

Stakeholder Input Report for

Cheyenne Mountain School District 12 Colorado Springs, Colorado

submitted by



11725 Arbor St., Suite 220
Phone: 888-375-4814/402-991-7031
Email: mail@macnjake.com

Omaha, Nebraska 68144
Fax: 402-991-7168
Website: www.macnjake.com

December 2020



MCPHERSON & JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

**Cheyenne Mountain School District 12
Colorado Springs, Colorado
District Stakeholder Input**

Executive Summary:

On December 2nd and 3rd, 2020, consultant Dr. Norman Ridder conducted meetings with district stakeholders representing five different groups associated with the Cheyenne Mountain School District. The consultant received input from approximately one hundred individuals.

Outlined on this page and the next few 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 Cheyenne Mountain community? (This information is used to help us recruit quality candidates.)

- Cheyenne Mountain is a very tight community with generations of families living in the community.
- Cheyenne Mountain is an affluent community including the Broadmoor and many Colorado Springs leaders live in the district.
- Cheyenne Mountain has natural beauty with open spaces, mountain trails, parks, outdoor recreational areas and the mountains immediately West of the community.
- Cheyenne Mountain is an excellent area to raise a family with an excellent school system and a safe environment with a low crime rate.
- Cheyenne Mountain is a very engaged community focused on community initiatives with schools being its primary focus.
- Cheyenne Mountain values education with ninety percent of the adults in the community with a college degree.
- Cheyenne Mountain consists of many families who have lived in the community for many generations.
- Cheyenne Mountain has a large military component in the community and schools. Many of the top military leaders live in the community.

- Cheyenne Mountain is a community of excellence driven by high expectations, an affluent population and high engagement by the parents.
- The size and the many close connections make Cheyenne Mountain feel like a small town.
- The human capital of Cheyenne Mountain is rich in talent.

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

- The districts academic performance is consistently ranked among the top three districts when measured against Colorado schools.
- Cheyenne Mountain's special needs students have the highest growth rate in the state from year to year.
- The students enter school ready to learn due to high parent engagement.
- The Cheyenne Mountain students consistently perform at high levels academically, athletically and performing arts.
- Financially the district is a very efficient and effective system with limited waste.
- The district leadership is consistently committed for the long term.
- Cheyenne Mountain has a passionate staff focused on going above and beyond expectations.
- Cheyenne Mountain schools focus on academic as well as the mental health of its students.
- Cheyenne Mountain is a strong college preparatory program with a focus on what is best for every child including college and career readiness.
- The small size of the district allows more students to be involved and own their performance.
- The district has a high recruitment and retention rate.
- Cheyenne Mountain has an engaged school board who visits the schools to have lunch and a conversation with staff and acts on observed needs.
- The Cheyenne community financially supports their schools by passing every bond and mill/levy the district brings to the community.
- The district supports staffing to support the social needs of students and families including social workers, psychologists and counselors.
- The district values staff development and continued learning for all staff.
- The district has a site-base leadership philosophy driven by unique needs of each site.

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 final candidates.)

- The district will experience a rising cost in education with minimal support from the state controlled by Gallagher and TABOR.
- Cheyenne Mountain per pupil state funding is the lowest funding by the state.

- COVID is a major challenge for the classroom teacher, student and parents.
- The school mascot controversy is ongoing for the district.
- Retaining and recruiting high quality teachers will be a challenge due to salaries and cost of living.
- The leader will need to be aware of the student and staff mental health needs.
- The superintendent will need to be aware of the high expectations for its leadership (there are many type “A” personalities in the community).
- The district has aged elementary buildings.
- The district has many middle school and high school teachers on the verge of retirement.
- The leader needs to give the assurance that all voices are heard when planning.

