Executive Summary

On March 4th, 5th 6th, 10th & 11th consultant Dr. Norman Ridder conducted stakeholder input meetings representing six different groups associated with the Summit School District. The consultant received input from approximately 157 plus individuals in these groups. Input was gathered regarding the selection of a new superintendent for the Summit School District.

Outlined on this page and the following pages is an Executive Summary of the major themes expressed by the participants at these sessions. Following the Executive Summary is a compilation of all the input received from these groups and individuals in response to the four questions asked of each group and participant. The final section of the report will consist of responses by individuals who completed the online survey and responded to the same four questions.

What are the greatest assets of the Greater Summit community? (This information is used to help us recruit quality candidates)

- The overall climate of the community with a focus on the natural environment, the relationships of the people and love of children is warm and welcoming.
- The Summit community is rich with recreational opportunities due to location and environment. Summit is a world-wide destination for recreation.
- The community serves as an extended family for families moving into the community.
- The Summit people are highly educated and show strong support of children and schools evident with the passing of major bond/mill levies.
- The community has a high percentage of absent home ownership. These absent homeowners look for ways to support community initiatives.
- The summit community is becoming more diverse due to the international venue of the resort.
- The Summit people are very active and have a love for life.
- Summit is a beautiful, calm and safe place where the people are very generous.
• The Summit community is a small town with big town features (Arts, transportation, concerts and restaurants).
• The Summit community is constantly striving for success in all its work.
• Summit is a safe, healthy and forward-thinking community.
• The Summit community is considered a “World Class” community with a strong economy.
• Summit county is a welcoming community rooted in tourism and the skiing industry and yet has a small-town attitude – family friendly.
• The Summit community always puts children and families first.
• The Summit community has well over one hundred non-profits supporting the community.
• The Summit community is a tourist-driven service economy.

What are the strengths/assets of the Summit School district? (This information is used to help recruit quality candidates)

• The district is a perfect size. It is large enough to offer many programs and small enough to offer a workable class size.
• The Summit community and its schools work to support the whole child to assure success in its schools.
• Parents of the Summit schools are heavily involved in their child’s education.
• The school district provides strong social-emotional support for its children and families.
• The community supports the schools with partnership and passing Bond and Mill Levies.
• The district has built a culture of “curiosity” with talented staff and students eager to improve.
• The Summit school district has outstanding, caring and hard-working teachers.
• The Summit school system supports the active lifestyle of the region.
• The school’s partnership with Rocky Mountain College (Precollegiate) is growing.
• The district has high attendance and graduation rates.
• The School system has a site-based specialized focus with a variety of course offerings.
• The International Baccalaureate and dual language programs have built high expectations throughout the school system.
• The district works to collaborate their work throughout the system.
• The staff thinks “outside the box” focused on innovation and strategic thinking.
• The district has an exciting diverse student/family population supportive of education.
• The district works with the community to provide social/emotional support for students and families.
The district has an involved and well-rounded school board.

What are the most significant district, community or state issues the selected person will face and need to deal with to be effective immediately? (This information is shared with the final candidates)

- The school board is new with a focus on teachers. It is very important the superintendent build a relationship with the school board, teachers, parents and students.
- Several of the schools are struggling with academic performance.
- The long winters followed by a mud season causes much stress for the family, school and greater community.
- The Summit community has a high cost of living influenced primarily by the cost of housing, health and child-care.
- The Summit community has the “haves and have nots” that causes inequality within the school system (my child verses our children). The School system has systemic racism.
- Some of the Summit children live in an environment of vaping, smoking, drinking, drug use and partying which leads to mental illness, anxiety and depression.
- While the school district may be focused on its people, the culture among its members has become political with groups reaching for attention causing a separation of systems.
- The Summit school district needs to be more systematic/systemic in their work for and with students.
- As the school district continues to grow, the district will need to work with its immigrant population as partners.
- The district school system lacks a staff and student voice in its decision-making.
- The overall work of the district from the classroom to the school board table needs to be more transparent.
- The school system struggles with change and seems to have the attitude of “This is the way it has always been”.

What characteristics are most important in the next superintendent of the Summit School District? (This information is used as we screen potential candidates)

- The superintendent should be visible within the school system and serve as the “Face of the District” for the greater community.
- An experienced instructional leader with a strong work ethic and a focus on every student’s needs.
- A politically savvy leader who knows how to build consensus rooted in systems thinking driven by a strategic focus.
• An honest, trustworthy leader whose humility builds the respect of the people they serve and is willing to make the hard decisions – when they speak people listen.
• Must be a communicator who is transparent, listens, writes and is comfortable speaking in front of a group.
• A leader who is willing to collaborate both within and outside the district.
• A reflective leader who asks the right questions and can recruit and grow talent.
• A humble, competent and confident leader who builds trust in the community they lead.
• A high energy leader who has a passion for children and education.
• A brave, courageous leader willing to face hard conversations.
• A leader who is inclusive, culturally sensitive and a social champion of all students.
• A visionary leader who listens, collaborates and builds on the passion of the students, staff, parents and community to create an innovative, creative and continuous improvement culture – thinks outside the box.
• A charismatic, engaging leader who wants to make the world a better place who is approachable, compassionate and optimistic.
• A leader who is visible (present) through-out both the internal and external community. The students will notice when they are not present.
• A superintendent who understands their relationship and work with the school board.
• A superintendent with strong fiscal management skills.
Stakeholder Input

Reported as received from each Stakeholder Group

Name of Stakeholder Group: Community (42)

What are the greatest assets of the Greater Summit community? (This information is used to help us recruit quality candidates.)

- Summit County values education and supports each other to build a caring community.
- Summit County is a welcoming community rooted in tourism and the skiing industry and yet has a small-town attitude – family friendly.
- The community of Summit county are active, healthy and very generous.
- Over the last twenty years the community has become very diverse – multiple cultures (Hispanic, El Salvador, Senegal, and others).
- The Summit community has become a small town with bigger town features (public transportation, arts, concerts) collaborative governance.
- The community always has a family first culture.
- The Summit community is super smart and under stated – confident-humility.
- The Summit community rallies around needs of its people – community becomes the extended family – people ask to serve – “no bean counting”.
- The Summit community has abundant opportunities to get outdoors (always available).
- The people are very passionate almost territorial – Very transient – must live here five years before accepted by the community.
- The Summit landscape has beautiful mountains, sky and plenty fresh water.
- Summit has well over one hundred non-profits supporting the community.

What are the strengths/assets of the Summit School District? (This information is used to help recruit quality candidates.)

- The summit school district has a great reputation with demonstrated academic improvement.
- The school system has a site-based specialized focus (bilingual programs).
- The school’s partnership with Rocky Mountain College (precollegiate) is strengthening.
- Strong resources supporting buildings.
- The school system has a quality and young workforce.
- International Baccalaureate program raised the rigor throughout the system.
- The school system has many offerings for students especially in the high school.
- High Graduation rate with strong improvement with the minority students.
- The greater community is very generous supporting bonds, mill-Levies and student scholarship – they have never failed a bond or mill-levy.
• The educators think outside of the box from the classroom to the school board.
• The senior population are the strongest volunteers.
• Strong human capital – very passionate – staff development/improvement critical.
• The school district is rich with diversity and has strong parental support.
• The school district has a small engaged community with strong family support.
• The district offers pre-collegiate mentoring.

What are the most significant district, community or state issues the selected person will face and need to deal with in order to be effective immediately? (This information is shared with the final candidates.)

• Summit County has a very high cost of living (Cost of housing).
• Summit County has a high cost of child-care (need for wrap around care).
• The community has a high cost for health care.
• The Summit community struggles with the politics of the district (teacher union, school board, vocal small interest groups).
• Due to the high cost of living the district struggles with employee retention.
• The community struggles with resilience (mental illness – anxiety, depression, stress on immigrant population).
• The community lives within a partying mentality – vaping, drinking, cannabis.
• The Summit community is struggling with the interpretation of 4A initiative (a local tax initiative).
• The state of Colorado has oppressed school funding through initiatives like Tabor and Gallagher – state funding (Julie McCluskey local representative fighting for funding education).
• The Summit school district feels siloed – not known for being collaborative.
• The district also needs to collaborate more within its system.
• Teachers are over worked.
• District needs to be more efficient and focused – look for waste.
• The district is divided between Spanish speaking and English-speaking children.
• The Summit school district has inequities within its schools (immigrants and students of color).
• Summit County is diverse in culture and incomes causing many families to work two or three jobs often leaving young children home with various levels of childcare.
• The Summit community needs to involve the Hispanic community as full partners – dreamers – there is unstable living situation for immigrants.
• The community lacks vocational training for children and adults.

What characteristics are most important in the next superintendent off the Summit School District? (This information is used as we screen potential candidates.)

• A leader who is articulate, good communicator and visible
• A brave, courageous leader willing to face hard conversations
• A visionary who develops a focus by listening who is innovative, creative and works within a continuous improvement culture – thinks outside the box
• A leader who is honest – trustworthy – when they speak people will listen
• A personable leader who enjoys being around people in the community – is the “Face of the district”
• A leader who will start working both the internal and external community immediately
• A leader with a high level of energy
• A leader who is inclusive – culturally sensitive – social justice champion of all students
• A leader with an appetite to collaborate within and outside the school system
• An organized leader who can recruit and grow talent
• A leader who is reflective – ask the right questions
• A leader involved – engaged in the schools – visits the schools and classrooms
• A leader with flexibility who is innovative, creative, has problem solving skills and willing to go against the grain
• A leader who is fiscally responsible
• A leader who understands their work with the school board as the superintendent
• A confident, competent and humble leader
• A charismatic, engaging, community family friendly leadership
• A leader who listens and hears voices from parents of underrepresented communities (Latinos, and immigrant families who are growing in the community)
• A leader who is approachable, compassionate and optimistic
• A leader who manages the short term and prepares the long term
Name of Stakeholder Group:  Administrative/Coordinator Teams (39)

What are the greatest assets of the Greater Summit community? (This information is used to help us recruit quality candidates).

