



EUDORA SCHOOLS
1310 Winchester Rd., P.O. Box 500
Eudora, KS 66025
785-542-4910
785-542-4909 (fax)
www.eudoraschools.org

1/6/2021

Re: Fremont County #2 Superintendent Vacancy

Dear Mr. Farmer,

I am respectfully submitting my application and supporting documentation for the Superintendent's position in Dubois. I believe that I have the experiences, knowledge and leadership qualities the district is looking for. I have reviewed the materials posted to the Fremont County #2 website and believe that my skill-set is a good fit for the district.

If you should need any further information or have any questions, please do not hesitate to contact me. Thank you for your consideration and I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Splichal", written in a cursive style.

Steve Splichal, Superintendent
Eudora Public Schools #491

BOARD OF EDUCATION
Eric Votaw, President
Joe Hurla, Vice President
Lynn Reazin
Becky Plate
Samantha Arredondo
Mark Chrislip
Mike Kelso

**Fremont County School District #2
Dubois, Wyoming
SUPERINTENDENT ASSURANCE FORM**

Name: Steve Splichal
Present Address: 1209 West 13th Lane
City, State, Zip: Eudora, KS. 66025

Home Phone #: _____ Business Phone #: 785-542-4910

Cell Phone # 785-741-4849 Email Address: stevesplichal@eudoraschools.org

Present Position: Superintendent Present Salary: \$130,912

Enrollment of Above Position: 1,707 # of Employees: 250

(Please check Yes or No)

a) Are you currently under contract? Yes: X No:

b) Do you hold a current Superintendent's Certificate? Yes: X No:

c) Have you ever been involuntarily terminated or asked to resign?

Yes: No: X (If yes, please give details.)

d) Have you ever reached a mutual decision with an employing agency to vacate a contract prior to its expiration?

Yes: No: X (If yes, please explain.)

e) Have you ever been convicted of or pled nolo contendere to or otherwise received a deferred sentence in consideration of fulfilling the terms of probation as to any felony or crime relating to child abuse or neglect, or any crime relating to sexual abuse of a minor?

Yes: No: X (If yes, please explain.)

f) Moral turpitude is an act of baseness, vileness, or depravity in the private and social duties which a person owes another member of society or society in general and which is contrary to the accepted rule of right and duty between persons, including, but not limited to, theft, attempted theft, murder, rape, embezzlement, and indecency with a minor. Have you ever been convicted of a felony or any offense involving moral turpitude?

Yes: No: X (If yes, please explain.)

g) Has any court received a plea of guilty or a plea of nolo contendere from you for any offense involving moral turpitude, deferring proceedings without entering a finding of guilty and placed you on probation?

Yes: No: X (If yes, please explain.)

h) Has a claim of discrimination or harassment ever been made against you, or based upon your conduct, with the Equal Employment Opportunity Commission (EEOC) or any parallel state agency enforcing anti-discrimination statutes? Yes: No: X (If yes, please explain.)

i) Have you ever been sued in civil court, or has a lawsuit ever been filed based upon your conduct, asserting a claim of discrimination or harassment prohibited by state or federal laws?

Yes: No: X (If yes, please explain.)

NONDISCRIMINATION STATEMENT

Fremont County School District #2 hereby notifies all of its employees, students and potential employees that it does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title II, Title VI, Title IX, Section 504 and the Age Discrimination Act may be referred to this district's Superintendent of Schools or the Wyoming Department of Education, Office of Civil Rights Coordinator, 122 W 25th Street, Suite E200, Cheyenne, WY 82002 or phone (307) 777-6218.

Pursuant to the provisions of W.S. 21-7-401, any employee who is hired by the school board on or after July 1, 1996 who may have access to minors, is required to submit to fingerprinting and provide such other information as is necessary for the School District to acquire a national criminal history background check.

I acknowledge that inquiries may be made to obtain job-related information from my previous and present employers, whether or not they are listed on the attached application, and that similar inquiries may be directed to the persons listed as professional references as well as to any other individuals who know me.

I further acknowledge that Fremont County School District #2 and/or the Wyoming School Boards Association may, at its discretion, make inquiries of law enforcement agencies, the Department of Motor Vehicles, and educational institutions as well as initiate investigations by private persons for the purpose of verifying information supplied by me or to obtain additional information. I authorize such inquiry and investigation and the giving and receiving of any information requested by the school district as part of such inquiry and investigation.

I also release Fremont County School District #2, Wyoming School Boards Association and its board of directors and members from liability for any claims arising from such inquiry and investigation.

I affirm that all information provided by me on this application is true, and I understand that if any part of the information is false or misrepresented (including omission of information called for), my application may not be considered, or if I am hired by Fremont County School District #2 will be sufficient grounds for discharge.

I understand that Fremont County School District #2 and Wyoming School Boards Association personnel and any selection committees may have access to this completed application and essay questions as part of the hiring process.

I also understand that if I am offered a contract and subsequently decline, Fremont County School District #2 will only pay one-half of my reasonable travel expenses for my interview.

A photocopy, fax or electronic copy of this release shall be effective as the original. Submission of this form via electronic transfer does not require a signature but will constitute acceptance of all the above acknowledgements.

