



Executive Recruitment and Development

Superintendent Search
Online Stakeholder Feedback Survey
Final Report

Gunnison Watershed School District

Submitted by:
Dr. Christy Sinner

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Stakeholder Survey Summary Report

This report summarizes stakeholder feedback in the Gunnison Watershed School District Superintendent Search from 326 online survey submissions gathered between October 17 and November 5, 2025. All 326 surveys were submitted in English; no surveys were submitted in Spanish.

Stakeholders were presented with the opportunity to respond to a combination of multiple choice, rating scale, and constructed response questions. The cumulative results (all respondent groups combined) of answers to these questions are included in this executive summary. Responses disaggregated by specific respondent groups are presented as separate addendums to this report. Constructed response trend results, when present, are provided for respondent groups with at least 25 responses ($n > 25$).

When asked to identify the one group that most closely identified the respondent's connection to the school district, the largest group, as expected, of respondents self-identified as parents of current students (59%). This group was followed by staff members (31%), parents of former students (3%), community members (3%), students (2%) and others (2%),

1. Respondents were next asked, “What one word best describes how you feel about the district?” Presented here is a word cloud that visually represents the most frequently submitted responses:



2. Respondents were then asked via constructed response to answer the question, “What are three strengths of the school district that superintendent candidates should know?” The most common themes emerging from these responses (in rank order) included:
- **Community Engagement and Support:** There is pervasive community support for schools, evidenced by active involvement from families, local organizations, and strong parent-teacher relationships. The district benefits from passionate, community-minded parents and staff who work hard to provide a supportive environment for all students.
 - **Staff Dedication and Relationships:** Teachers, administrators, and support staff are frequently described as caring, dedicated, and committed to students’ well-being and success. There exists a respectful, professional culture that values teacher autonomy and collaboration between administration, teachers, and the union. Many remarks highlight the district’s inclusive practices, with a particular emphasis on social-emotional support and whole-child development.
 - **Student Focus and Well-Being:** The district puts students first, emphasizing strong relationships, safety, and community-mindedness as key priorities. Small class sizes, flexible scheduling, and a well-rounded curriculum including outdoor education contribute to a supportive learning environment. The community values diversity, equity, and inclusion, making efforts to ensure all students feel welcomed and cared for, regardless of background.
 - **Outdoor and Extracurricular Activities:** The district’s location and natural beauty are celebrated, with many opportunities for outdoor education, athletics, and extracurricular activities that foster engagement and community pride. Programs like skiing for PE, swimming, and adventure activities are seen as important aspects of the school culture and community.
 - **Inclusivity and Flexibility:** The district is recognized for embracing its diverse populations and providing programs to meet varied needs, from early childhood education to college-and-career readiness. There is openness to new ideas, creative problem-solving, and collaboration with external agencies.
 - **Strong Leadership and Communication:** Leadership is praised for excellent communication, strategic planning, and for maintaining strong relationships with all district stakeholders. Community members value transparency and the ability to voice concerns and see them addressed respectfully
3. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Gunnison Watershed School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. This chart shows the collective ratings of each item:

<u>Operational Facet</u>	<u>Weighted Average</u>
Relationships with Families	2.67
Communications	2.62
Relationships with Staff Members	2.49
Student Achievement	2.41
Transparency	2.31
Preparing Students for College and Career	2.21
Financial Management	2.01

4. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Staff Recruitment and Retention	45.71%
Teacher Quality	39.88%
Academic Outcomes	36.20%
College and Career Readiness	25.77%
Social Emotional Learning	24.85%
Diversity and Engagement	22.39%
Family and Community Relations	21.78%
School Safety and Security	20.55%
Mental Health Services	18.40%
Special Education Services	16.56%
Financial Management	13.19%
Communication	11.96%
Facilities and Grounds	1.53%

5. As a follow-up question, respondents were asked to identify any additional critical issues the next superintendent should make a priority. Three themes emerged as additional critical issues. They were:

- **Interventions for Struggling Students:** There is significant need for stronger interventions for students who struggle but do not qualify for IEPs, especially RTI and 504 supports. Special education and services for multilingual learners are stretched thin, and resources for advanced learners are seen as inadequate. Families want more equitable access to academic support across all schools and better systems for identifying and responding to individual student needs.
- **School Culture and Climate:** Bullying, racism, and antisemitism are repeatedly mentioned as ongoing problems, with calls for more effective prevention and response. Consistent, clear discipline policies and stronger school safety measures are requested by many stakeholders. There are concerns about

declining academic rigor, inconsistent standards, and the need for a more unified, student-focused culture.