- The people of Summit County are the priority of the work of the community.
- The community is rich in recreational opportunities due to its location (a world destination for recreation).
- The community is becoming more diverse over the past twenty years – geographical, culture, ethnicity, and economic – with a higher level of diversity building.
- The community has a strong economy. It is considered a “world class” community.
- The Summit community is constantly striving for success.
- The Summit community strives on strong partnerships – welcoming community.
- The community has a small community feel – “everyone lives off of handshake.”
- The Summit community provides a quality life for everyone who lives in the community.
- The Summit community has high expectations of its schools and businesses.
- The community has a strong work ethic focused on service with an appetite to party.
- There is a small-town feel – if you ask for something you can get it.

What are the strengths/assets of the Summit School District? (This information is used to help recruit quality candidates.)

- The students, parents and staff are a community focused on learning – it’s the people that make the district outstanding.
- The district thrives on innovation, creativity and the latest research.
- The staff is passionate and works to improve their work.
- The district works to collaborate their work from the classroom to the school board.
- The district offers many programs to respond to the needs of the children.
- The Summit community financially supports their schools by always passing bonds and mill/levies.
- The Summit community works to support the whole child to assure success in school.
- The district works to empower the staff/student with a challenge to perform.
- The district has unique neighborhood elementary schools.
- The district has a high level of energy that ignites creativity and passion to learn.
- The district has built a culture of “curiosity” in its staff and students.
- The district is a small district with big district opportunities.
- The teachers work is intense and focused.
- The Summit community loves to learn.
- Summit diversity is growing encouraging more innovation.
- The staff are engaged in the school system because they chose to be here.
What are the most significant district, community or state issues the selected person will face and need to deal with in order to be effective immediately? (This information is shared with the final candidates.)

- While the district may be focused on its people, the culture between its members has become very political with groups reaching for attention causing a separation of systems.
- The school district needs a systemic/systematic alignment to build an efficient/effective system developing a strategic focus.
- The community has a very high cost of living (cost of housing).
- The weather (long winters and mud seasons) is often misunderstood causing families to reconsider their choice to live in Summit county.
- The district has several schools underperforming according to state standards.
- The district often moves too fast to adopt an initiative.
- The district salaries do not respond to the cost of living in Summit county.
- The state funding through TABOR and Gallagher has caused a major funding problem for the schools.
- The school district needs an alignment of its system that is respected by its stakeholders.
- The Summit community has the “haves and have nots” that cause inequality within the school system (my child vs our children). The community has systemic racism.
- The children live in an environment of vaping, smoking, drinking and partying which leads to mental illness, anxiety and depression.
- The district needs to consider the continued focus of International Baccalaureate and standards base grading and other recent practices.
- The district has recently built a staff vs administration mentality (trust within the system is decreasing).
- The school board has become very engaged in the school system (the board is starting to work the operations of the system).
- The central office is not very present in the schools.
- Summit has a history of wanting to do all things for all people which spreads the work thin.
- The Summit district lacks a systemic focus which causes chaos.
- The Summit school district’s uncertainty of system causes separation of overall system (Opaque approach).
- The Summit Health Insurance program is costly.
What characteristics are most important in the next superintendent of the Summit School District? (This information issued as we screen potential candidates.)

- A visionary leader who listens, collaborates and builds on the passion of the staff, students, parents and community
- A leader who serves as the “face of the district” who listens, speaks and writes clearly with a focus on their community
- A competent professional with experience at all levels in education
- A leader willing to make hard decisions
- A leader rooted in systems thinking driven by strategic planning
- A personable leader who knows how to build consensus
- An instructional leader who has worked the classroom
- A leader who knows how to empower a staff and hold them accountable
- A politically savvy leader with a student first mentality
- A leader who has worked with a diverse population – understands healing
- A strong leader who has demonstrated an ability to work a community
- A leader who has the backs of their staff
- A trustworthy, honest leader whose humility builds the respect of the people they serve
- A leader who is visible from the classroom to the greater community
- A leader who is a problem-solver, decisive and has empathy
- A brave, courageous leader who seems “fearless”
- A compassionate leader who leads with a love of children and family
- A leader who is a change agent rooted in improvement
- A leader with a wide range of experience – an instructional leader
- A leader who understands systemic racism/equity
- An ethical leader – who listens –
- A superintendent who can work with the school board
- A change agent
Name of Stakeholder Group: Parents (14)

What are the greatest assets of the Greater Summit community? (This information is used to help us recruit quality candidates.)

- The Summit community is a small community supportive of education.
- The Summit community is becoming more diverse due to the resorts.
- The recreation opportunities in the Summit community are limitless.
- The Summit people have a general love for life – they are very active.
- Summit county is an international center for a whole life experience – it is a mecca of activity for the country.
- The Summit community is a peaceful, safe community.
- The free transportation and activities for children is a wonderful asset.
- The Summit community is generous, supportive and diverse community.
- The Summit community is a mixture of cultures, values, languages and traditions.
- The people are highly educated and support education initiatives through programing and supporting tax initiatives.

What are the strengths/assets of the Summit School District? (This information is used to help recruit quality candidates.)

- The school district offers high quality education.
- The Summit school district partnership with local college is growing.
- The Summit school system supports the active lifestyle of the region.
- The Summit school district offer a variety offering with the International Baccalaureate program serving as a foundation for rigor.
- The Summit Schools are well-funded.
- The Summit school system provides limited support for their students.
- The Summit Schools offer great dual language programs.
- Parents of the Summit Schools are heavily involved in their child’s education.
- The district receives new students in a very warm way.
- The community provides the necessary resources to support the education of their children.
- The district has smart loving teachers and staff.
- Love the International Baccalaureate and precollegiate programs
- The district provides strong social emotional support.
- Many alternative sports (rugby and skiing)
- The district has high student attendance and graduation rates.
What are the most significant district, community or state issues the selected person will face and need to deal with in to be effective immediately? (This information is shared with the final candidates.)

- Summits cost of living is high (housing costs).
- The states formula for the school Count is inaccurate due to the seasonal migration.
- Anyone moving to Summit County must be prepared for the weather challenges.
- Many of the immigrant children live in uncertainty.
- The strong traditions and religious cultures in the community are an exciting factor for the child’s learning (dual language throughout system).
- The district struggles to find quality teachers for their Spanish program.
- The school system needs to be open to the whole community.
- The community has a very high transient population.
- The minority culture must make an intentional effort to become part of the community.
- The Nation, State and community depend way too much on test results.
- The community needs to build an affordable child-care program.
- The district staff needs to reflect the diversity of its students.
- The district is a tourist driven-service industry.
- Many of the parents work two jobs and still struggle with their living conditions.

What characteristics are most important in the next superintendent of the Summit School District? (This information is used as we screen potential candidates.)

- A leader who is open to ideas and listens
- A leader who is transparent – trustworthy
- A leader who is ethical and uses common sense
- A leader who is passionate and compassionate
- A candidate who is a visionary
- A person with strong fiscal management skills
- A leader active throughout the community
- A person who is a constant advocate for kids (kids First)
- A leader who is Bilingual (Spanish/English)
- A leader with International Baccalaureate experience
- A person who is team player with staff and community
- Collaborative, communicator, decisive and humble
- Experience leader rooted in the classroom, knows and has worked with a diverse population
- An inspiring personality who knows when to stand up
Name of Stakeholder Group: Students (45)

What are the greatest assets of the Greater Summit community? (This information is used to help us recruit candidates.)

- The Summit community is a working system well connected to its people.
- The Summit community is an amazing small, beautiful, calm and safe place.
- The Summit community has a strong passion for the outdoors.
- The Summit community is a recreational center with strong athletic supports.
- The Summit community is very diverse rooted in differences in gender, ethnicity and age.
- The community is happy and very moral, ethical and rich in values.
- The Summit community is a friendly and kind community.
- The Summit community is highly educated and supports its schools with the latest in technology, buildings and communications.
- The summit community is a year-round international recreation center.
- Summit County is a very down to earth common-sense community.
- The Summit community is a very transparent and open community.
- The Summit community is sensitive to everything around and within it including its politics and climate change.

What are the strengths/assets of the Summit School District? (This information is used to help recruit quality candidates.)

- The Summit school district has high ethical standards which builds respect throughout the system.
- The dual language immersion in the elementary schools is very strong.
- Every student feels safe and respected within the schools.
- The schools offer a variety of programs from kindergarten through high school.
- The Summit school district has outstanding, caring and hard-working teachers.
- The Summit school district offers a character program and different pathways for its students.
- The teachers have a strong work ethic and passionate in their work.
- The school district offers many academic courses and clubs with strong rigor including Spanish Immersion in the elementary and K-12 International Baccalaureate program.
- The schools have good mental health support and support for children with disabilities.
- The district has a strong focus on STEAM (Science, Technology, Engineering, Arts and Mathematics).
- There is a strong culture of improvement throughout the system.
What are the most significant district, community or state issues the selected person will face and need to deal with in order to be effective immediately? (This information is shared with the final candidates.)

- Although the summit community thrives on tourism, the tourists can be overwhelming.
- The weather is a major issue in the area (long winter and mud season).
- The cost of living is prohibitive (cost of housing).
- Students tend to party and struggle with depression, drugs and alcohol.
- There is a conflict between the school board and the community because of harsh atmosphere.
- There is a lack of programs for students who want to go directly into the work force.
- The schools have an invisible segregation of its student population.
- There is lack of student voice from the classroom to the school board.
- Student absence/missing assignments are a struggle for students.
- School funding on the state level is a “hot Mess”.
- The school lacks support for mental health needs of its students.
- The adults in the system need to look more like its student population.

What characteristics are most important in the next superintendent of the Summit School District? (This information is used as we screen candidates.)

- A leader listens to those impacted by any decisions they make.
- A leader with a high level of energy, passionate about children and “gets things done”
- A leader for others – driven to serve all children
- A leader with an open mind, innovative and transparent with all their work
- A leader who will always put students first
- A leader who will visit with and collaborate with students
- Prefer someone from outside of the district
- A leader who is kind and respectful of everyone
- A leader who inclusive and represents Tiger Pride
- A person who is present, inclusive, brave disciplined dedicated hard working, accepting of others and has strong verbal and written communication skills
- The superintendent needs to both empower and hold accountable the staff and students for their performance
- A leader who is listening and accepting of others
- A leader who wants to be engaged with the staff and students by attending student and staff activities
Name of Stakeholder Group: Teacher and Staff (17)

What are the greatest assets of the Greater Summit community? (This information is used to help us recruit candidates.)