Applicant's Signature: _____

Date: _____

1/7/21

Instructions for sending Assurance Form:

Via mail: Wyoming School Boards Association
Superintendent Search – Fremont County School District #2
2323 Pioneer Avenue
Cheyenne, WY 82001
Via Fax: 307-634-1114
Via email: wsba@wsba-wy.org

Steven E. Splichal

stevesplichal@eudoraschools.org | Cell: 785-741-4849

Personal Information

Address: 1209 W. 13th Lane, Eudora, KS 66025

Phone: 785-542-4910 (Work)

Family: Julie, Science Educator, Eudora High School

Lauryn, Graduate of Kansas State University, B.S. in Social Work

Camryn, Senior, Baker University School of Nursing

Garrett, Senior, Eudora High School

Academic Preparation

2004 Graduate Program at Kansas State University, Manhattan, KS
Earned Kansas District Level Certification

2000 Graduate Program at Benedictine College, Atchison, KS
Earned Master's Degree in Education Administration

1993 Bachelor of Science in Secondary Education, Kansas State University, Manhattan, KS
Earned Kansas 5-12 Certification in Social Studies

Professional Employment

**2014–Present Superintendent of Schools, Eudora Public Schools, USD #491, Eudora, KS
(Enrollment: 1,750)**

- Led the school community through an extensive strategic planning initiative with input from stakeholder groups in the community
- Led the district through a 1:1 Technology Initiative that included infrastructure improvements, sustainability planning and policy development
- Worked extensively with the Eudora Schools Foundation to support innovative work in the district, including classroom excellence grants, a teacher fellows' program, principal for a half-day programs
- Supported the expansion of the district's preschool program to support early learning
- Collaborated with local stakeholders to support the expansion of the high school technical program to include a home construction pathway and pre-teaching pathway
- Collaborated with community partners to support the expansion of program opportunities at each of the attendance centers
- Worked with county leaders to overhaul mental health initiatives for students across all districts in Douglas County
- Led the district through continuous growth process driven by the input from the district's stay interview process
- Advocated at a state and federal level in support of legislation addressing school finance and special education

- Worked with the board of education to foster improved communication and engagement

2011-2014 Superintendent of Schools, McLouth Public Schools, USD #342, McLouth, KS (Enrollment: 525)

- Collaborated with school community to expand learning opportunities for students by creating a three-year-old preschool program and new agriculture science program
- Led the district through a 1:1 Technology Initiative that included infrastructure improvements and Chrome Books for grades 6-12 in the Fall of 2014
- Worked to build a climate of trust within the school community by becoming the face of the district as well as enhancing overall communications and transparency
- Led the district through an aggressive facility improvement program characterized by identifying needed improvements and the funds used to secure them
- Established a formal Mentor Program to support new teachers and provide them with a foundation of success
- Collaborated with the Board of Education and McLouth Education Association to identify opportunities to work together through the negotiations process
- Created a climate of teamwork with the district administrative team to address known deficiencies in the district and solutions to address them
- Analyzed the district's staff development needs through the use of needs assessments to promote growth of Professional Learning Communities
- Served as the District Transportation Director

2005-2011 Assistant Superintendent, Hiawatha Public Schools, USD #415, Hiawatha, KS (Enrollment: 860)

- Led the district's overhaul of its assessment process in order to promote teaching and learning using Multi-Tiered System of Supports
- Collaborated with district administrative team and board of education to address financial shortfalls due to declining enrollments and legislative shortfall
- Collaborated with board of education members and superintendent annually to help determine district goals and objectives

2000-2005 Principal, Hiawatha Middle School, USD #415, Hiawatha, KS (Enrollment: 260)

- Analyzed student assessment and performance data for the purposes of identified areas of strength and growth
- Empowered and supported staff to undertake the curriculum mapping process to ensure seamless instruction and fluidity of curriculum between educational centers
- Collaborated with stakeholders at the building and district level to reduce expenditures due to declining enrollments

1995-2000 Eighth Grade Social Studies Teacher and Coach, Atchison Middle School, USD #409 Atchison, KS

1994-1995 Seventh and Eighth Grade Social Studies Teacher and Coach, Beloit Jr-Sr High, USD #273, Beloit, KS

Professional Leadership

2014 – Present Member of the Greenbush Leadership Academy Executive Team

- Collaborated with team members to design important programming for leadership academy
- Responsible for cultivating leadership capacity within the district
-

2014 – Present East Central Kansas Education Cooperative

- One of three member districts
- Worked to support the diverse special education needs of the three member districts

2011 – 2014 Member of Keystone Special Education Consortium

- One of seven member districts
- Served on the Superintendent's Advisory Council
- Supported the learning needs of special education students
- Collaborated with members in the passage of a new cooperative agreement that included the restructuring of the funding formula

2010 Member of the Kansas Education Commission

- Served with over forty leaders from various backgrounds, including education, business and post-secondary organizations
- Collaborated to find specific recommendations for the State Board of Education in terms of policies, statutes and regulation
- Designed a plan to help meet the needs of Kansas students, as they transition to the new Elementary and Secondary Education Act

2009 – 2012 Executive Director of Kansas Association of Supervision and Curriculum Development

- Provided leadership to more than 300 Kansas Education members
- Represented Kansas educators and students at the Legislative Education Advocacy Program in Washington, D.C.
- Established talking points and position statements about policies and legislation with Kansas legislators in Washington, D.C.
- Established an overhaul of the organization's delivery method for staff development by collaborating with the University of Kansas

2008 – Present Member of Association of Supervision and Curriculum Development (ASCD)

- Served in a leadership capacity at the national level, as a member of the ASCD Leadership Council
- Collaborated with educators from across the nation as a member of ASCD's Position Development Team addressing the Common Core Standards Initiative

2005-2011 Member of the Wolf River Consortium Leadership

- Collaborated with area superintendents to design and operate a leadership academy for aspiring leaders in member school districts

- Facilitated discussions and presented on leadership topics

2000 – Present Member of United School Administrators

- Serving as a member of the board of directors
- Served on a focus group charged with the task of helping the State Board of Education find new Kansas Commissioner of Education
- Served on various committees representing various USA responsibilities

Professional Involvement

2013 - Present	Adjunct Professor at Benedictine College, Atchison, KS
1999 – Present	Member of Association of Supervision and Curriculum Development (ASCD)
2004 – Present	Member of Kansas Association of Supervision and Curriculum Development (KASCD)
2000 – Present	Member of United School Administrators
2005 – Present	Member of Kansas School Superintendents Association
2005 – 2011	Member of the Wolf River Leadership Academy