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

- A leader devoted to the district by being visible and have conversations while attending school activities and community events.
- A superintendent with a continuous improvement mind set always willing to learn.
- A leader who can communicate by writing, speaking and listening as a professional.
- A well-mannered, respectful leader with charisma.
- A superintendent with a backbone and can say “no”.
- A confident, flexible leader with a humble character.
- A trustworthy, experienced leader who knows how to work a community.
- An optimistic leader with a sense of humor.
- A superintendent who knows Colorado school finance.
- A leader who is multi-skilled and can multi-task.
- A superintendent who can build a collaborative team and delegates the work close to the classroom.
- A leader who is available to everyone and can work the local political culture.
- A highly engaged leader who works well with students, parents, staff and the community.
- A curriculum and instructional leader with building level experience.

Stakeholder Input

Reported as received from each Stakeholder Group

Name of Stakeholder Group: Parents

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

- Many of the Colorado Springs community leaders live in the Cheyenne Mountain community and are invested in the schools.
- Cheyenne Mountain is a very tight knit community with generational history which builds strong commitments.
- Education is a top priority for the Cheyenne Mountain community – many of the parents have graduate degrees.
- Cheyenne Mountain is a military (diverse) influenced community.
- Cheyenne Mountain is an affluent area (Broadmoor – tourist) with a community willing to financially support the school system by supporting bonds and mill/levies.
- There is a natural beauty to the outdoors with open spaces, supported with recreational areas including mountain trails and parks.
- Cheyenne Mountain is an excellent area to raise families – super safe, low crime rate (neighborly environment).
- Cheyenne Mountain is a very giving community supporting schools and made efforts to protect the environment.
- Cheyenne Mountain is a very engaged community focused on community initiatives.
- Cheyenne Mountain is a community that treasures the focus on one school system including a Charter system.

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

- The district's academic performance is consistently a top performing district when measured against Colorado schools.
- Cheyenne Mountain has the highest academic growth rate in Colorado.
- Cheyenne Mountain has high parent engagement which supports high student performance.
- The Cheyenne Mountain students are ready to learn when they come to school.
- Cheyenne Mountain supports the latest technology to assist student learning – able to adapt to COVID concerns.
- An extremely focused school system with one K-12 charter school, middle school, and high school.
- The district offers many co-curricular activities for their students with strong parent support.
- The district has outstanding preschool offerings.
- The district is financially a very efficient and effective system with limited waste.
- Cheyenne Mountain district leadership is committed for the long term.
- The district staff is talented and committed to families and students.

- The superintendent is a leader amongst his peers throughout the state.
- The district has a foundation (The Tradition of Excellence) that supports classrooms and activities.
- The passion of staff is focused on going above and beyond expectations.

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 final candidates.)

- The rising cost in education with minimal support from the state controlled by Gallagher and TABOR.
- Cheyenne Mountain per pupil state funding is the lowest in the state.
- COVID is a major challenge for the classroom teacher and student.
- Parent engagement can be supportive and a challenge to the classroom teacher at the same time.
- The school mascot controversy is ongoing for the district.
- The district is limited in its diversity.
- Retaining and recruiting high quality teachers (salaries vs. cost of living).
- This leadership will need to be strategic as a follow up to COVID.
- Leadership needs to be aware of Mental Health needs of staff and students.
- There are some social-economic issues within the district.
- School safety is a challenge for the district.

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

- A leader who has a sense of humor
- A visionary leader who can articulate a vision
- An experienced and intelligent leader
- A leader who is personable and has an open mind
- A visible leader who is present in the community and school district
- A leader able to build strong relationships
- A leader who knows Colorado school finance
- A superintendent who lives transparency and is a consensus builder
- A superintendent with personal integrity
- A leader who is multi skilled and able to multi-task
- A superintendent who believes in whole student development (co-curricular)
- A person who has their finger on the pulse of the district (engaged)

Name of Stakeholder Group: Community

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

- The Cheyenne Mountain community values education.
- Cheyenne Mountain has a strong sense of community that is active with a knowledge of the school system.
- Cheyenne Mountain is a very engaged community focused on the needs of the students.
- Cheyenne Mountain has a retired community who are engaged in the community.
- Cheyenne Mountain is a generational community who want to be involved and giving.
- The Cheyenne Mountain community is a neighborhood where everybody knows your name. The community is very united wanting a clean community.
- The Cheyenne Mountain school district is transparent.
- Cheyenne Mountain is a strong engaged business community with the Broadmoor and Cheyenne Mountain (NORAD) at its center.
- Cheyenne Mountain is a stable neighborhood that encourages a rich political diversity.
- Cheyenne Mountain has a rich Arts and fine arts culture.
- Cheyenne Mountain has strong leadership within the district (face of the district).