- The Summit county emergency service provider is the best in the country
- A famous forward-thinking community who wants to stay small for preservation purposes
- A health and fitness center community supported by many resources (Local 4A tax supports child-care)
- The people of the community support each other especially the schools
- The Summit community is a safe and caring community with very little crime.
- The community is very diverse with English and Spanish being the primary languages
- The community provides many opportunities in sports, activities, jobs and clubs.
- Summit is a small educated community who opens its arms to all which provides recreation, a safe environment and many cultural activities (Art, Music and Theater).
- The Summit community is large by acres and small by number of people

What are the strengths/assets of the Summit School District? (This information is used to help recruit quality candidates.)

- The International Baccalaureate program, STEM and dual language is a plus
- Summit is moving towards inclusivity within a diverse environment
- Summit is rich in resources for students
- Leadership is consistent in their approach to standardized grading
- Site-base leadership is a strength
- Strong collaboration across the district
- Strong collaboration among staff closest to the students is excellent
- The variety of programs for students and staff
- District offers many jobs to support the community
- The Summit District is a community school
- Excellent buildings supported by taxpayers
- The system/teacher provide multiple opportunities for students
- The district focuses on all children especially special education
- The district has an involved and well-rounded school board.
- The school district has educated and empowered parents
- The district school system supports the whole child and students develop a curiosity/passion for learning
What are the most significant district, community or state issues the selected person will face and needs to deal with in order to be effective immediately? (This information is shared with the final candidates.)

- Parents of Dyslexic children are imposing their agenda on all children and families
- Dual enrollment and IB needs to be sustainable
- Central office needs to be transparent in their assignments and work
- The parents voice is missing in decision-making
- There is too much technology and screen time for students
- Central Office is a revolving door – lack of systems – lack of consistency – set to fix things – top heavy in their bureaucracy
- The Weather creates a long cold, snow season creating havoc on the roads – traffic is a problem
- The cost of living and housing is going higher causing a low inventory
- The drug and alcohol usage in the county are rooted in depression and loneliness
- The transportation system is struggling to serve due to leadership and resources
- The problem is “This is the way it has always been”
- The community does not follow the chain of command.
- There is a real disconnect between central office and staff
- There is an achievement gap for students of color and poverty
- The district has too many projects with very little follow up
- The district does not celebrate its diversity
- If the Summit community does not know you, you do not exist

What characteristics are most important in the next superintendent of the Summit School District? (This information is used as we screen candidates.)

- A leader with courage and fearless with people skills
- A leader who is visible, present in the community – part of the community fabric
- Instructional leader rooted in the classroom
- Experienced school administrator who knows their strengths
- Confident, competent and humble
- Willing to stay for many years to make the system more sustainable
- Wants to make the world a better place
- A leader who knows how to build a team within a culture of improvement
- A strong personality who is fearless in their work and willing to hold people accountable with a gentle way to listen
- Someone with experience in the transportation field
- Strong listener, connector to the community and outdoors
• Someone visible in and outside the district
• A leader who communicates, open-minded and think outside of the box
• A leader who passionate about education and will empower staff
• A leader who has integrity, is trustworthy, and takes input from all people impacted
• A leader who does not come in with a set agenda – decisive
• A leader with experience and/or knowledge of the classroom at all levels (special education – gifted)
• A visionary with a sense of community understanding the cultural struggles
Survey Monkey Results for Summit School District RE-1
March 2020

(NOTE—these responses have not been edited, they are printed as entered by the stakeholders)

100 Responses

Administrators
Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Small but diverse community. Supportive and resourceful. Relationship matter

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Innovative, dedicated staff

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Stressful to live here-high cost of living, housing is a challenge, long winters

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Relationship skills, ability to involve stakeholders, clear district goals
**Classified Staff**

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- It is a close knit community. People are willing to help others in need.
- Nature
- It's an active community. Lot of community support.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- People are into the outdoors and are committed to their health.
- Caring staff

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Summit County is a tourist area but the locals are good to each other and look after each other. I feel like it’s a challenge to get specific teachers hired in our district. Such as Spanish or art or music or good math teachers.
- We have a very generous community with both time, money and resources. Being well connected as a district with the community is a real gift. Also having a sense of the talent within our staff is pretty impressive
- Multi-lingual community
- There is a huge disparity in the income ranges of the students parents. Not a lot of middle class. It's a very multicultural area. Its difficult to fill the positions that the school requires due to the cost of living in the area

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- I think caring and an understanding of the families in our community. Understanding of the different cultures and work that we do here. Our community could benefit from a vocational high school. Skills to have would be technology, knowing how to hire good teachers, compassion for others. I don’t think the schools are that good here unfortunately. Knowing how to write grants and be an inspiration to others.
- I would love to see someone who is well grounded in business principles such as leadership strategies with both personell and financial leadership. We have a financial manager so that person can provide all the details needed to lead in money decisions. I think within the support staff leadership there is a great amount of dysfunction. Being a connector of staff would be great for the workers that need to get a job done
- Ability to see weaknesses in various departments and take action
- Honesty, Integrity, and a backbone so they can stand up to community members that feel that they are entitled to more than the other areas of the county.
Community Members

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- It has a great mix of people from all over the world, and very few societal issues.
- We have the best small mountain town community which really cares about its students. We need a super who can relate to the students, teachers, and parents.
- We are active
- Lots of outdoor activity, small community, supportive to an extent.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- The community has more money than it can ever spend, so every wish and dream of the school district gets funded.
- We have great teachers who aren't paid enough for the amount of work that they do.
- Elementary staff are dedicated
- Truly want to create and build students for Successful future.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- The quality of the education that our children is getting is somewhat suspect. There are disparities between schools that go deeper than just the number of ELL kids.
- The uppers at the district office-HR and how they relate with the employees. The lack of support for students who are learning a new language when they attend school here!!!!!!!!!! Students who are handicapable need more help!!
- Substance abuse is rampant in our district
- Mental health, high suicide rate, transient people do to ski area, not a lot of stability in community due to the lack of affordable housing and pay for the area that we all live in. People with money are very pushy and getting their way even if it means students of lesser means are without.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- An ability to get along with everyone, to make everyone believe that their opinion is being listened to even if it isn't, and the ability to make tough decisions that might get overturned by the board of education.
- They should be from outside the district. Leadership skills are definitely needed. The ability to look at the people they work with and be able to wean out the weak links. Be able to be real to parents and not just seem like a person in power. Want to listen to the community input and really try and work with the teachers etc.
- Speak spanish
- Strong constitution. Someone who will take care of staff and students not now down to a select few parents
• Confident, strong. Good character, ability to stand up to the board, ability to listen, Non-judgmental, be seen in all areas. Think outside the box. Ability to see the district grow in all departments not just one, a Seamless team. Aware of community diversity.
Parents
Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- The community is very supportive of people in need. They are very active. There is a small middle class
- We are a strong and united small community with big hearts! We love our children and want the best for them.
- I liked the gov of summit county think to have safety are community
- Dedicated community members, generous people and businesses, importance to to health and outdoor living/activity
- Small, friendly, caring and outdoorsy community
- People here show up for one another. It’s a high energy community that goes the extra mile for one another
- Our community is outdoor oriented and well educated. People here care about community issues.
- Too many to list: caring, smart, united, inclusive.
- Summit County is a very active, educated and healthy community.
- This is a highly engaged, active, and involved community. Given that the majority of the locals made the conscious effort of moving here to live, work, and raise out families here, we care deeply about the community. It is imperative that our district reflect the values of the people and fosters the development of successful learners, entrepreneurs, and contributors to our world. Much of the strength of our community is derived from the success of our school district.
- We need more after school activities we need more school events
- This is a great area with small communities.
- Summit County is the most supportive community I’ve ever lived in. I would like to see the district help promote a way for those maybe not experiencing this support to find a network through programs offered to parents of students with similar interests etc.
- More ethnic and racial diversity than you would expect for a small mountain town; the community has a culture of excellence that encourages kids to strive—whether to be a great skier, or found a great restaurant, or go on to college.
- Come together in time of need Supportive
- Close knit, connected, supportive of people and small businesses
- This is a community understands how lucky we all are to live here. This community works very hard to share this environment with our many tourists all year round!
- Strong sense of community, pride in our local area, and great outdoor activities. Neighbors support neighbors. Strong support for local businesses and opportunity for local people to build businesses or careers in our neighborhoods and community.
- Being a small community you almost feel like you exist in the past. Where neighbors look out for one another.
- Like minded, active and kind longtime friends. Growing and maturing with coworkers that become friends. Relationships, marriages and then we all had kiddos. Now we continue our friendship, to share in raising our children together. We all treat each other’s child as they were our own.
• We are small town personal community that works with an international mindset. We expect high quality and standards of a broader community with personal and individual attention.
• Fitness, diversity
• We care for everyone. Although we still have inequity in our community, I do believe this to be true.
• Small community with support for all classifications
• Fitness, diversity
• Weather is great. Outdoor activities are abundant.
• It feels like a village helping me raise my children. It’s wonderful.
• We have a great love of children for the people that live here.
• Lots of intelligent, caring community members. High level of education in the community. Community supports education and values education.
• Outdoor recreation - endless opportunities for outdoor activities. Size – large enough population to bring diversity and opportunities, but small enough to feel like a community where you know your neighbors. Amenities – large recreational influx means that there are a variety of facilities in the county. Proximity to larger communities - it is easy to access front range communities from this county.
• Our community has a plethora of well education, globally minded, outdoor oriented people from many places around the world.
• Beautiful, healthy, outdoor active environment. Many people who don’t have family near to become good friends. Lots of impassioned, educated people who want to make their community better and have the skills to do it. Plenty of fun to be had.
• Summit is an active community, it is small (good and bad), and supportive when there is need.
• We are an exceptional community that is dedicated to education. For being a rural community, I am always surprised with how schools are keeping up with current trends like STEM that keep them engaged and prepared as well as academically successful.
• Strong non-family network, active lifestyles, small town feel with good amenities, sting school system
• Tight knit, rural, small town feel. Wonderful place to raise a family.
• Plenty of dog lovers.
• Families and community members support each other
• Full of active, healthy people who love the outdoors.
• Small Town, some kids and families have been together since preschool. We like to be outdoors.
• Supportive of education system, focus on being global citizens, collaborative and supportive of one another, focus on enjoying and respecting our beautiful environment.
• There are numerous community events.
• Safe place to live, beautiful Mountains, a small town, variety of services, a lot of cultures.
• Integrated and supportive…communicative
• Its sense of community and willingness to collaborate. Its value of supporting local working families.
• We take care of each other when we really have to
• People of Summit County are resourceful, tolerant, work to be inclusive with kids and in education
• We are a very active community with many members who have chosen lifestyle over careers. It is impossible to go anywhere without running into someone you know which I feel is wonderful.
• Our teachers are great! We have a diverse community. We are lucky to have many community partners and opportunities for our students. Proximity to Denver yet a small town feel gives a perfect place to raise children.
• Outdoors and a sense of community.
• It speaks for itself. We are an international destination.
• This community is extremely safe with many options for recreation. People are friendly and it is easy to make friends as most people here have relocated here from elsewhere. The tax base/revenues is leveraged by the fact that about 50% of homes are occupied year-round, but 100% of homeowners pay property taxes.
• A mountain community who has been a leader in many areas of education in Colorado.
• We are a community of diverse backgrounds and cultures. we are all from somewhere else and try to support each other, and make our small local community thrive. Summit country is a hard place to live with high cost of living. But for the ones that choose to raise their family here, we try to support each other as parents and locals.
• Outdoor focused, creative, open minded
• Small. Active. Many resources.
• Close knit. Very well educated and professionally experienced.
• Good things about our community is open dialogue in both business and personal settings in the community. We have several activities for both young and old.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