Professional Growth Activities

2001	Graduate of Wolf River Leadership Academy
2003	Curriculum Mapping Implementation
2007	Jones Institute for Educational Excellence School Safety and Security
2008	Multi-Tiered System of Supports
2008-2011	ASCD Advocacy Training, Washington, D.C.
2019	Youth Mental Health First Aid Trained

Community Involvement

2015 - Present	Eudora Schools Foundation Member
2018 - Present	Bert Nash Community Mental Health Board Member
2015 – Present	Member of the Douglas County Valor Award Selection Committee
2012 - 2014	Member of the McLouth Fire Department
2011 – 2014	Member of McLouth Kiwanis Chapter

2009 – 2011	Cub Scout Den Leader, Pack #117
2009 – 2011	Member of Brown County Rescue Squad
2010 - 2011	Youth Wrestling Coach
1995 – 2004	EMS Certified First Responder
1995 – 2000	Mount Pleasant Volunteer Fireman

Honors and Recognition

2014	Commitment to Excellence Award by The Down Syndrome Guild of Greater Kansas City
2010	KASCD Outstanding Curriculum Leader Award
2000	Outstanding Graduate Student Award, Benedictine College, Atchison, KS
1989	Eagle Scout Award

References

Eric Votaw

Eudora USD #491 Board Member
2251 N. 1000 Road
Eudora, KS 66025
785-979-5693 (Cell)
785-542-1103 (Home)

Amy Shanks

Eudora USD #491 HR Director
1079 E. 2400 Road
Eudora, KS 66025
785-542-4910 (Work)
785-766-7866 (Cell)

Mark Dodge

Eudora USD #491 Director of Student Improvement & Communications
902 East 13th Street
Eudora, KS 66025
913-909-1779 (Cell)
785-542-4910 (Work)

Ron Abel

Eudora High School Principal
2203 Church Street
Eudora, KS 66025
785-542-4980 (Work)
785-979-2424 (Cell)

Noel Rueb

Retired Elementary Principal
1711 Linden Lane
Atchison, KS 66002
913-367-1556 (Home)
913-370-3476 (Cell)

Mark Chrislip

Eudora USD #491 Board Member
1117 East 2135 Road
Eudora, KS 66025
785-331-8247 (Cell)
785-542-2026 (Home)

Dean Wolfe

McLouth USD #342 Board Member
17024 54th Street
McLouth, KS 66054
785-691-7204 (Cell)

Shanda Hurla

Eudora Schools Foundation Exec. Director
978 E. 2000 Road
Eudora, KS 66025
785-542-4910 (Work)
785-845-6941 (Cell)

Superintendent Search Screening Questions for Fremont County School District #2

Responses to the following questions will be used in screening candidates. Please limit responses to a total of **four (4) pages**.

- 1) What experiences and personal accomplishments lead you to believe you can be successful if hired as superintendent of this district?
- 2) What experience do you have in delivering a well-rounded educational program in a remote community? How would you ensure all students have quality educational opportunities?
- 3) Explain your approach to problem solving and how you would handle those that might require a difficult decision? Provide an example if you can.
- 4) If budget cuts should become necessary, how would you suggest it be accomplished?
- 5) How would you work with the board to ensure that a common vision is defined and that resources are aligned to meet the needs of various stakeholders?
- 6) What would be your highest priorities if you were superintendent of this district and how would you ensure those priorities are addressed?
- 7) Describe the types of data that you believe are important to guide board decisions related to improving student achievement and graduation rate.
- 8) What is your experience with Professional Learning Communities and how would you use them to enhance teaching and learning within the district?
- 9) How would you ensure that all staff members are performing according to district expectations?
- 10) How does the Superintendent build a positive board/superintendent relationship?

Submitted by (Name): _____ Steve Splichal – see attached _____

Instructions for sending Superintendent Screening Questions:

<u>Via mail:</u>	Wyoming School Boards Association Superintendent Search – Fremont County School District #2 2323 Pioneer Avenue Cheyenne, WY 82001
<u>Via Fax:</u>	307-634-1114
<u>Via Email:</u>	wsba@wsba-wy.org

1. What experiences and personal accomplishments lead you to believe that you can be successful if hired as superintendent of this district?

I believe that the foundation of my educational philosophy was built early in my childhood. I was taught early in life that there were certain basic, fundamental characteristics that one should possess. I was taught that these characteristics were necessary in order for an individual to be successful in any endeavor. Honesty, respect, commitment, and hard-work are just a few characteristics that have been molded into my educational philosophy. I believe that these characteristics help form the cornerstone for educational excellence and would help me be successful leading your school district.

I have been blessed with a 27-year career that spans districts of varied sizes and characteristics and have seen great successes by our students as well as staff and communities. In addition, I have seen tremendous tragedy and loss. All of those life experiences have shaped me into the administrator and, to some degree, the individual that I am today. I have demonstrated an unquestionable loyalty to each and every district that has hired and trusted me with their children. I have embraced opportunities to embed myself within each of the communities by taking on additional roles and responsibilities. From serving on fire departments and rescue squads to participating on the governing board for our county mental health organization, I have sought opportunities to give back.

I believe that leaders must possess core values, which have served as my guiding leadership principles:

Visibility. An administrator cannot lead from the back of the line or from behind their desk. I have made it a goal to be visible in the classroom, school and community. I want to be able to support good teaching and learning, and cannot do this sitting in my office. In addition, I am active in community programs that give back. This allows me to make key connections with those people who the district serves and who support the schools. I regularly walk through our buildings and classrooms in order to have intentional conversations with staff, regardless of their duties. I've swept the courts in between basketball games and cleaned up after a sick child in preschool classrooms.

Respect. There must be a mutual, professional standard of respect with all stakeholders – teachers, students, board members, and the community. I believe that respect must be genuine and purposeful and I work diligently to earn it. I work hard to listen with an ear not to solve problems necessarily, but to understand.

