3.52% 18	0.20% 1	512	3.87
Demonstrated ability to work with elected officials beyond the School Board	25.49% 131	40.08% 206	29.18% 150	3.50% 18	1.75% 9	514	3.84

**Q10: Listed below are specific experiences and skill areas that could be important when evaluating the superintendent candidates. From your perspective, how much weight should the Board place on each area? Rate the importance of each area using the scale to the right.**

Answered: 515 Skipped: 6

Adept at media and public relations	23.48% 120	41.49% 212	29.75% 152	4.11% 21	1.17% 6	511	3.82
Strong knowledge of curriculum research and deployment	21.14% 108	40.31% 206	34.05% 174	3.72% 19	0.78% 4	511	3.77
Successful experience working with diverse communities	25.10% 129	36.58% 188	29.38% 151	6.03% 31	2.92% 15	514	3.75
Maintain visibility and accessibility to students	23.09% 118	36.40% 186	32.09% 164	7.24% 37	1.17% 6	511	3.73
Already familiar with the district	9.98% 51	19.57% 100	41.49% 212	17.03% 87	11.94% 61	511	2.99

**Q11: Listed below are personal characteristics that different superintendent candidates could possess. From your perspective, how much weight should the Board place on each personality characteristic when assessing each candidate? Rate the importance of each using the scale to the right.**

Answered: 515 Skipped: 6

	CRITICALLY IMPORTANT	ABOVE AVERAGE IMPORTANCE	OF AVERAGE IMPORTANCE	BELOW AVERAGE IMPORTANCE	RELATIVELY UNIMPORTANT	TOTAL	WEIGHTED AVERAGE
Honest and ethical	89.11% 458	9.92% 51	0.97% 5	0.00% 0	0.00% 0	514	4.88
Transparent	65.30% 335	28.65% 147	6.04% 31	0.00% 0	0.00% 0	513	4.59
A strong communicator	55.45% 285	35.99% 185	7.98% 41	0.58% 3	0.00% 0	514	4.46
A strong listener	53.92% 275	38.24% 195	7.65% 39	0.00% 0	0.20% 1	510	4.46
A problem solver	52.05% 267	40.16% 206	7.80% 40	0.00% 0	0.00% 0	513	4.44
Collaborative	52.75% 269	38.82% 198	7.84% 40	0.59% 3	0.00% 0	510	4.44
Approachable	52.84% 270	36.01% 184	9.98% 51	1.17% 6	0.00% 0	511	4.41
Personable	36.86% 188	44.51% 227	16.86% 86	1.57% 8	0.20% 1	510	4.16
Resourceful	33.66% 172	47.75% 244	18.40% 94	0.20% 1	0.00% 0	511	4.15
Inclusive	45.31% 232	30.47% 156	19.53% 100	3.32% 17	1.37% 7	512	4.15
Goal-oriented	32.81% 168	48.05% 246	17.58% 90	1.17% 6	0.39% 2	512	4.12



**Q11: Listed below are personal characteristics that different superintendent candidates could possess. From your perspective, how much weight should the Board place on each personality characteristic when assessing each candidate? Rate the importance of each using the scale to the right.**

Answered: 515 Skipped: 6

Empathetic	36.40% 186	41.29% 211	19.37% 99	2.35% 12	0.59% 3	511	4.11
Kind	38.99% 200	34.70% 178	23.59% 121	2.34% 12	0.39% 2	513	4.10
Tenacious/doesn't give up	32.16% 164	44.90% 229	20.78% 106	1.76% 9	0.39% 2	510	4.07
Visionary	32.55% 166	42.75% 218	22.16% 113	1.37% 7	1.18% 6	510	4.04
Flexible	27.20% 139	51.08% 261	20.74% 106	0.78% 4	0.20% 1	511	4.04
Culturally competent	32.30% 166	36.19% 186	26.65% 137	2.72% 14	2.14% 11	514	3.94
Thick-skinned	28.71% 147	35.35% 181	30.47% 156	4.49% 23	0.98% 5	512	3.86
Self-reliant	17.77% 91	39.06% 200	36.33% 186	6.05% 31	0.78% 4	512	3.67
Assertive	13.73% 70	40.98% 209	40.78% 208	3.73% 19	0.78% 4	510	3.63

**Q11: Listed below are personal characteristics that different superintendent candidates could possess. From your perspective, how much weight should the Board place on each personality characteristic when assessing each candidate? Rate the importance of each using the scale to the right.**

Answered: 515   Skipped: 6

Sense of humor	16.80% 86	33.98% 174	37.89% 194	8.01% 41	3.32% 17	512	3.53
Firm	8.82% 45	35.29% 180	48.43% 247	6.47% 33	0.98% 5	510	3.45
Sensitive	12.52% 64	30.14% 154	44.03% 225	10.76% 55	2.54% 13	511	3.39
A risk taker	9.23% 47	26.72% 136	47.94% 244	12.57% 64	3.54% 18	509	3.26

## Q12: In choosing the next superintendent, which path or strategy below do you think the Board of Education should take? (Choose ONE answer.)

Answered: 509 Skipped: 12