- **Equity and District Alignment:** Resource and programmatic inequities between Crested Butte and Gunnison are frequently cited, with a need for more consistent funding and services across communities. Unifying district calendars, aligning expectations, and recognizing the distinct needs of both communities while ensuring fairness is a major theme.

6. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	43.87%
Values educating the whole child	33.74%
Possesses a background in public education	33.44%
Builds strong community relationships	32.82%
Places the needs of students above anything else	28.53%
Is committed to equitable access to learning for all students	26.07%
Communicates effectively	23.93%
Engages and listens to stakeholders	21.47%
Uses data to make informed and transparent decisions	21.47%
Fosters creativity, risk taking, and innovation	19.94%
Takes responsibility and is accountable for their actions	19.63%
Delivers improved student outcomes	19.33%
Promotes safety and security across the district	18.10%
Resolves conflicts with dignity and grace	17.79%
Spends time in classrooms	17.48%
Thinks and acts strategically	15.95%
Builds strong and diverse teams	15.64%
Promotes student participation in the arts, athletics, and extracurricular activities	14.42%
Adapts effectively to changing circumstances	11.66%
Values school autonomy	11.66%
Stands firm behind decisions that may not be popular	11.35%
Maintains a vision focused on the future	10.12%
Previous experience as a superintendent	7.67%

7. Respondents were then asked via constructed response to identify any additional characteristics the next superintendent should have. Five frequent themes emerged from these comments. They included:
- Engagement with both Gunnison and Crested Butte communities, acknowledging and valuing their differences.
 - Experience in rural and mountain school environments, ideally with a background as an educator and a proven record in public school leadership.
 - Capacity to drive systemic change, addressing district challenges like housing, staff retention, and resource allocation.
 - Collaboration with the teacher union and other external partners.
 - Bilingual (Spanish-English) ability for engaging a growing Hispanic community.
8. Respondents were next asked to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:
- **Outdoor Recreation and Natural Beauty:** Access to extraordinary outdoor opportunities—skiing, biking, hiking, fishing, hunting, camping, rafting, and more—is cited as a major draw for prospective residents. The region’s stunning natural beauty, clean air, and four-season climate are consistently described as benefits. Outdoor lifestyle and recreation are deeply embedded in the community’s identity, making it attractive to those who value nature and activity.
 - **Community Character and Support:** Gunnison Watershed School District is seen as a tight-knit, caring community where people help each other and rally for children, families, and local schools. Residents highlight the small-town atmosphere, friendly people, work-life balance, and overall safety as significant advantages. A sense of belonging, warmth, and authentic relationships greatly contributes to quality of life and satisfaction for families.
 - **Education and Family Life:** The community values education, supports public schools, and is considered a great place to raise children. Engaged families, high parental involvement, and district-wide partnerships between schools and community organizations help create a nurturing environment. The small school district size offers opportunities to know families and students personally, building strong bonds within and across schools.
 - **Cultural and Lifestyle Features:** Residents appreciate the region’s healthy, active lifestyle, slower pace of life, and minimal traffic compared to cities. Local culture is described as diverse, family-friendly, progressive, and community-oriented, with strong traditions and deep local roots. Opportunities for arts, music, and involvement in local events, supported by institutions like Western Colorado University and the Gunnison Arts Center, add richness to the community experience.