Hard work. “Nothing good comes easy.” I believe that this phrase holds true in education and life. All stakeholders must be willing to work hard in order to achieve the level of educational excellence that is expected. I strive to work hard each day and be accountable for my actions, and also pass that philosophy on to those around me.

Decision-making. I believe that good leaders do all that they can to find out the facts and then make the best decision based on those facts. I further feel that good leaders stand by those decisions, even in the face of challenge or ridicule. At times, it is important to make and stand by difficult decisions that will benefit students in our community.

Trust. Stakeholders must trust that I will do all that I can to support teaching and learning. This trust will be built over time and is earned through my actions.

Ethics. Always do the right things in the best way possible. I hold myself accountable for my actions and I expect that same level of accountability from those around me.

Honesty. I believe that leaders must be honest with those that they lead and expect the same in return. Sometimes that honesty can be brutal and unforgiving. However, lying does not ease a bad situation – it simply lays a foundation of mistrust and even fosters ill will, which must be avoided to achieve ultimate success.

Loyalty. A good leader demonstrates loyalty to those they serve in a purposeful manner. There must be a loyalty to the “brand” and if I am selected as the superintendent at Dubois, the brand will be the RAM!

Chain of Command. Each of us plays an important role in educating youth. Occasionally, we will not necessarily agree with decisions made or actions taken. Chain of command is a vital structure within any organization when dealing with issues and it provides measures to ensure that the best decisions possible are made.

2. What experience do you have in delivering a well-rounded educational program in a remote community? How would you ensure all students have quality educational opportunities?

The foundation of student achievement is teaching and learning. You cannot have one without the other. I believe that high quality teaching and learning comes as a result of several intentional actions. The first is through the support of teachers and support staff. Students cannot be given the best environment possible in which to learn if those responsible for that learning are not given the tools to do so. Resources come in many configurations. I have worked with teachers to build curriculum that meet the demands imposed at both the state and federal level. I have collaborated with teachers to find the right textbook adoption that supports instruction. Resources also mean finding collaborative time for teachers to get together to analyze assessment results as well as to conduct observations. The mentoring program that I have developed requires mentors and new teachers to observe each other several times over the course of the school year. I felt so strongly about this that I covered classrooms and lunch duties in order to provide staff with opportunities to meet. These observations are intended to point out strengths as well as address potential deficiencies.

Relationships form the backbone of teaching and learning. I believe a good teacher is one who is willing to build a relationship with their students and engage them in the learning process. I cannot stress this enough. Teachers who are willing to take the time to learn about their students, to listen to their students and share with their students will be more successful than those who do not.

Instruction is really about the tools used to help students learn the material. I believe that in order for good instruction to take place, five components are necessary.

- Fidelity to the Curriculum. I believe that regardless of the curricular area, educators will often find certain concepts to be their favorites. These are topics that they enjoy personally and have a variety of ways to teach the concept professionally. That is acceptable provided that the concept is part of the established curriculum and does not overly drain instruction time away from other concepts. Instructional activities must support the curriculum.
- Accountability. Every employee must understand that we are accountable for how our students perform. This starts at the bus stops and breakfast in the morning and ends with practices and the bus ride home in the evening. They are all our students. We all play a role in how well they are able to learn.
- Visibility. As instructional leaders, principals and superintendents must provide the level of visibility and supervision necessary to support teaching and learning.
- Staff Development. The quality of your staff development can have a substantial impact on instruction. Staff development starts with assessing the needs of your staff. Once you know where the strengths and weaknesses lie, then you can start building learning opportunities for staff. Staff development must be meaningful and timely.
- Technology. There is no mistaking the role that technology plays in the world we live in today. Instructional technologies such as Smart boards, Promethean boards, wireless slates, virtual field trips, tours, dissections and the laptop computers are important resources for teachers.

3. Explain your approach to problem solving and how you would handle those that might require a difficult decision? Provide an example if you can.

I believe that good leaders will do all they can to find out the facts and then make the best decision based on those facts. We have surveyed parents, staff and students to try to get their thoughts and input. I have been very intentional in getting out to the buildings and simply meeting with folks either in groups or individually to solicit their feedback. I further feel that good leaders will stand by those decisions even in the face of challenge or ridicule. I am not afraid to make difficult decisions that will benefit students in our community. One of the best tools I have used to try to solve problems is simply to engage in a conversation. We get emails or text messages by the dozens and yet I've found it best to go to the individual and discuss the matter with them rather than engage in some lengthy text or email conversation that leaves way too many unanswered questions.

A really good example of late is the current pandemic. I've always felt as though I have benefited from challenges in the profession that if I accepted, would make me stronger on the other side. I understand that in my position, leadership is challenging, draining and rewarding all at the same time. This year, it has been harder to find "right" or find "best" when looking for answers to dealing with the pandemic and the impact on teaching and learning. We have observed so many additional variables this year to the decision making-process that it is hard (if not impossible) to know if some of the decisions made are truly the best ones. Think about just a few variables school boards and leaders have had to negotiate for a moment:

- Politics - the election year has certainly impacted individuals and how they have reacted.
- Science - for months we have been reviewing various studies and input from medical experts on the virus and best practices for school as well as remedies in the form of vaccines.
- Guidance from state, local and national organizations that has at times run counter to each other.
- Input from social media - you don't have to look far to find input from a host of folks on social media.
- Pressures from parents to get kids in school or keeping them safe at home.
- Pressures on staff to ensure that students are academically successful and performing as they should.
- The role of social and emotional wellness and the toll that all of this has had on our students, families and staff.

Leaders are being asked to make decisions on a level that they have never seen before and under circumstances that change constantly. We have worked really hard to solicit feedback from stakeholders in our community. For the first time, this year, we broadcast our meeting live via the district's YouTube channel. This decision came because we were limited in the number of people who could attend meetings in person.