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

- The school district has quality leadership which is sustainable through the years.
- The district focuses on the academic as well as the mental health of the students.
- The relationship between parents, teachers and leadership with parent involvement leading the way.
- Strong athletics in the schools.
- Strong fine arts with an exemplary theater program.
- Strong site leadership
- Cheyenne Mountain has a wonderful history within Colorado Springs.
- Cheyenne Mountain schools have a strong reputation that supports student planning for their future.
- Strong college prep program with a focus on what is best for every child including career and college readiness.
- We have a strong high school facility remodeled recently by doubling the indoor space.
- Cheyenne Mountain schools is a top performer of all school districts in Colorado.
- The district has a strong staff starting with the teachers.
- The size of the district is an asset allowing more participation and ownership of the system.

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

- The district has extremely high expectations for its leadership (A lot of type “A” personalities in the community).
- The Colorado legislative processes may be a challenge.
- The continued challenges of COVID in the district and state.
- The mental health needs of students and families.
- The ongoing controversy of the Mascot.
- The need to foster inclusivity and consider diversity.
- Understand Colorado school finance including Gallagher and TABOR.
- The school district has aged facilities (elementary) that may need to be addressed.

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

- The superintendent must be a community leader.
- The superintendent should be a servant leader.
- The superintendent should be visible in the schools, in all settings and greater community.
- A leader who delegates and collaborates the work.
- A thoughtful well-rounded leader that has an even temperament.
- A leader able to speak to the student challenges of today including technology literacy.
- A leader that is future oriented.
- A superintendent with a strong academic excellence focus and an understanding of mental health fundamental to learning.
- A leader who needs to build a relationship with local and state political leaders.
- A superintendent who can build and maintain a collaborative team.
- A leader with a strong focus on every child with every decision aligned with the needs of the child.
- A leader with charisma and can manage personalities with diplomacy.
- A leader who is assessable to everyone.
- A leader who is engaged with everyone in the community including parents, students, business leaders.

Name of Stakeholder Group: Leadership

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

- A very giving and kind community who is involved in their community.
- A small-town community where everybody knows their name.
- The community has incredibly involved and engaged parents.
- The community does not hesitate to finance the education for their children.
- Cheyenne Mountain has a strong sense of community rooted in strong traditions. People move and live here because of its rich identity.
- Cheyenne Mountain is a community of excellence.
- Cheyenne Mountain has historical stability – generational (people are born, live and die in Cheyenne Mountain).
- Cheyenne Mountain is a very networked community with strong partnerships.
- Cheyenne Mountain has a large military component in the community and in the schools.
- Families move to Cheyenne Mountain because of high performance by the schools.
- Twenty-five percent of the students in the Cheyenne Mountain schools are from military families.
- Cheyenne Mountain schools tend to get children from high ranking military officers.
- Cheyenne Mountain is highly educated community.
- Many of the professional community who work in the El Paso county including Faith leaders live in the Cheyenne Mountain community.
- The Broadmoor influence on the district (Largest tax base).
- The El Pomar Foundation is an asset to the community.
- Cheyenne Mountain has outdoor recreational areas including open spaces and trails.
- The NORAD military program is an asset to the Cheyenne Mountain community.
- The Colorado Springs community has several hospitals including a children's hospital.