• The middle school has a much better culture and environment now than it did several years ago. My son graduated from SHS in 2018. He was in the middle school 2012-2014. My daughter is there now. She is a 7th grader. But it is important to continue an open dialogue about tolerance and inclusion and address difficult issues head on such as bullying and suicide.
• Successful Dual Language Programs, great teachers, and amazing leadership!
• I like they taked the right decision with are kids to stay at home during pandemic prevention thank's
• technology to continue learning during pandemic. money to fund programs for students. teachers are engaged and care about students.
• One to one technology based schools with smaller class sizes and high quality teachers.
• Awesome teachers, engaged parents.
• Our schools are fortunate to have excellent teachers and staff, and our site-based system works well for some individuality at each of our schools. Not sure if they still do, but our classes are supposed to have a low student/teacher ratio.
• Too many to list: inclusive, diverse, progressive, effective.
• Many wonderful qualified teachers who care and others that have ten years who could use a boost.

• SSD is full of students from all walks of life. We represent families who are the backbone of the service industry to the CEOs and leaders of those same industries. Our schools offer resources and experiences to enrich the lives of students. Our schools foster community involvement, showing kids how they can directly impact their world and community. They matter. What they say and do has an impact. Nothing is better than revealing that to our students and SSD does a great job of this. Parents embrace where we live and the school district fosters this through opportunities to participate in the activities that bring so many people to our community.

• Conference books

• There are so many great teachers here.

• We have a student at Snowy Peaks, one at Breck El (who will be at summit middle next year) and one at Upper Blue. We chose Upper Blue for our child who is dyslexia and a struggling reader because of the changes they are making in training teachers in programs proven to teach these students in the way they need to learn. We love each of these three schools equally and better than any school they’ve been in previously which happened to be the highest rated public schools in the city we were previously in. We have also homeschooled and find SummitK12 to meet many of the benefits of homeschool without the drawbacks of trying to keep up with 3 different age students. Each of our kids loves school and loves the support they get from their schools. The principals and all teachers just support and love each student more than I ever expected to see in a public school.

• With only one private school option (The Peak School, a very small 6th-12th grade school), everyone in the community is at the same middle school and high school and public elementary schools (excepting home school students and a few who commute to Vail). Everyone is “in it together,” providing a ton of support for the schools. The schools provide choices and flexibility for students while still maintaining high standards. The Early years and MYP IB program has brought new focus to the elementary schools and allowed foreign language at all grades in the middle school as routine, not an elective. The dual language program, which is very popular, has taken our Spanish-speaking students and made their language and culture a strength of the district. The vocational program at the high school is targeted to the needs of the community and available to both college-bound and vocational students.

• Care about the community Supportive of students Communicative

• Small class sizes, excellent teachers, small school, well funded, each child having a computer, online access

• The teachers are very strong here! They communicate well & are professional.

• The teachers who are truly passionate about their subjects. Those who are truly kind and committed to the best experience of all the children. Great curriculums and activity choices

• I have a child in special education. And she is truly honored for her individual strengths.

• So many Caring and dedicated teachers, who also treat our children as they would their own. Many of whom have their child in class with ours.
• There is a tremendous amount of individual attention and support for each student and there needs. The schools are willing to think outside the box for individual education styles.
• Teaching staff and support staff
• Teachers really care about their students well being and progress as learners and people.
• Supportive. Diverse
• Teaching staff and support staff
• Teachers are engaged. Principal is engaged. Great communication. STEM is great. Great building.
• Family friendly. Parents love each other along with the kids.
• Not dual language and willing to help with children's special learning needs.
• Highly trained teachers. Nice, bright, light facilities
• There is a focus on a broad range of needs both academically and socially/emotionally. There is great flexibility in the system to accommodate student interests.
• Our schools take pride in what they do. They test well, they keep class sizes small, they always look for the latest and greatest in both technology and curriculum. They address the needs of low, middle and high level learners. They are unique in having the neighborhood elementary schools feed into just one MS and one HS.
• I think most families have high expectations for our kids and their education. We expect a quality education and know that that comes in many forms. We're are involved in our kids education and see community involvement as a great part of that.
• The schools are small and close knit.
• I believe the IB program is an amazing opportunity for kids and would not send my child to a school that was not IB after being in one.
• Everyone involved seems to really care about our kids. Despite disagreements everyone seems genuinely motivated by good intentions.
• Great opportunity for college preparation, school facilities are really nice, more gym space would be great, good opportunity for alternative classroom education, lots of clubs and organizations to be a part of
• Small class sizes
• They were responsive when they lost my child.
• The teachers who dedicate their time above and beyond their contact time
• Emphasis on global awareness
• Small, some great teachers
• Many opportunities for students to experience to find what interests and motivates them. Reflective and looking for ways to improve. Supportive of students. My students feel they are in a safe place and have people they can talk with if they need to.
• SMS offers a variety of opportunities for my daughter. The faculty is efficient and effective in communicating with families.
• Very good teachers, families are welcome, some bilingual schools, good communication, IB program,
• support well-rounded education...sports/academics/social/philanthropic offers opportunities for students in all areas above.
• Dual language, IB, its smaller size. Its teachers.
• At the elementary level you have a strong dedicated staff.
• Relationships are personal with school staff and personnel at all levels, in all schools. My twin boys started in second grade with our move to Summit. One has attended the Peak School (private) and the other is at Summit High School. Having options is welcomed. My boys have received an excellent education here in the county and are ready to graduate.

• Our teachers have also chosen this lifestyle and encourage our kids to be active and academic.

• I love that the whole district is IB because it give kids continuity and the teachers a common language. The IB is so highly respected. When we travel we see IB schools all over the world. They are always the best schools.

• The staff.

• Small class sizes. Supports in place for mental health. Outdoor ed opportunities. Strong community support financially.

• There are great programs in existence, new ideas being implemented, and people are still open to new ideas and improvements. Every ballot question that has been proposed to support the school district has been passed. The community values and supports the school system.

• Our facilities are top-notch with upgrade possibilities at the elementary levels in Breckenridge.

• Its small and classes are not over crowded, and lots of parent involvement.

• Dual language, committed teachers, welcoming, lots of opportunities

• Hmmmm... Some great teachers.

• Welcoming, nurturing. Transparent with outstanding parent communication. Great depth of resources in all staff.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

• I feel that the board is egotistical and arrogant. There is a culture that they know what’s best. They believe they know better than the parents, what’s best for the kids. They don’t represent the demographics of the community. They don’t really consider the opinions of the parents or the students. I also feel that many of the teachers, in general, in all of the schools are liberal. This isn’t a bad thing. But many of them are not willing to contemplate or hear opinions that differ from theirs.

• Need more support to keep our teachers in our community and pay that allows them to leave here without working 2 to 3 side jobs.

• Thank you for your hard work.

• #1 - to better support deficiencies in our education. We ignore students with learning disabilities or slow to learn and sweep it under the rug. We try to avoid investing any additional resources in these students and we don't support teachers, etc in supporting these students. I believe if we supported these students it would take fewer resources in the long term. Students are lost to the system and then needs become glaring in late elementary and middle school years. This is just unacceptable in our current environment.

• #2. teacher pay needs to be raised.