We have tried to ground our decisions on the best guidance and practice at the time knowing that this will almost assuredly put us at odds with members of the school community. Board policy language and the consistent application of that policy are key to the decisions that I make. At the end of the day, the decisions must still be made. We are not afforded the excuse of “paralysis by analysis” and must act in the best manner possible.

4. If budget cuts should become necessary, how would you suggest it be accomplished?

From my very first year as a middle school principal to my tenure as superintendent at Eudora Public Schools, financial decisions have followed me every step of the way. In my first year as principal, I was tasked with cutting three certified teaching positions and three classified positions. I was made acutely aware of the balance between wants and needs.

The first step would be to analyze the previous budget making note of any significant deficiencies or potential savings. This is important, as the savings can aid in boosting carryover funds and deficiencies will need to be addressed in the next budget. A good example of this might be the evaluation of positions as they become available. Retirees are often at the top of the pay scale, while their replacement may not be. If an individual leaves the district, there could be an opportunity to re-evaluate the position. It is also important to be knowledgeable about outside forces that could have an impact in the next budget. Examples of this can include issues related to fuel and heating costs. We have seen firsthand what a dramatic impact higher fuel costs can have on transportation costs, food service (fuel surcharges), and activity schedules. I have analyzed those areas and made recommendations to the superintendent and board on ways that we can reduce expenditures.

Since the majority of a district’s budget is tied to salaries, it would be important to analyze where cost-saving measures could be found in staffing. This could be something as simple as monitoring, reducing or eliminating overtime expenditures to reducing staff through attrition where possible and reduction in force where necessary. I have helped to analyze where staffing changes could be made that would be the least detrimental to student learning. This task is one that requires the superintendent to carefully measure the impact on student learning. Every effort must be made to ensure that staffing changes due to budget constraints have a minimal impact on teaching and learning. Careful analysis of major funding draws, such as food service, staff development, transportation and technology are also necessary. Finally, the individual building budgets would need to be reviewed. It would be important for the buildings to have clearly defined limits in terms of expenditures.

I believe that it is imperative that the superintendent be able to leverage dollars from multiple areas in order to maximize the district budget. Funds from grants or donations can be leveraged with district capital outlay budgets to purchase needed items in the district. I have used funds from a variety of different sources in order to purchase Smart Technologies for all district buildings. We have also used this to purchase mobile technology as well. Ultimately my goal is and will continue to be to ensure our students have the best tools available to aid them on their path to educational success.

5. How would you work with the board to ensure that a common vision is defined and that resources are aligned to meet the needs of various stakeholders?

Vision can be a fleeting mirage. How many times have we seen things on the horizon only to find that once we have arrived at the destination it didn’t really exist? Establishing a vision in a school setting can be the same thing. How many times has the “most important” thing not necessarily been the most important? People may only see part of the destination due to the preconceived ideas they have.

I believe that the best common vision for a school district is anchored in a strategic plan that reflects the input of stakeholders and addresses both short- and long-term goals for the district. I have helped to lead those activities twice in Eudora. The strategic plans have been three-year plans and developed in a transparent and comprehensive manner. Our plans have some specific action steps that help guide the board and administrators in the major tasks and decisions that need to be made. The strategic plan keeps the “main thing” the main thing. The plan is also found on the district’s website and the subject of conversations throughout the year.

6. What would be your highest priorities if you were superintendent of this district and how would you ensure those priorities are addressed?

If I am selected for this position, my first priority would be to establish a communication plan between the board, administrators and myself. Transition planning is the key to ensure continuity and stability. I will not let my duties suffer in the closing days of my existing contract, and I don’t want to be a burden to Martha and the board. However, there will undoubtedly be a need to open the lines of communication.

A second objective for me, once I have moved to the community, is to be intentional about getting out and introducing myself. I place a high priority on building relationships both in and outside of the school setting.

Another major priority would be to establish a time to sit down with the board to establish the goals that they would have for me in the first year. Ensuring that we are all on the same page with those goals will be critical to the overall success of our relationship.

7. Describe the types of data that you believe are important to guide board decisions related to improving student achievement and graduation rate.

I don't think that we can talk about graduation rates without first starting with an assessment of kindergarten readiness. I am a firm believer that if we want successful graduates, we need to ensure that our early learners are on a solid foundation. The greatest opportunity we have as a school to address deficiencies is at the preschool and primary grade levels.

As we look at progression through the curriculum, we have to look at student performance on state assessments. We need to be looking at not just an overall performance score for a specific grade level but also considering progress that may be made by each cohort group. Attendance data may also be a consideration if you have students individually not performing well.

I think that sub-group data can be really important for schools and boards to review. Special education populations, ESL groups and students at or below the poverty level need additional support in order to provide them the best possible opportunities for success.

While I know that performance on the ACT is viewed by some as important, I am also aware that we have some students who do not do well with high stakes testing or may not need the assessment in order to progress to post-secondary placement.

8. What is your experience with Professional Learning Communities and how would you use them to enhance teaching and learning within the district?

I have had experience with PLC's in each of the districts that I have worked in. In their purest sense, they are an on-going process of collaboration, inquiry, brainstorming, action research and analysis. There is a healthy dose of professional latitude that staff need to see the innovation needed to help address the issues. Staff will need time to meet and collaborate within their teams. This can be done in a multitude of ways, but in my experience either come through early release or late start to the school day.

One of the challenges with PLC's is that if they are not facilitated by strong leaders (and not necessarily principals), they can devolve into gripe sessions. While some of that is healthy and needed in order to get to the root of the problem, facilitators need to be able to move the group to the task at hand and outline next steps to achieve goals. The right facilitator can create the right balance of open and honest dialogue with risk-taking that will be necessary.

Participants will generally focus on two important questions: What do we want students to learn and how will we know if they have learned it? This will happen with a review of priority standards we expect all students to learn and the measures that we are willing to accept to show that they have learned the content.