9. Finally, respondents were asked if there were additional things they thought the Board of Education should consider during this search process. The most common themes arising from these comments included:

- A strong preference exists for candidates who already live in or have direct experience with the Gunnison Valley or similar small, rural communities. Many respondents believe the superintendent should be committed to living in the community, building long-term relationships, and not using the position as a temporary stop. Understanding the area's outdoor, isolated context and the distinct needs and cultures of both Gunnison and Crested Butte is repeatedly emphasized.
- The community wants a leader who prioritizes student learning, well-being, and safety above all else, rather than focusing solely on administrative or political agendas. Respondents seek a superintendent who will boost academic achievement, support teacher quality and retention, and take bold action to address challenges like declining test scores, staff burnout, and lack of accountability. The ability to listen to diverse stakeholders, make data-driven decisions, and unite the district while honoring community differences is considered vital.
- The Board is urged to select a superintendent with high integrity, transparency, and honest communication skills, who is willing to be visible, approachable, and consistently present in schools and at community events. Many suggest the new leader should actively solicit and respond to teacher, parent, and even student voice—both in the hiring process and in ongoing district leadership.
- The ideal candidate should value collaboration, support professional development, and be open-minded, flexible, and non-reactive. There is strong support for prioritizing classroom experience, evidence of positive school culture and instructional leadership, and actionable plans for school safety and academic improvement. Board members are encouraged to include a diverse hiring committee representing staff, parents, and students, and to avoid letting the process be driven by political ideology.
- Addressing barriers such as the high cost of living and housing shortages is important to consider when recruiting candidates from outside the area. Some advocate for prioritizing internal candidates or those with a clear connection to the valley, noting previous challenges with external hires unfamiliar with local context. The new superintendent should have experience with and a plan for engaging multilingual learners, supporting special education, and collaborating with charter schools.

Respondent Group: Parents of Current Students

193 Responses

This section summarizes stakeholder feedback in the Gunnison Watershed School District Superintendent Search from 193 respondents who identified themselves as parents of current students.

1. Respondents were asked, “What one word best describes how you feel about the district?” Presented here is a word cloud that visually represents the most frequently submitted responses:



2. Respondents were then asked via constructed response to answer the question, “What are three strengths of the school district that superintendent candidates should know?” The most common themes emerging from these responses (in rank order) included:
 - **Strong Community and Family Engagement:** Parents value the deep family ties and community-minded spirit, noting that families, school staff, and community members work together to support children. There is significant involvement from parents and families in both school life and district decision-making, creating a sense of partnership that benefits students. The community is

recognized for responding in times of need, supporting school events, and fostering a welcoming, inclusive environment.

- **Exceptional Staff and Leadership:** Many parents praise the dedication, caring, and professionalism of teachers, staff, and administrators, emphasizing that staff go above and beyond for students. Parents appreciate the approachable, communicative nature of school leaders and staff, as well as ongoing efforts to improve staff culture, retention, and compensation. Strong relationships between teachers, school employees, and parents are seen as a key strength.
- **Diverse and Well-Rounded Programs:** The district’s focus on providing a range of activities—including unique outdoor opportunities, athletics, arts, and extracurricular programs—is highlighted as a major asset. Parents note the value placed on whole-child education, including emotional skills, character building, and student empowerment. A robust early childhood program and high-quality facilities contribute positively to student experiences.
- **Safe, Supportive, and Inclusive Environment:** Safety and student well-being are consistently identified as top priorities, with many parents expressing confidence in the district’s commitment to both. The district is described as diverse, accepting, and inclusive, with programs and practices that embrace families from all backgrounds. Parents appreciate the balanced, student-centered approach to academic growth, social-emotional learning, and preparation for college and career readiness.
- **Academic Excellence and Opportunity:** High standards for academics, strong teacher autonomy, and ongoing improvement efforts are recognized strengths, with many parents noting the district’s success in preparing students for college. There is a belief in the potential for improvement and innovation, with parents supporting data-driven decisions and efforts to make adjustments that reflect community and student needs.

3. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Gunnison Watershed School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below shows the collective ratings of each item:

<u>Operational Facet</u>	<u>Weighted Average</u>
Relationships with Families	2.69
Communications	2.66
Student Achievement	2.47
Relationships with Staff Members	2.34
Transparency	2.26
Preparing Students for College and Career	2.07
Financial Management	1.70

4. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Teacher Quality	45.60%
Staff Recruitment and Retention	39.90%
Academic Outcomes	35.75%
Social Emotional Learning	28.50%
College and Career Readiness	27.46%
School Safety and Security	24.87%
Diversity and Engagement	21.24%
Mental Health Services	20.21%
Family and Community Relations	19.69%
Special Education Services	12.95%
Communication	11.40%
Financial Management	10.88%
Facilities and Grounds	1.55%

5. As a follow-up question, respondents were asked to identify any additional critical issues the next superintendent should make a priority. Four frequent themes emerged as additional critical issues. They were:

- **Bullying and Discipline:** Bullying, especially in middle school, is repeatedly mentioned, along with calls for stronger discipline policies and effective anti-bullying measures and more responsive handling of antisemitism and racism.
- **Class Size, Equity, and Resources:** Increasing class sizes, particularly in elementary schools, and the need for equitable funding and resources between Gunnison and Crested Butte are major issues.
- **Calendar:** Frustrations around inconsistent calendars, especially the impact of Wednesday early release, are frequently cited, with many advocating for a four-day school week or alternative changes.
- **Policy and Leadership Issues:** Differing political views on curriculum, DEI/SEL topics, and leadership style are evident, but most agree on the need for transparency, accountability, practical leadership, and focusing decisions on students' and educators' best interests rather than politics.

6. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	43.01%
Builds strong community relationships	33.68%
Values educating the whole child	31.61%
Places the needs of students above anything else	31.09%
Possesses a background in public education	26.94%
Promotes safety and security across the district	26.42%
Delivers improved student outcomes	23.83%
Takes responsibility and is accountable for their actions	23.32%
Is committed to equitable access to learning for all students	22.80%
Engages and listens to stakeholders	20.73%
Communicates effectively	20.21%
Uses data to make informed and transparent decisions	19.69%
Fosters creativity, risk taking, and innovation	19.17%
Resolves conflicts with dignity and grace	18.65%
Promotes student participation in the arts, athletics, and extracurricular activities	17.10%
Spends time in classrooms	16.06%
Thinks and acts strategically	15.54%
Builds strong and diverse teams	15.03%
Maintains a vision focused on the future	11.92%
Adapts effectively to changing circumstances	11.92%
Stands firm behind decisions that may not be popular	9.84%
Values school autonomy	7.77%
Previous experience as a superintendent	7.77%

7. Respondents were then asked via constructed response to identify any additional characteristics the next superintendent should have. Three frequent themes emerged from these comments. They included:

- Understanding, respecting, and bridging the differences between Gunnison and Crested Butte; commitment to local ties and long-term investment in the valley.
- Successful background as an educator and leader, especially in small, rural school districts.
- Advocating for inclusive practices, equitable resource allocation, and accountable decision-making.

8. Respondents were next asked to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:
- **Outdoor Recreation and Natural Beauty:** Overwhelmingly, stakeholders cite the abundance of outdoor activities—such as skiing, hiking, biking, fishing, and exploring public lands—as a primary reason people are drawn to the area. The natural beauty, mountains, and four-season climate are repeatedly mentioned.
 - **Strong Sense of Community:** The area’s close, supportive, and involved community is repeatedly described as a significant draw. People appreciate the cooperative and caring spirit, where residents help one another and are invested in the success of local children and schools.
 - **Safe and Quality Living Environment:** Safety, low crime, and a peaceful pace are valued. Many note the freedom for children to play and be independent, and overall quality of life stands out as a foundational reason for moving to the region.
 - **Great Place to Raise a Family:** The combination of good schools, family-oriented culture, and a nurturing environment makes the community highly appealing for families seeking to raise children in a healthy setting.
 - **Welcoming, Engaged Population:** The friendliness of people, opportunities for community engagement, and a welcoming attitude toward newcomers are commonly cited as positive features.
 - **Educational and Cultural Amenities:** The presence of Western Colorado University and the Gunnison Arts Center, as well as local school support, arts, and special programs, add unique value to the area.
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9. Finally, respondents were asked if there were additional things they thought the Board of Education should consider during this search process. The most common themes arising from these comments included:
- Hiring a candidate who is a good fit for the community and possesses the qualifications already, rather than expecting them to acquire them on the job.
 - Prioritizing student and staff safety and mental health as paramount concerns.
 - Seeking a leader who is approachable, engaged, and willing to invest time in the community.
 - Finding someone who will stand firm against external political pressures.
 - Selecting a forward-looking superintendent capable of engaging the whole community and challenging traditional thinking.
 - Including a strong commitment to equitable opportunity for all students, including those with disabilities, and respect for the distinct needs of Gunnison and Crested Butte.
 - Addressing student discipline and behavior issues proactively, including eliminating phones during school hours and banning bullying.