• Marijuana and vaping effects on kids, technology pluses and minuses, and mental health issues in a small mountain community.
• Silverthorne Elementary is still facing white flight. Dillon Valley Elementary is cramped & unsafe for neighborhood kids to walk to, this prompts even nearby parents to drive their kids to and from school and makes for a hectic and congested drop off, pickup.
• Everyone seems to have an agenda around here. Some might be good, and some aren’t. Be prepared to do what you feel is right, even if it means standing up against an agenda-based group.
• ALL of our precious children deserve to be valued, respected, listened to, needed and loved. Equitable distribution of resources should reflect this value of all our students, regardless of their interests, gender, ethnicity, race, sexual orientation, etc. Specifically, one sport (i.e. men’s football) should not monopolize resources at the expense of the others. I’ve heard this concern expressed over and over by students, parents, teachers and community members alike.
• As a mother of a child diagnosed with severe dyslexia and 20% of the population having this learning disability it would be nice to change the system to meet these children’s needs. There is old school and new school. We are in a battle with these kids in our schools. Change is not easy. Many teachers are not educated nor know how to teach these kids and are afraid to tell the parents due to being blacklisted or losing their job. There has to be a way these kids and their parents can find out before they created shame for life with these kids. Dyslexics kids need multi sensory learning and if caught early can be transitioned by 3rd grade. The county has spent a lot of money and training for teachers using Reading Recovery which is in affective for dyslexics. Do the research. Start with Dr. Shay at Yale.
• It is IMPERATIVE that a district leader recognize the importance of embracing the resources and experiences that brought so many families here. It is important for a candidate to realize that the district here is the only public option for families and it’s academic standards and success through the IB program remain a top priority.
• No more bullying
• Throwing lots of money at programs.
• We moved from a bigger city with a very large and overcrowded district with excellent ratings. We are proud to have our children in SummitK12 Schools now because it’s not just all about ratings. It’s a district which puts students needs first and because of it being a smaller district it’s able to adapt quickly...such as getting students online successfully within only a few days of the coronavirus quarantines!! I think SummitK12 can continue to be special and unique by the choices made in how we support students. Whether it be for example, to allow flexibility in enrollment when absolutely needed...such as allowing a parent to homeschool a student in one or two subject areas) but attend school for all of the other social, extracurricular and academic benefits. In some cases this may be for academic athletes, in others maybe for children with learning differences. Every situation is unique and this district shouldn’t strive to be one that treats every students path to excellence the same. Instead let’s continue to look for creative ways to meet the needs of every student...financial, language, mental health, etc. Also, one in five students, or 15-20% of the population, has a language based learning disability. Dyslexia is the most common of the language based learning disabilities. SummitK12 district should continue to support dyslexic students and children with other Language based learning disabilities by using the programs (Orton-Gillingham based) which are best proven to help them learn to read and spell, especially at the elementary
school level. Train teachers and all SPED support in OG. Upper Blue is already doing an excellent job at this and should be looked to for guidance and leadership to continuing to grow and accelerate this program...have teachers trained at all Elementary schools in Summit. Orton-Gillingham (OG) is a powerful approach to teaching reading and spelling that uses instruction that is multisensory, sequential, incremental, cumulative, individualized, phonics-based, and explicit. It’s proven to be effective with any student in learning to read so why not use it for all!! It may sound like a cost limitation, but let’s look at the cost of having students fall behind over the course of many years and what resources are wasted in trying to help them keep up, rather than just teaching them to tools they need from the beginning. I hope our new superintendent researches this in detail to understand what most people not directly impacted by language based learning differences such as dyslexia still do not understand. Make our district the one to look to for change!

- Usual Colorado mountain issues on recruiting and retention of a fabulous teacher, administrative, and support staff with supports like affordable housing. Usual balancing of the needs for all students, including the gifted population. Continued support for first-generation college-bound students. Continued flexibility in curriculum in a mountain town with online and Colorado Mtn College options.
- More student/teacher interaction in the classroom. Teachers need to be more engaging.
- We need more after school programs or transportation to existing programs to accommodate working parents.
- As a small community, it’s absolutely vital that our students learn how to get along because they’re together through all the middle school & high school years. This an area that still could use improvement. Secondly, as in the rest of the US, addiction to electronic devices (mostly phone) is a huge problem. YouTube use as well. Teachers use YouTube for educational links, so that can’t be blocked by parents, but is a HUGE distraction to ALL students.

- This district has let down many diagnosed dyslexic children and other struggling readers and writers and has not been open to explore structured reading curriculums or other funding/programs to support these children (despite many appeals from parents). We need people who are open to looking at science-based ways of supporting these children and to institute serious change (to result in better scores across the district). Let’s not let more kids (diagnosed in elementary school or never diagnosed at all) slip into middle or high school or graduation without being able to read or write properly. Struggling children deserve to be educated too, not just pushed through. Summit county is better than this.
- If they are coming from a larger city, they need to understand our dynamics are different. We are a family.
- Teachers are spread to thin, under paid even based on tenure. Program cuts for very relative programs to our unique environment. Not every child is going to be a Surgeon. Vocational education and Real Life skills classes are missing.
- I believe we really need to focus on personal responsibility and proactivity of our students. Additionally, drug and substance abuse exposure needs to be addressed.
- Is IB good for ALL students? We have the only high school in Colorado without a usable athletic track!!!
- Teaching remotely will be needed.
• Managing change and parent perceptions.
• Not everyone learns the same to keep an open mind and let kids be kids. Not force things upon them. Keep them safe but at their maturity levels.
• It snows 10 months of the year. It's expensive here and it's not just hosting but also in a thousand trickling down ways.
• The population of this county is far from homogeneous. Racial, social/economic and educational diversity is a constant challenge. This is a recreational based economy and there are constant fluctuations in the county's population. This is an expensive place and therefore challenging place to live. Not all students will have the similar educational backgrounds including language skills.
• There are a few struggles in our district. 1-The IB program has been a good way to make our elementary kids open their eyes to the much bigger picture - global learning. But it seems that the district spends a large amount of money on the IB program when only a small percentage of high school students pursue the Full DP path of work. With CMC right here in Breck it seems that money could be better allocated. We have loads of AP/CMC offerings. Why pay so much for the Full DP option when it serves such a small population? 2- There are massive amounts of volunteer work to be done in our county. Unfortunately the schools have never been properly paired with the right community leaders to get our kids volunteering! this is a missed opportunity. the schools and the community need to be integrated. we could get so much done! 3- The schools are segregated. I mean this in 3 ways. First, each school lives in its own little bubble without ever bringing kids from 2 schools together. Secondly, WITHIN the schools the grades are kept separate (with the exception of the HS). They should be living like families with older kids helping younger kids at every grade level. Thirdly, the English and Spanish speaking kids are divided. I don't have a suggestion for this one but i believe the bigger problem is that these 2 communities are divided in our towns as well. We adults need to figure this out and engage with one another. It's possible that our new Superintendent could be a leader in this much needed solution. 4- Our staff is underpaid. It costs more to live in Summit County then almost anywhere else in the country. I would expect a teacher to pick up a summer job to supplement their income but many of our teachers have an additional job or two all year round just to pay their rent. We cannot expect them to stay here just to work 7 days a week. There's no quality of life in that.
• We have beautiful but long winters. Appreciating experience as learning means perfect attendance is not a priority.
• The district severely lacks major systems and top down leadership. At the elementary school level, all the schools are doing something different and there is no overriding model for what instruction should look like from building to building or even from classroom to classroom. There is little professional development and limited follow-through/follow-up to ensure that teachers have the training/support they need. There is also very limited accountability and consequence for district staff who are ineffective. The culture of promoting from within has lead to a toxic system of dysfunction.
• I don't feel like the communication between the district and community is satisfactory. I would love to know more about what is going on through different avenues and opportunities. I also don't think student led conferences are appropriate for truly communicating and partnering with parents in my experience and as I talk with other
parents. The current model at the elementary school level is great for celebration, but leaves parents without a true academic understanding and opportunity to partner.

- There is a legacy of very big shoes to fill. We have been fortunate to have a couple of fierce, independent, caring, fun, leaders heading our school district for quite some time. Our next superintendent needs to really understand Summit County, that cannot be emphasized enough.

- Keep high school coaches is very tough!! We need some systems in place to support the non-educator that choose ms to coach. So much more goes into coaching other then just coaching and these coaches need our help. 2nd - bus driver availability for school events - I know this is something that being worked on. - stronger dual language extension in the middle and high school

- Our school district has forgotten that it’s prim role is to educate. The basics of reading, writing and arithmetic are ignored in order to promote a “world citizen” agenda. Students who do well are held as examples of the districts success as those who struggle are pushed aside!!! Stop ignoring your failures, look at the research for better curriculum and implement it! This needs to happen today, not three years from now!!! Our society needs you to prepare our youth!

- We need the district to focus on the fundamentals of education. There's some much emphasis on social emotional learning that we've felt as tho fundamental education is lacking. We also disagree with the lack of homework. We assign homework, but get pushback from our child because he says school doesn't give homework. Regardless, we do homework here. I applaud the push for nightly reading, but arithmetic / mathematics are lacking because of the emphasis on only reading.

- The current principal goes out of her way to be friends with all the children. There are ZERO spelling tests at UBE. I have quizzed various students and they can't even try to phonetically try and spell a word. The No Homework policy is a lousy idea. I have no idea what my child is learning. My wife and I typically will give our child about 30 minutes of studying after school when there is spare time. Children's penmanship is atrocious. The teaching of foreign language is a joke. I can see why the US ranks 27th in the world with regards to education - it starts at the Elementary schools.

- Principals that aren't being leaders for the staff, students and parents. Integrity and consistency is lacking.

- Unfortunately the fundamentals of reading, writing and arithmetic come 2nd to SEL.

- I feel very strongly that the code of conduct needs to be rewritten. Punitive consequences are not in the best interest of a student population whose behavior needs to be redirected. Why isn't restorative justice being adopted as mandated in the state statutes?

- We have a community of upper staff and teachers that believe strongly in reading recovery and that children can read through Osmosis. As parent I feel like my children have been failed by our reading programs. How can you change this and get the buy in of your staff?

- The excessive amount of time adolescents at the middle school spend in front of screens and the need for boundary setting with cell phones. Guidelines should be driven by science and data using well researched behavior management approaches.

- High cost of living, tourism is one of the highest sources of income, much isolation.

- Standard based grading should be abolished. It not only confuses the students and diminishes motivation since they do not really understand it, it also makes it more
difficult to align GPAs when applying to colleges.... need for more structured/teaching/interactive classroom environments and curriculum that students can apply to real world situations.