9. How would you ensure that all staff members are performing according to district expectations?

I have made it a goal to be visible in the classroom, school and community. I want to be able to support good teaching and learning. I cannot do this sitting in my office. Accountability does not necessarily have to be punitive. I believe that individuals generally want to do a good job. Staff need to know that you support them. Mistakes can be used for learning opportunities and may identify areas where professional development is needed in order to ensure optimum performance. Plans of improvement can be used to prescribe some very specific steps that are required by the employee. It is also important to regularly review employee goals and expectations as part of the evaluative process. Some goals may be offered by the employee, but some may be directives from administration. I have also worked hard to ensure that we are updating our job descriptions regularly to ensure that what we are asking staff to do is reflected in the descriptions for their position.

10. How does the Superintendent build a positive board/superintendent relationship?

I believe that any board/superintendent relationship is built on a proven foundation of accountability, trust and open communication. I believe that one of the most important parts of my job is to be a good communicator to the board. I have made a point to provide my board with critical and timely information that they need to help them be successful board members. I send a "Friday Note" to board members weekly that provides a quick update on any situations that may have occurred that I think they need to be aware of. I try really hard to ensure that board members have background information on things that may be aired out publicly. In addition, I send a commentary for each board meeting. The commentary offers background information for agenda items as well as recommendations where appropriate. Each of these are confidential documents and allow board members an opportunity to ask questions and offer input or concerns. Relationships must be built on two-way communication.

December 22, 2020

RE: Letter of Recommendation for Steve Splichal

To Whom It May Concern,

It is my pleasure to write this letter of recommendation for Steve Splichal. I have known Steve for nine years and served under him as a building principal in the McLouth, KS School District, and as a director of school improvement and communications, in the Eudora, KS School District. His focus on student opportunities, innovation, and passion for students make him an excellent candidate to serve your students and families as superintendent of schools.

Steve recognizes that core academics are essential, along with career exploration and activities in preparing students for the future. Under Steve's leadership, academic programs have expanded with new course offerings at the elementary (i.e. Spanish), middle school (i.e. exploratory classes) and high school levels (i.e. Statistics). Additionally, Career and Technical Education Pathways have been added (i.e. Teacher Pathway) and enhanced (i.e. total home construction). Students have the opportunity to earn industry certifications and connect with potential employers. Eudora has witnessed the expansion of athletics to add boys and girls soccer and golf. His vision for expansion has led to many great opportunities for our students.

Teaching and learning for the future have been a constant focus for Steve. Teachers are encouraged and inspired to leverage technology to enhance the learning experiences of their students. Staff is challenged to think creatively and ask, "why not?" This mindset not only challenges teachers but also empowers them. The result is the development of students who are ready for life after high school.

Steve's genuine and sincere passion for students is his most significant quality. There is no question how much Steve cares about his students. He takes time to learn their names, visit classrooms, and attend events. If a student needs a mentor, he is the first to ask where to sign up. Steve has worked tirelessly to support the social-emotional needs of our students. Under his leadership, expanded access to social workers is present in all of our schools. As a result, each child is provided for, addressing their individual and unique needs.

The best school leaders are those who lead by example and back up their words with action. Steve Splichal is this kind of leader. He is always ready to roll up his sleeves and get into the action. It is without reservation that I recommend Steve Splichal as a candidate to serve your district as superintendent. If I can be of any assistance to further answer any questions you may have, please do not hesitate to contact me.

Respectfully,



Mark Dodge

Director of School Improvement & Communications

January 6thth, 2021

Mr. Jerry Falco, Board Chair
Fremont County School District #2
700 North First Street
Dubois, Wyoming 82513

Dear Mr. Falco:

As the Fremont County School District begins its search for a new superintendent, I would like to submit my application for this important leadership position. This is an exciting professional opportunity that would allow me to positively impact a quality school district. It also would offer my family the chance to become part of a strong, active community.

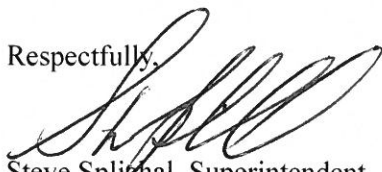
As students step into the next century, our goal as administrators should be to help them achieve academically and also become the quality citizens that our society needs and demands. Administration requires an important balance of vision and experience in order to help facilitate student learning. I have worked in culturally and socially diverse communities, which have provided tremendous educational experiences. I have the vision to see the possible future needs of the Fremont County School system. In addition, I am well aware of the potential impact that changes in school finance will have on school districts and the programs that are offered. We have been successful in balancing capital improvements with meeting our fiscal responsibilities.

In order to promote student learning and a positive outreach to patrons, I have immersed myself in the school and community setting in Eudora. My family and I are involved with and regularly attend our school district's activities throughout the year, and summers are filled with community events and recreational activities with our three children. We are ready to do the same in Dubois.

Mr. Falco, I would like to take this opportunity to thank you for considering me for superintendent of the Fremont County School District. I understand the difficult challenges ahead for you and for the board of education as you fill this position. In order to assist with your decision, I have enclosed a copy of my Administrative College Transcripts, Kansas License, confidential letters of recommendation, and resume as per the position notice. If you should need any further information, please do not hesitate to contact me.

I feel that I am an excellent candidate for this position, and am confident that I can successfully lead the Fremont County School District into the future. Thank you again for your time and consideration, and I look forward to hearing from you.

Respectfully,



Steve Spliechal, Superintendent
Eudora Public Schools

January 3rd, 2021

RE: Superintendent of Schools – Fremont #2 School District

To Whom It May Concern,

I am pleased to write this letter of recommendation for Mr. Steve Splichal for the position of Superintendent of Schools for the Fremont #2 School District. I've had the pleasure of working with Steve for the past 7 years in my role as a school board member for the district.