- Considering internal candidates or ensuring the candidate is familiar or willing to immerse themselves in local culture and issues.

Respondent Group: Staff Members 100 Responses

This section summarizes stakeholder feedback in the Gunnison Watershed School District Superintendent Search from 100 respondents who identified themselves as staff members.

1. Respondents were asked, “What one word best describes how you feel about the district?” Presented here is a word cloud that visually represents the most frequently submitted responses:



2. Respondents were then asked via constructed response to answer the question, “What are three strengths of the school district that superintendent candidates should know?” The most common themes emerging from these responses (in rank order) included:

- **Community Support and Involvement:** The district is noted for its exceptionally strong community engagement, with parents, community members, and staff working together to prioritize student well-being and success.
- **Caring, Qualified, and Committed Staff:** Staff describe their colleagues as highly dedicated, caring, professional, and student-focused, contributing to a positive and supportive school culture.
- **Strong Relationships and Collaboration:** Strong, trusting relationships exist between teachers, staff, students, administrators, families, and the broader community. Partnerships with the teacher union and among various stakeholders are considered robust.
- **Whole-Child and Student-Centered Focus:** The district is seen as valuing the development of the whole child—including academic, social, and emotional growth—with an emphasis on student needs and well-being.
- **Dedication to Inclusion and Diversity:** There is a recurring theme of valuing and embracing diversity, equity, and inclusivity in school programs and operations.
- **Autonomy, Professionalism, and Respect:** Teachers feel respected as professionals and enjoy a degree of autonomy in teaching, with less top-down oversight and micromanagement.
- **Collaboration and Innovation:** The district culture encourages collaboration, teamwork, shared leadership, and innovation in educational practices and problem-solving.
- **Outdoor and Experiential Learning:** The natural beauty and unique environment of the district are leveraged for outdoor education and activities, which are celebrated by staff.
- **Strong Leadership and Vision:** Staff describe administrative leadership as consistent, communicative, and visionary, helping to move the district forward with a shared focus on student achievement and continuous improvement.

3. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Gunnison Watershed School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

<u>Operational Facet</u>	<u>Weighted Average</u>
Relationships with Staff Members	2.85
Relationships with Families	2.77

Communications	2.64
Transparency	2.54
Financial Management	2.50
Preparing Students for College and Career	2.44
Student Achievement	2.33

4. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Staff Recruitment and Retention	56.00%
Academic Outcomes	39.00%
Teacher Quality	30.00%
Family and Community Relations	26.00%
Diversity and Engagement	25.00%
Special Education Services	25.00%
College and Career Readiness	23.00%
Social Emotional Learning	17.00%
Financial Management	16.00%
School Safety and Security	14.00%
Communication	13.00%
Mental Health Services	13.00%
Facilities and Grounds	1.00%

5. As a follow-up question, respondents were asked to identify any additional critical issues the next superintendent should make a priority. Four frequent themes emerged as additional critical issues. They were:

- **Interventions and Academic Support:** Improving RTI and intervention programs for students not on IEPs, supporting literacy and readiness, and addressing gaps between struggling and advanced learners.
- **Equity and Alignment across the District:** Addressing inequities in programs and resource allocation between Crested Butte and Gunnison, aligning curriculum and calendars, and celebrating but bridging the differences between the communities.
- **Staff Support, Workload, and Wellness:** Providing support for professional development, manageable workloads, wellness, and mental health to reduce burnout and improve retention.
- **Flexible, Innovative Approaches:** Emphasizing responsive practices, openness to new ideas, creative scheduling (like four-day weeks), and enhancing outdoor/experiential learning opportunities.

6. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	46.00%
Possesses a background in public education	45.00%
Values educating the whole child	36.00%
Builds strong community relationships	34.00%
Communicates effectively	29.00%
Is committed to equitable access to learning for all students	28.00%
Engages and listens to stakeholders	27.00%
Places the needs of students above anything else	25.00%
Uses data to make informed and transparent decisions	22.00%
Fosters creativity, risk taking, and innovation	21.00%
Values school autonomy	20.00%
Spends time in classrooms	20.00%
Resolves conflicts with dignity and grace	18.00%
Builds strong and diverse teams	16.00%
Stands firm behind decisions that may not be popular	15.00%
Thinks and acts strategically	13.00%
Adapts effectively to changing circumstances	13.00%
Takes responsibility and is accountable for their actions	12.00%
Delivers improved student outcomes	10.00%
Maintains a vision focused on the future	8.00%
Promotes student participation in the arts, athletics, and extracurricular activities	8.00%
Promotes safety and security across the district	5.00%
Previous experience as a superintendent	5.00%

7. Respondents were then asked via constructed response to identify any additional characteristics the next superintendent should have. No additional discernible trends were identified.
8. Respondents were next asked to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:

- **Outdoor Recreation and Scenery:** Staff universally praise the access to mountains, rivers, public lands, and activities like hiking, skiing, biking, hunting, and fishing as a primary draw.

- **Tight-Knit and Supportive Community:** The community's small size fosters strong relationships, caring support networks, camaraderie, and a welcoming, inclusive spirit.
- **Quality of Life and Safety:** The area is described as an incredible place to raise a family, with a peaceful atmosphere, low crime, and caring neighbors.
- **Opportunities for Families and Children:** Support for education is strong, schools and community resources are valued, and families enjoy abundant opportunities for their children's development.
- **Healthy, Active Lifestyle:** The lifestyle is marked by physical activity, engagement with nature, and a general outlook that values health, recreation, and balance.
- **Professional and Personal Growth:** The district's openness, innovative programs, and the opportunity to make a real impact appeal to educators and professionals seeking meaningful work in education.
- **Cultural and Educational Resources:** Proximity to Western Colorado University and arts opportunities provides a unique blend of culture and educational enhancement even in a rural setting.

9. Finally, respondents were asked if there were additional things they thought the Board of Education should consider during this search process. The most common themes arising from these comments included:

- Hiring someone familiar with the Gunnison Valley and the district's unique rural, outdoor-oriented lifestyle, or at least a leader willing to deeply engage with and invest in the community.
- Prioritizing candidates who understand and value both local context and the differences between Gunnison and Crested Butte, and someone capable of unifying but not homogenizing the district's two distinct communities.
- Ensuring the candidate is student-focused, committed to whole-child development, well-being, literacy, and high academic standards, and willing to raise expectations for both students and parents.
- Choosing a leader with proven experience in public education, preferably in similar rural or small communities, while also being open to perspectives from outside the valley for fresh ideas.
- Seeking someone who will prioritize teacher support, demonstrate high integrity and transparency, and maintain open, clear communication with both the board and the broader district community.
- Ensuring the Board itself (not just the superintendent or current admin) leads a fair, representative, and transparent hiring process, including a selection committee composed of staff, board members, and community representatives.

- Recognizing the importance of stakeholder voice (including teacher, parent, and even student input), and valuing a collaborative, service-oriented, and empathetic leadership style.
- Identifying a candidate who will be present in schools and visible in the community, with a willingness to support teachers, focus on professional learning, and hold staff to consistent, high standards.
- Addressing ongoing issues in special education, CLD (multilingual) services, and programming, calendar, and resource alignment across the district without undermining local strengths.
- Valuing continuity and “fit” as much as formal qualifications and looking for a leader who is willing to make a long-term commitment to the district.