- That they will be expected to collaborate with non school district organizations.
- We like to pretend like we do not have substance abuse issues in our community and schools yet we have a major problem which should/needs to be addressed regularly.
- Our county is growing quickly and policies need to be reviewed and revised as needed. Requirement to be accessible to parents is essential. Recent incident with High School athletic department indicates that some policies necessitate updating. Cannot afford in this County to disregard or allow distance to develop that causes students or parents to believe they are unheard in the process of our local education system.
- I feel that with all the mountains have to offer positively, we aren’t in the bubble that can be perceived. Our kids are around a lifestyle of drinking and drug use by both visitors and parents and classmates. Our kids need to know that drinking and drugs although they think will help them to escape, they are not going to solve any problems.
- Mental health is a concern all over Colorado, but especially in the mountain towns due to the isolation. Teens spend a lot of time in the comparative culture of the digital world. We need a superintendent who really believes in the IB and the whole child.
- Teachers union is divisive and think they can run the show. It’s not good for culture when only one voice is heard.
- The Silverthorne Elementary school is the newest faculty, yet is underutilized because it has a bad reputation and parents can request for their children to attend school at other locations. There is a huge workforce/local housing development going is (Smith Ranch) across the highway from the school-take advantage of this opportunity! Recruit parents, get the right teachers in place and TRAIN them for the challenges, offer the dual language program-make Silverthorne Elementary the school of choice.
- We are very expensive and good teachers are hard to attract and keep. I think we are more lenient and could continue to be stronger leaders in the state and nation.
- children getting bullied for their skin color or income bracelet. Our community is so diverse financially, that you might have kids that are super, super wealthy and super super poor all in the same classroom and that makes it hard for equality in afterschool and summer programs... wish there was school uniforms so all kids are the same.
- not seeming to be focused on greater good district, doesn’t live and connect within our community. Continued clarity and more transparency around budgets, pay and goals for retention of teacher and support staff.
- I really don’t know how to answer this. I think social emotional competency is important for teachers and students and wonder if the academic pressures allow for this. I think the mental well being will be a more important Indicator of life success than whether they could complete an absurd amount of homework in a weeks time.
- Sometimes student driven segregation by ethnicity. Rates of emotional/mental illness.
- There is a lot of opportunity to implement things from other areas that have not yet made it to this district and when implementing have staff and parents help and support.
What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- I feel that the superintendent should be open minded, be able to empathize with students, parents, and district support staff including bus drivers, cafeteria employees, janitors etc, and not be politically motivated
- Flexibility and strong leadership!
- We have a conversation and Him is extremely very educated when talking with are kids Thank's
- I would like to see superintendent from a district supporting strong structured literacy programs and improving reading scores. We lack this support today. I would like a superintendent that is innovative and supports teacher learning and consistency. This is how we have better learners.
- Friendly, caring, understanding technology in regards to education including the positives and negatives.
- High energy. Help improve healthy options in the cafeterias. Ready to advocate for the various schools, even the worker-bee neighborhood schools where parents might not be able to show up as much.
- They should absolutely have a doctorates degree and leadership credentials. The dumbing down of this position during the last go-around was ridiculous and unacceptable for a school district of our caliber.
- This is what I'd be looking for: progressive, smart, safety minded, equitable, and my preference would be for someone to be promoted from within our existing organization rather than bringing someone in from outside.
- Educated about reading and learning disabilities would be my dream. Open minded and willing to take risks to change the system. Willing to stand up to the monopoly which exists in the reading program in the county.
- *Creative thinker- education is changing, curriculum and methods of teaching and learning have changed, a candidate must show that s/he can and will embrace this. *Professional development for teachers is a MUST...as well as in-classroom coaching. We need to build teachers up...they work hard to be here, do not get paid a lot, they need autonomy to teach how they see fit along with supports to elevate them *Recognition of the love of the outdoors for the families who live here. We want our children to also be able to experience the recreation activities.
- Help community help kids parents
- Don’t create jobs in administrative areas. It shouldn’t be a priority to employ both members of a couple to keep one that is competent. This district is “top heavy” and doesn’t need to have so many in administration. The new superintendent should have the ability to examine closely what is needed.
- Supportive, progressive, open to new ideas and making changes when there is an opportunity for improvement
- Background in a variety of areas before moving into administrative role--teacher, special ed/gifted. Administrative experience without being brand new or at the end of a career (5-10 years left in a career).
- Innovative Engaging Open-minded Resourceful Communicative Collaborative
• Understanding the needs of a small mountain community, meeting the high educational standards for a highly educated parent population, importance of high school graduation rates and college entry, innovative with STEM, technology in the future generation
• Impeccable listener...strong leadership skills to make changes that are necessary.
• Open minded and creative. Advocate for the child. Not a politician.
• this is in a unique environment with unique individuals. We are not cookie-cutter and we need to be treated that way. I am very vested in educating the individual. I would like my Representative to be proactive in special education. Specifically dyslexia.
• Long standing local with more than a Masters Degree. Must be a parent otherwise they just will not “Get It”.
• I believe a personable, down to earth disposition/approach while still holding each student/staff accountable. Having this promotes a team trust to come together to accomplish tasks while making school community members feel valued.
• Embrace and encourage the 4 A’s, Academics-Arts-Athletics-Activities
• We need someone who will put students, teachers and staff above their own personal interests (and personal salary) and someone who understands education from the inside in regards to our diverse needs.
• Embrace and encourage the 4 A’s, Academics-Arts-Athletics-Activities
• Great communication. Passion for education. Acts with integrity.
• Must be superwoman.
• Be a strong leader but also willing to talk to parents about new and improved learning strategies that have worked elsewhere. Be flexible to stay with what is best for students and their needs.
• The candidate must be able to understand the multiple stakeholders of this community. They need to effectively engage and communicate with these stakeholders. They also need to be able to effectively assess and evaluate the needs to properly prioritize and execute these priorities.
• TRANSPARENCY!!! I have attended meetings at the district level and it was clear that the whole truth was not being shared. WE ARE IN THIS TOGETHER! the students, parents, teachers and administration. we CANNOT be told bits and pieces of what's going on and expected to jump on board. We need open doors and candid conversations and to be able to rely on each other.
• Good listener, good communicator, principled but flexible, open-minded.
• Strong leadership skills and good systems implementation. A person who is dedicated to scientific reading and math instructional methods and who aligns with the direction being given by the CDE. I would like to see someone from outside the district who is ready to make large scale changes and someone who is dedicated to forming professional relationships/respect rather than forming friendships with everyone. This person must be capable of separating their professional role in the district from the friendships they form in such a small community.
• IB aware/committed, Communicator,
• Approachable, outgoing, on the ground visiting schools frequently. We need a leader for our teachers, not a boss. Someone who will work with all opinions and not just force a particular agenda. Hopefully someone local will have an opportunity to move up within the district.
• Strong experience with supporting athletic programs - seems we have lost a lot in athletics as we focus on cultural issues - I want that focus to stay strong but now let’s look again at what has been let go
• A desire and ability to improve our children’s achievement scores!!!
• A bit firmer than what we're used to.
• A no-nonsense person who isn't afraid to speak their mind about their expectations. A person who will raise expectations and hold priceapals and teachers accountable for poor performance.
• The ability to make change when necessary
• I would like to see a superintendent who values the basic fundamentals as much as or more than SEL.
• The superintendent needs to care profoundly about children and positive outcomes for students. Politics and or financial gain have no place in why this person wants to be superintendent of our district.
• Open to change, experience, kind but can still run a tight ship, know that they don’t have all the answers but willing to go outside of our community to find them, not afraid of confrontation
• Ability to listen to various perspectives and make decisions based on what is best for student learning. Ability to resolve conflict with various perspectives together. Proven effective experience as a superintendent and principal.
• Someone who will stand up to parents who believe their children are entitled and in thinking so, do not look out for the best interest in the school community as a whole. Or these parents might simply might be uninformed.
• I think it's time for a bilingual superinten, a person willing to receive feedback, listen the needs of schools, support the staff, love kids and willing to work with there families.
• Innovative, open-minded... to block scheduling and other progressive educational approaches to engage students. Organized, professional, engaging as well as diplomatic and pragmatic. Leadership and management skills to provide teachers/principals with guidance to to help students succeed.
• Collaborative nature.. ability to listen..
• Strong character. Ability to stand up for the staff and students not kowtow to the parents!!!!
• Superintendent must desire to be out of the office and in the schools and in the community significant amounts of time. Administrative work should be delegated to support staff and superintendent should be readily recognizable and known in the community as our local mayors and representatives are. Superintendent must be in touch with students, parents, teachers, and educational staff as Summit continues to grow and education systems evolve to more effective levels. Superintendent should work with and not be distanced from our school board. We have an excellent new school board president who seeks to work closely and well with the superintendent. Personality test should be given and new superintendent should be open, outgoing and interested in new solutions. Hiding in an office is not okay.
• I would like someone who is firm, who follows the rules, but also knows the exceptions. Someone who sees our kids as assets to the future. Someone who is passionate about education and the mental and physical health of our kids.
• Culture builder, Whole-child Believer, International Baccalaureate trained/knowledgeable, Empowers Others, Comfortable in a variety of social settings (from a trailer park to a ballroom)
• Experience! It’s too difficult to come into a small district as an apprentice in any job let alone a superintendent of summit county.
• Inclusion of community, familiarity with Hispanic culture, ability to recruit, hire, and retain qualified and enthusiastic teachers. Hire someone who has a proven track record and has made improvements to the district from which they are recruited.
• Must be able to work with a diverse demographic, ability to prove funding needs to a constituent base that often includes majority 2nd homeowners in some areas. A parent base who wishes our athletic opportunities could be more competitive in the state. I believe we need to consider paying staff a lot more to get what they need to live and thrive here for themselves and for our children.
• be mindful of all different backgrounds or opportunities family's might have.
• Driven, progressive, accept feedback and take action based on that, solution based and question status quo.
• Personable, approachable, understanding and knowledge about mental health and how it affects teens and their families. The ability to work with agencies in the community and meet with parents who are too busy or not confident enough to go to meetings.
• Staff retention and satisfaction.
**Teachers**