In my opinion, school superintendents must command the respect and confidence of their management team. They must have strong communication skills with their board, district employees, parents, and the community at large. They also need to provide the quality of leadership that inspires confidence to the community that the schools are well managed and have high standards for student achievement. And lastly, they must be able to think outside of the box and look for innovative ways to lead the district into the future. During Steve's tenure in our district, he has certainly checked all these boxes.

I could give you many examples how Steve has met these qualifications but let me share a couple that come to mind. In the area of innovation, Steve led the district in one of my favorite initiatives. During the 2018-19 school year, Steve brought to the board the idea of developing a home construction pathway. This initiative has given students the hands-on experience of designing and constructing two quality homes and has created valuable relationships between our schools and community businesses.

Another example has been Steve's leadership during the COVID-19 pandemic. Unexpected crisis can be the true test of one's leadership capability. Last March our state government decided to close in-person learning, forcing the district to make immediate plans to accommodate learning in a remote environment. At that moment, with no prior pandemic training, Steve immediately stepped up and led this district. His first order of business was to create a navigation document that outlined policies and procedures to maintain a quality education during what we thought would only be a few months. To do this, Steve brought together 40-50 staff and teachers to outline his strategy and allow for their honest evaluation and input. What stood out to me was his willingness to listen to their concerns, their critics, and their ideas. Not only did he listen, but he also implemented many of their ideas. Little did we know, that document would be revised many times as we continue to navigate this crisis. These have certainly been unprecedented times but through Steve's relentless leadership, I believe our district has been a shining star among other nearby districts.

While I would hate to lose Steve to another district, I wouldn't hesitate in recommending him for this position. He is a quality person who truly is all about the kids and would make an excellent choice. If you would like to further discuss Steve's qualifications please feel free to reach out by phone or email.

Sincerely,

Mark Chrislip
785-331-8247
mchrislip@gmail.com



EUDORA HIGH SCHOOL
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PO BOX 712
EUDORA, KS 66025

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2203 Church St., P.O. Box 712
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785-542-4980
785-542-4990 (fax)
www.eudoraschools.org

January 2, 2021

To Whom It May Concern:

I am writing this letter on behalf of Mr. Steve Splichal, current Superintendent of Schools of the Eudora School District in Eudora, Kansas. I have had the pleasure of working with Mr. Splichal as my direct supervisor and fellow district administrator since the fall of 2013. I am proud to support Mr. Splichal in his candidacy efforts connected to any school administration position. While here in Eudora, he has been a great support to me and while I would miss his reliable guidance and strong leadership, I gladly support him. I also know that with the graduation of his youngest child from high school, Steve wants to continue his growth as a professional education leader and I happily support him during this change in his family dynamics!

Mr. Splichal came to the Eudora district with multiple years of school leadership experience; both as a building administrator and also as a district administrator. His prior Superintendency prepared him well to deal with the many challenges faced by a middle-sized Kansas school district. Since his hire, Mr. Splichal has proven to be a leader that accepts challenges with a goal of providing solutions, encouraging staff to raise performance levels, and has helped bring about the improvement of our district students' levels of achievement.

Mr. Splichal is the perfect example of servant leadership. I have had the opportunity to observe Steve's leadership skills, and experience his willingness to get down into the trenches and shoulder the burden of making positive changes happen. Mr. Splichal is honest and straight forward in his style. He demonstrates a strong commitment to follow best practices which is apparent while observing his interactions with his staff and bringing about the fulfillment of district goals. While working with Steve, I have been continually impressed with his loyalty and commitment to the "team" never putting his individual needs above others he is guiding. Steve is always a team player and willingly does whatever is necessary for the betterment of our district.

I believe Mr. Splichal to possess great moral and ethical character. I have nearly forty years of education experience, Steve would be near the top of my list as it relates to people in leadership positions, and the style he uses to be effective in leadership. He works hard to do the right thing, and meet the demands of a grueling position. We don't always agree, but Mr. Splichal has never stopped inquiring about my thoughts on an educational issue in need of address. One of my previous mentors told me long ago, "Be cautious of the leader unwilling to get down in the field of battle with you. They won't be there when you truly need them!" I can say without hesitation that Steve Splichal has always been there for me willingly giving me his best.

If you have questions connected to Mr. Splichal, please feel free to contact me at Eudora High School.

Sincerely in Education,

Ron Abel
Principal, Eudora High School

January 5, 2020

Dear Selection Committee,

I would like to strongly recommend that you consider Steve Splichal for the Fremont County School District #2 superintendent position. He is an outstanding candidate with initiative, aptitude, and experience.

I have worked and collaborated with Mr. Splichal on a variety of initiatives between the Eudora School District and the Eudora Schools Foundation (ESF) over the last six years. I am extremely proud of the accomplishments shared between the school district and the foundation with the joint mission of enriching student experience, rewarding teaching excellence, and making our schools the very best. The ESF has grown exponentially in the last several years and the impact is experienced across the district from pre-K to graduating seniors. Our ESF's success is a direct correlation to the support, the trusted relationship, and the vision that is championed by Mr. Splichal.

Here are a few of the successes:

- **Community Relations**
 - **Principal for a Half Day.** Gives local community and business leaders a close-up view of a day in the life of a principal. Participants spend a morning with school principals to better understand their complex roles and to gain perspective on the school system from within. Mr. Splichal hosts the Superintendent Luncheon at the conclusion of the event and the mutually beneficial relationships that are established have been invaluable.
 - **Outstanding Cardinal Partner of the Year.** Honors and recognizes local businesses and community organizations that contribute to and partner with Eudora Schools. Mr. Splichal felt it was extremely important to recognize our small community's efforts in their continuous support of our students and teachers each year.
 - **Family/Student Emergency Needs.** The ESF and the District have recognized the increased human basic needs that our students and their families are experiencing during the COVID-19 pandemic. Through partnerships, we were able to create the Cardinals Care Fund that assist principals and counselors in meeting urgent, immediate and basic necessities of our students to ensure that the student's physical, social, emotional needs do not stand in the way of their success in school. This program helps fill needs unmet by any other source. In addition, Mr. Splichal was instrumental in the expansion of a summer food program in 2020, school pantries, and a school clothing boutique.
- **Staff Professional Development**
 - **Teacher Fellows.** Staff design and implement a high-quality professional development opportunity to address the needs in their classroom. Staff are awarded time and funding to study and implement innovative approaches that directly impact student learning and achievement. Mr. Splichal was essential in creating and promoting the success of this program.
 - **Mental Health First Aid Training.** Provides Youth Mental Health First Aid training for all school district staff, as well as the certification of two staff members to become licensed trainers, allowing the district to be able to offer the course to school staff and the Eudora community for the long-term. Mr. Splichal believes whether you are a bus driver, coach, classroom teacher, or administrative staff the importance of being trained and equipping all staff with more knowledge about mental health issues.
- **Innovation**
 - **Classroom Grants.** Teachers apply for grants for innovative programs that enhance student learning and success in the classroom. Since 2006, the ESF has funded more than 130 projects across the district totaling more than \$100,000 in classroom educational initiatives. These grants are supported by our district vendors with their participation in our ESF's annual golf tournament. Mr. Splichal is instrumental in supporting the growth of this program.
 - **Expansions.** Over the past seven years, the District and the ESF have worked to address creative expansions across the district including three outdoor classrooms; a library read and bike lab; student and staff Cardinal Cardio; high school library flexible learning environments. All of these initiatives were supported by external grant funds from area community foundations and partners.

Eudora Schools Foundation

1310 Winchester Road, P.O. Box 500, Eudora, KS 66025 ♦ www.eudoraschools.org/foundation
TEL: (785) 542-4905 ♦ FAX: 785-542-4909 ♦ foundation@eudoraschools.org



Through all of the above programs, I have experienced Mr. Splichal's hard work, his commitment to district staff, and his love of students. I appreciate his professionalism, his rapport with staff, students, and families. He has the desire for each employee and student to develop to their highest potential.

In addition, He has fantastic analytical skills always looking for ways to improve services or process for staff. I appreciate Mr. Splichal's commitment to quality, his follow-through with responsibilities, and his professional attributes. He has an exceptional work ethic; he is a valuable asset and an ideal candidate.

Sincerely,

Shanda Hurla
Executive Director

Eudora Schools Foundation

1310 Winchester Road, P.O. Box 500, Eudora, KS 66025 ♦ www.eudoraschools.org/foundation
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Letter of Recommendation for Mr. Steve Splichal

January 2021

To Whom It May Concern:

My name is Eric Votaw and I have served the Eudora school district as a Board member since 2009. For the last nine years, I have been in the role of Board President. During this time, we had the opportunity and pleasure of hiring on Mr. Steve Splichal. Steve has served as the Superintendent of Schools for the Eudora Unified School District #491 of Kansas since 2014. His track record and references all demonstrated that of a true professional with a multi-faceted set of skills, and we were eager to see those abilities put to task in our wonderful schools.

During Steve's tenure with our District, he has fulfilled the expectations that our Board had so strongly desired, and then some. The accomplishments have been substantial, but I would highlight a few: Successful implementation of full 1:1 computer learning devices for our entire staff and student population; establishment of construction pathway which has built a new home for our community each year; expansion of multiple programs, activities, and opportunities for our students; enhanced safety and security procedures and facilities; and the establishment of initial plans and preparations for district capital needs and bond planning.

As these accomplishments highlight, Steve can adapt to and pursue whatever the needs of the District are at the time. This has been most evident over the past year as our community has dealt with the challenges from COVID-19. It has not been an easy or enjoyable time to be a leader during a pandemic. These have been stressful and difficult times for all, but Steve has likely had the hardest role of anyone in our town of 6400. Impossible to please everyone, Steve has been steadfast in his approach going back to the summer. His leadership skills have shined through the consistency and communication with which he has led from the front.

We evaluate the role of our Superintendent across 50+ competencies and duties. These are generally classified within five main areas of responsibility: Overall Administrative/Leadership qualities; Financial Management; Curriculum, Policies, and Procedures; Communications; Personal and Professional. Throughout Steve's tenure, our Board has regularly graded him at a level that exceeds expectations in each of these areas. This past year has been the best evidence yet of his mastery in many of these roles.

While the accomplishments are significant, the most important aspect for me is one's character. It has been my pleasure to be part of the process that led to Steve and Julie becoming part of our community. I have also spent countless hours working alongside Steve as we face the duties of the day. This time has affirmed for me the high-quality individuals that Steve and his family are to our town and school. Simply put, a new opportunity for Steve will be a huge loss for Eudora, but a huge gain for the students and staff of a new town.

Eric Votaw
President – Eudora School Board #491

2251 N 1000 Rd
Eudora, KS 66025
ericvotaw@eudoraschools.org
785-979-5693(cell)

Kansas Educator Code of Conduct

Professional educators shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state, and profession as evidenced by:

Responsibilities to Student:

- ◆ Refrain from disclosing confidential or damaging information that affects the student
- ◆ Make reasonable effort to protect the student from conditions detrimental to learning, health or safety.
- ◆ Maintain professional relationships with students both inside and outside the classroom
- ◆ Refrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual, or romantic relationship with students

Responsibilities to District:

- ◆ Adhere to conditions of contractual obligations with professional practice
- ◆ Fulfill reporting requirements honestly and accurately
- ◆ Appropriately use funds, personnel, property, and equipment committed to his or her charge
- ◆ Refrain from falsifying any documents related to the employment process
- ◆ Conduct school district business through established procedures

Responsibilities to Profession:

- ◆ Demonstrate conduct that follows generally recognized professional standards
- ◆ Fulfill all of the terms and obligations detailed in the contract
- ◆ Maintain appropriate licensure for professional practice and employment
- ◆ Provide accurate information to state department
- ◆ Abide by all federal, state, and local laws and employing school board policies