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- A wonderful community that pulls together to help each other.
- Great healthy lifestyles; willing to support each other
- We have a diverse community with lots of natural resources.
- Snowy Peaks. All Summit Students work hard. Teachers collaborate.
- Community support for our schools, students and staff
- Teachers work hard and put in plenty of extra times. Students are easy-going and fun to work with.
- small, rural and close knit
- tight knit, giving and caring, look out for each other - staff, students, parents, community, love the outdoors, not a "city" mentality, "we live in a bubble", honest, kind
- People are friendly, helpful and like to spend time outdoors.
- We are an active and diverse community. Everyone here lives to be outside! We live hiking, skiing, baseball, soccer. People of all backgrounds can be found playing outside! I love that everyone can be together doing these things when we live in such a tourist and transit community. Summit county can feel big with all the seasonal activity but we are small and those of us who live here year round are willing to go out of their way for one another!
- Parents care about their students well-being.
- When we need each other and we need support, the Summit Community really steps up for one another.
- Our community is strong, intelligent and active. Strong physically and mentally. We are well-connected to each other, too.
- Relationships, focus on healthy lifestyle, life long learners in a rich cultural setting (for its size)
- Family oriented activities throughout the county.
- The community is invested in supporting the schools, teachers and students.
- Open and friendly; loving and caring; humane towards each other; strong family morals and values togetherness and education; respects all differences and welcomes diverse cultures and marginalized folx; We are “doers” not just talkers. We value teachers and blue-collar workers and want fair wages and fair job allocations for them. We value mental health and know that a fair wage means access and resources to health.
- It’s close-knit. People know people. People are friendly and like the outdoors. It’s beautiful.
- Active people, seek out opportunities to challenge ourselves, we're caring and helpful towards others in need. Our towns support our schools
- Small community feel with kind, caring people. The community is super active and loves the mountain lifestyle.
• Summi County is a small, caring community that supports a healthy lifestyle, and an incredible quality of living while supporting excellence in the education of their youth.
• The parents are very involved and generous. The students are sweet, usually very nice, I think because they live in beauty and are encouraged to spend a lot of time outdoors.
• Safe, healthy, small, surrounded by beauty, educated
• The community supports the schools and is very involved (can also expect negative at times). Recreation and events
• It’s an amazing place if you like to ski, love the outdoors and don’t mind cold but sunny and beautiful weather!
• Close-knit, an amazing community that is supportive of teachers and schools. It can be transient and there are many student absences due to travel and athletics.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)
• You won’t find finer, more passionate, more dedicated teachers and district employees than ours.
• Funded well; diverse population; IB program; Dual Language Program,
• Our schools care about the social and emotional well-being of students.
• Jim Smith
• The high school is willing to try new things.
• try hard to meet all kids needs
• tight knit, giving and caring, look out for each other - staff, students, parents, community, love the outdoors, honest, kind
• The schools keep the families informed and work together to make student's learning experiences the best they can be for everyone.
• There is community. We have great relationships with our kids and their families. We see each other everywhere: at the store, at the gym, on the mountain, on the trails. It is cool to run into kids biking and getting to take a lap with them. It’s cool to know your students outside of the classroom setting. We teachers teach at a high level and hold high expectations. Our kids work hard and take in a lot. High level classes, sports, work, helping their families, etc.
• School tries to reach all students.
• Teachers are incredibly dedicated and truly care about students as people first. Educators in this county are the absolute best people around and the staff makes even the hardest days at school worth it.
• Some of the best educators I have ever worked with. Willing to learn, and open to change, who ask great questions.
• IB district Awareness of diversity and range of needs of students Dual language Pre collegiate High school offerings Resources for teachers
• Cultural diversity.
• Teachers are passionate about students and families and working together.
• Our schools are organized and have formal structures for quality communication and action. They have strong rigor and high standards for all learners. The schools in Summit are extremely caring and loving towards their students and family. The Summit Schools
are also very well-rounded in the academics. They teach the whole academic picture - math, writing, reading, civics, STEM, SEL. So grateful for SSD!

- The kids are well behaved and the parents are supportive.
- Neighborhood school, community involvement, parent support, access to outdoor opportunities
- Amazing teachers and staff!
- Incredibly knowledgeable and effective teachers who go the extra mile to provide great first instruction to every child.
- The best schools are the ones in which the administration treats teachers with respect motivating teachers to give 110%. The best schools are those in which the administrators appreciate teachers’ creativity and take the time to acknowledge those efforts, something our current superintendent was an expert at.
- IB Programme, dual language program, AP, DP, CMC classes offered at SHS
- Neighborhood schools  SHS offers something for every type of student. Incredible amount of opportunities for a school of less than 1000 We are improving our equity practices.
- The teachers are amazing, dedicated, well-qualified and work hard. They also will see right through ineffective or out of touch administrative plans.
- Amazing staff and building administrators that love the area and the kids. Educators and support staff hold high expectations for themselves, their students, colleagues and parents.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- We need a better reading program to help our students learn to read.
- Leadership at admin seems misguided. Neither are prepared for the role. And staff didn't support the addition of these positions. Also admin has backed down to every parent whim and complaint. We need someone with a strong backbone.
- There is a significant socioeconomic gap within our county. IB seems to make the school days unnecessarily long at all levels (elementary, middle, high).
- Teachers should start with a minimum salary of $50K. A livable income in Summit County is not the same as anywhere else. If this means that District employees making six figures have to take less, then so be it.
- transparency, honesty and accountability are not prevalent in our District. Both between Central office and staff as well as with building admin and staff.
- Summit County really likes how things look and doesn't always pay attention to how they function. Teachers see what's happening and what is truly having an impact on students vs. what sounds good on paper. It'd be important to be aware of this culture.
- the dichotomy of nationalities and needs in our school district
- Negotiations/SCEA, Strong Master Contract District, Teachers support Hourly employees, We are not in the "city" rather a strong mountain community,
- Understand each school's uniqueness and what each school needs to be successful.
- Our current school board is new and is looking to help make some positive changes in the schools. The last board was stuck in the past and wanted to look good on paper, the new
board (and teachers) want to do good work and show it vent our actions. We are looking some some change!

- The teachers and parents are unhappy with standards based grading. We need someone who can listen and fix the issues, or make a decision that it isn't working and go back to regular grading.
- there has been a lot of division and tension between the central administrative staff and teachers and support staff working with students every day. There is often a feeling of a lack of support and understanding of where to take complaints and concerns. There is also an incredible lack of communication, from small issues to big problems. Teachers and support staff work incredibly hard, but often feel unheard and unappreciated.
- Our HR chief seems to be very anti-educator. She is difficult to work with and can be quite disrespectful. I wonder what would happen if employees were able to give feedback for her. Also, the lack of Spanish-speaking administrators, chiefs, managers, and directors at SSD is concerning.
- Revolving door and lack of continuity with central office coordinators. Lack of sustainable professional learning plan that supports the framework for curriculum. Equitable funding for schools with higher needs. Substitute issues Buying a program is not a solution.
- A lack of transparency has led to mistrust. District feels top heavy with numerous positions at the district office that appear to be unnecessary.
- lunch debts, equity issues in curriculum, parents pushing personal agendas (i.e. inappropriate literacy curriculum that is dyslexia/rti based and inequitable not for all students), be prepared to be a strong leader and support student needs and teacher’s rights and have push back from admin., be a good listener and be concerned about our ELL students and special needs students and students on free and reduced lunch programs...what are their needs and how are they being supported (i.e. are the tests equitable and how are we able to make systemic changes to make it equitable)
- There is discord and uncomfortableness right now among school staff and school leaders/district leadership. They do not seem to be on the same page. A lot of finger pointing and back room gossip as well as teasing and put-downs. The district has seemed to have lost the team spirit. The schools, staff, leadership, union, and everyone else need to come together again. There needs to more opportunities for teachers to be apart of the upper level leadership teams like a-team and DLT. Less top-down, more equality of voices. More listening and working together to build relationships and think of equitable solutions. Some of our most prolific and knowledgeable staff are not asked to the table. We need more diversity of race, background, ability, and ideas at meetings. We need more help “on the ground” in schools from the leadership too. More humanity for all the people who make SSD great and transparency/comraderie from the District/school leadership.
- The board and administration is not transparent with staff. There is an issue with a segregated middle school. Drugs in the middle and high school. The teachers don’t get paid enough so it’s hard to retain them. Teachers don’t always feel valued. Administrators are sometimes blind to what is actually happening in The classrooms.
- Integrity and transparency is lacking among building Leadership. Including, particular positions that were created, but don't appear to have any accountability.
• The sub shortage, cleanliness of our schools, paying teachers a livable wage, the lack of custodial and support staff across buildings, and how our budget is being spent. Teachers are often expected to cover for one another due to the sub shortage and often times at the elementary level without receiving extra duty pay. Teachers are feeling over worked, stressed, and under appreciated. Our schools are not clean. They are under staffed with custodians and teachers are being told they must clean their own classrooms. This leads to many student absences and teacher frustration. Teachers are not being paid a livable wage. Therefore they are forced to work multiple jobs, taking away their focus for teaching and reducing their quality of life. Our district needs to evaluate how we are spending money in order to have the largest impact on students. A ton of money is spent each year on the IB program, that could be better utilized. Many teachers and students feel the IB stamp is not worth it. We are not doing IB well and our curriculum is not aligning. The money could be better spent on increasing teacher and support staff salaries and increasing mental health services. The configuration of central admin should be evaluated and reduced. We are a top heavy district.

• Our District needs leadership that acknowledges the quality of the education we are providing yet has an eye on the future to ensure our students are prepared for 21st Century living and jobs.

• Some of the prescribed curricula has been developmentally inappropriate and has led to less than desired results as well as teacher dissatisfaction. When the norm is, "On week 2, day 1, you will be on this page in Benchmark and on this page in Engage NY," the diverse needs of students aren't accounted for and it can lead to teacher laziness.

• The community is very invested in our schools and expects their voice to be heard, valued, and acted on. The union has been a partner of the district in the past but is now creating tension between admin and teachers in their efforts to create grassroots reform.

• There is a large gap between our economically well-off students and our at-risk students and families. Professional development is oftentimes not viewed as relevant amongst our staff, or it is implemented with a fraction of the time required for real follow-through. The community supports teachers and wants to see our lowest paid staff be treated and paid significantly better. They currently may view district office administration with suspicion and want to see that the central office truly supports students, teachers and support staff with REAL measures such as pay, working conditions, reduced class sizes, diverse offerings maintained, support staff/custodial staff/cafeteria staff adequately recruited and retained, etc. This was the cause of some recent previous community turmoil.

• There has been a lot of strain between the different stakeholder groups within the district. Trust between central administration and the teachers union has diminished in the past year and needs to be rebuilt. Central has undergone numerous organizational restructures in the past 4 years that seem to be unnecessary. Central office administration has grown while student enrollments have remained the same or declined.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

• A leader that can appreciate the good things that are working in our district, but also a leader that is willing to make tough decisions and good changes.
• Proven leadership in instruction (not just buying programs), pulling staff together, can speak Spanish, and has done immense training on understanding bias and supporting students of color. Right now our all white admin staff just does lip service but doesn't "get" equity or really care about our struggling students of color.
• Deep commitment to a thriving school system, greater academic rigor without burning out the kids or staff with a long daily schedule.
• Students, teachers and staff first--above all else. As a teacher I felt very let down and disrespected by the current central office leaders when trying to negotiate 4a funds. We were viewed as greedy and undeserving and that hurt because it couldn't be farther from the truth...our staff is caring and hardworking and puts the welfare of the district before personal needs. We need a superintendent that will do the same.
• Student health and safety is most important. Teacher health and compensation is second. All Administrators should have an attitude of service.
• Don't be afraid of change. Make hard decisions that other leaders haven't wanted to make.
• I'd like a superintendent who respects the time of their employees and the time it takes to truly implement new strategies or curriculum. Anyone who doesn't respect the amount of time teachers need to do a quality job should look elsewhere.
• supportive of all staff but ability to make decisions and stick to them.
• open minded, warm, welcoming feel about them, insightful, kind, respectful,
• Bilingual, appreciate diversity, understand poverty and how a resort town is different.
• The new superintendent needs to be a great listener to all the current principals and vice principals who are doing great work. Then, a superintendent should allow freedom for so much of the great work to continue.
• Open minded, in the schools, talking to kids, parents and teachers from all backgrounds. Have an understanding of what we need rather than telling us what we need. Willing to become a part of our unique community.
• Supportive  Makes teachers feel valued
• Quality and big picture leadership; willingness to get into schools, classrooms, and our into the community; not wanting to come in and completely change our unique mountain culture; desire to listen to and work closely with teachers; commitment to EQUITY and SOCIAL JUSTICE.
• The new superintendent should be able and ready to deal with conflict. We are growing, our community is an active one, and conflict is natural. The new superintendent should also have experience as a superintendent. Not simply as a principal. I would like to see someone with Superintendent experience...also, with our near 40% population being Spanish speakers, I would love to see a Superintendent who speaks Spanish, can we recruit a person of color?
• Community minded  Experience as a teacher, principal and Superintendent. Grounded in research and best practice. Knows how to lead change. Looks at whole child with an understanding of mental and physical health needs.
• The strength and knowledge to release department heads if they are not competent and it impacts staff morale. Knowledge of instructional strategies and professional development to meet the needs of our culturally diverse student population.
• strong leader, a good listener, someone who cares about equity
• Fantastic and outgoing communicator- willing to go to each school and have lunch with them. A person who can relate and work with all areas of the district staff. Willing to be available and present for various staff members and not just the school leaders. Willing to address staff concerns in a transparent and community-centered way. Being able to bridge the divide between central office and the schools. Working with the school board to make SSD a leader in the state- in its vision and performance. Helping SSD shine and grow in innovative ways towards IB, STEM, Health, and Equity.
• Somebody who is an educator and can be empathetic to what’s happening in the classrooms. Someone who has high standards for administrators and teachers. Somebody who can have a backbone when speaking to parents.
• Honest, collaborative, communication, IB should be at the forefront and other programs/curriculums fall under it, someone who truly listens to educators needs and concerns, doing something about it!
• Knowledgeable, charismatic, experienced, change oriented, and driven.
• Experience K-12, presence in all aspects of the school district from curriculum to custodians, skills to empower all District employees to be motivated to provide the best possible services, encourage meaningful professional development and growth, and instill a climate of collaboration where all voices are heard (students, staff, and parents).
• I’ve been in the district for 18 years and the best superintendents have been the ones who warmly greeted everyone by first name meaning they took the time to know our names. They were the ones who listened attentively at board meetings and responded positively to input.
• Is an educator, goes into the classrooms, isn’t preparing for retirement, is open minded and prepared to make 21st century needed updates in our educational mindset
• The district has had years of sups with elementary experience, we are ready for someone with a high school background. We need someone that can have hard conversations with union leaders and find common ground. We need someone who is committed to making equity a priority. Too many years of a brown/white achievement gap. Must like 9 months of snow
• A positive attitude, a love of the outdoors, a willingness to really listen to the realities of all teachers—different grade levels and a wide variety of subjects. Support of the arts and various career training offerings. A true belief that students deserve an education that’s about more than just a test score and some data—a recognition and appreciation that some of the best qualities in education can’t be measured or tested, but that doesn’t mean they aren’t crucially important and to be appreciated.
• Someone with experience and ability to manage people. The potential candidate also needs to be an excellent communicator and to be transparent in their dealings with staff and parents. This community is supportive and expects to be kept informed of the goings-on at the schools.
Survey Monkey Results for Summit School District RE-1
March 2020
Spanish Version
(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)
9 Responses

Administrators/Administrador
Sin respuestas

Classified Staff/ Personal Clasificada
Sin respuestas

Community Members/Miembro de la Comunidad
Sin respuestas

Parents/padre
Tell us the good things about your community. (This information is used to help us recruit quality candidates.)
Diga las cosas buenas de su comunidad. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- Union toda la comunidad está unida es amable (Union the whole community is united is friendly)
- Summit stage, bus escolar, limpieza (Summit stage, school bus, cleaning)
- Que las personas son muy unidas son amables tiene uno la libertad de salir a caminar libre sin miedos (That people are very close, they are kind, you have the freedom to go for a free walk without fear)
- Es un lugar seguro es un lugar muy amistoso es un lugar muy diverso y todos trabajamos duro (It is a safe place it is a very friendly place it is a very diverse place and we all work hard)
- La gente es muy solidaria con los mas necesitados muy positivos todos y unidos (People are very supportive of the neediest, very positive, all united)
- No se ninguna (I do not know any)
- La comunidad es tranquila (The community is quiet)
Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de sus escuelas. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- Lo que me gusta es que hablan inglés y español y hay tantas culturas en una sola escuela. El personal es bueno también (What I like the most is that they speak English and Spanish and there are so many cultures in one school, the staff is good too)
- La comida, los maestros (Food, teachers)
- Union, amabilidad, siempre ayudan cuando uno lo necesita el ser una escuela viligue (Union, kindness, always help when you need it to be a viligue school)
- Tenemos los profesores bien capacitados y trabajan muy duro educando a nuestros hijos y están siempre buscando nuevos métodos para mejorar la educación (We have well-trained teachers and they work very hard educating our children and they are always looking for new methods to improve education.)
- Enseñanza muy excelente, están siempre preocupados por los niños (Very excellent teaching are always concerned about children)
- El idioma (Language)
- La escuela siempre se encuentra limpia y con buena organización (The school is always clean and well organized.)

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué temas el superintendente debe estar consciente cuando él / ella entre en el distrito? (Esta información se comparte con los candidatos finales.)

- De que necesitan más espacio algunos salones porque son muy pequeños (Of what need more space some rooms because they are very small)
- De las rentas y casas para familias de bajo ingreso (Of the rents and houses for low income families)
- Del compañerismo, el ayudar no importando la clase social (From camaraderie, helping regardless of social class)
- Que tengan nuevas ideas para mantener el nivel de educación alta que sea capaz de ganarse el cariño y el respeto de nuestros estudiantes y este de acuerdo que somos una escuela muy viva diversa (That they have new ideas to maintain a high level of education that is capable of earning the love and respect of our students and agree that we are a very diverse school.)
- Profundizar el Tema. ACOSO VERBAL. OSTIGAMIENTO ENTRE ESTUDIANTES EN LAS ESCUELAS. MI HIJO SUFRIO MUCHO Y EL PRINCIPAL DE LA ESCUELA DE SILVERTHORNE HIZO MUY POCO O NADA !!! (Deepening the Topic. VERBAL HARASSMENT. HARASSMENT BETWEEN STUDENTS IN SCHOOLS. MY SON SUFFERED A LOT AND THE PRINCIPAL OF THE SILVERTHORNE SCHOOL DID VERY LITTLE OR NOTHING !!!)
• De recarcar los derechos de niños y niñas y alejar el bullying de las escuelas hacerle ver a los niños que todos somos iguales (To reinforce the rights of boys and girls and keep bullying away from schools, making children see that we are all equal)
• No se (I don't know)
• Que debe de haber reglas que seguir Que la escuela debe de permanecer segura y limpia para el bienestar de los alumnus (There must be rules to follow. The school must remain safe and clean for the welfare of the students.)

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza como examinamos a los posibles candidatos.)

• Que se involucre más con la comunidad para saber más de las necesidades (Get more involved with the community to learn more about the needs)
• Comunicación con los padres de familia (Communication with parents)
• Ser muy amable y ayudar por igual a todos (Be very kind and help everyone equally)
• Que tenga experiencia en el ramo educativo y si no tiene mucha experiencia que proponga nuevas ideas y como se implementarían (That they have experience in the educational field and if they do not have much experience that they propose new ideas and how they would be implemented)
• DEJAR EL RACISMO EN SU CASA Y TRABAJAR POR TODOS. PORQUE TODOS PAGAMOS IMPUESTOS Y CONTRIBUIMOS A ÉSTE GRAN PAÍS. (LEAVE RACISM AT HOME AND WORK FOR EVERYONE. BECAUSE WE ALL PAY TAXES AND CONTRIBUTE TO THIS GREAT COUNTRY.)
• Ser honesto amigable educado servicial (Be honest friendly polite helpful)
• El respecto de los niños (The respect of children)
• Que sea activo, limpio, responsable y consiente con su trabajo que tiene que tener responsabilidades que cumplir y mucho cuidado para que sea todo lo mejor para la escuela y alumnos (That is active, clean, responsible and consents with his work that he has to have responsibilities to fulfill and great care so that it is all the best for the school and students)

Students/estudiante
Sin respuestas

Teachers/profesor
Sin respuestas