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

- The district academic performance is in the top three in any given year.
- The students with special needs often show the most academic growth.
- The English language learners are often recognized by the staff.
- The district has a high staff recruitment and retention rate.
- The staff is highly dedicated to their profession.
- Cheyenne Mountain is a smaller district who is tight knit which enhances communication between buildings and creates a high level of intimacy among its people.
- Cheyenne Mountain has an engaged school board who visits the schools to have lunch and a conversation with staff and takes action on observed needs.
- The community sends students prepared for the next level of education.
- The district financially supports their schools by passing every bond and mill/levy the district brings to the community.

- The district offers programs for the needs of every child including mental health co-curricular activities.
- The school district has offered staffing to support the social needs of students and families including social workers, psychologists and counselors.
- The district makes a deliberate effort to support a positive culture in the schools including health and safety.
- The district has a gifted and talented teacher in every building.
- The district has embraced an inclusion model in special education.
- The district administration has a deep (long term) commitment and rich presence in the district.
- The school system offers many advanced programs for students.
- The district values professional development and continued learning for all staff.
- The district has a robust offering of athletic programs, Advanced Placement classes and Arts (art gallery and black box theater).
- The district has a partnership with the University of Colorado and the local Community College.
- The middle school and high school facilities are state of the art.

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.)

- The many challenges of COVID and impact on the district
- The ongoing controversy of the Mascot
- Change instruction due to COVID causing gaps in learning
- Funding and reduced budgets due to the pandemic and Colorado financing (Gallagher and TABOR)
- The district needs to adjust their technology plan caused by the pandemic.
- The district has transportation issues related to activities.
- The district has to consider the staffing of the district due to pandemic.
- The district may have to adjust their use of data based on the impact of the pandemic.

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

- A leader who is approachable
- A leader with building level experience required
- A leader with public school experience and knowledge of K-12 curriculum and instruction
- A superintendent that is forward thinking
- A leader with a true understanding of inclusive practices
- A superintendent that demonstrates an ability to collaborate with their peers
- A leader with a clear understanding of the state legislature and is politically involved with the legislature
- A leader open to and responsive to parents but willing to tell the parent “no”
- A leader with grace under pressure

- A leader who is diplomatic
- A superintendent who is transparent
- A superintendent who is visible and listens to learn from the internal and external community
- A leader who is trustworthy, credible, and understanding school safety, and mental health
- A leader with a strong work ethic and endurance (a high level of energy)
- An entrepreneur with an open mind
- A leader who can build respect from each layer of the organization by living in their space
- A superintendent who can speak the common language with a high level of understanding
- A leader who can wear many hats
- A superintendent who considers all perspectives before deciding
- A leader who builds relationships through trust
- A leader who has an open mind to planning
- A leader who is willing to honor the uniqueness of each campus (site based)
- A superintendent who can develop deep roots by living in the district
- A leader with patience, courage and grace under pressure
- A superintendent who is unflappable
- A superintendent who is a strong communicator

Name of Stakeholder Group: Staff

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

- The size and the many close connections make Cheyenne Mountain feel like a small town.
- Cheyenne Mountain has total community support for the schools.
- Cheyenne Mountain has a connectiveness we live and share with one another.
- Cheyenne Mountain is a desirable location near open spaces, open neighborhoods, parks and the mountain community.
- The human capital of Cheyenne Mountain is rich in talent.
- The businesses are incredibly supportive of the schools and the community.
- The community values education by passing mill/levies and bonds and has demonstrated an appreciation for teachers. Ninety percent of the adults in the community have a college degree.
- Cheyenne Mountain is a community where everyone knows the teacher's name.
- The Cheyenne Mountain community shows strong support for the district foundation (The Tradition of Excellence Foundation).

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

- Cheyenne Mountain is a small district relative to surrounding districts.
- The district has a focus on the whole child from preschool to senior in high school.
- The district has a special focus on student individual needs as a district.
- The district has challenges due to COVID that may impact the mental health of staff (COVID) and students.
- There is a strong sense of pride in the schools.
- The district has dedicated high quality teachers (National Board Certification, master's degrees) with a high teacher retention.
- All teachers are challenged to be the best teacher they can be.
- The district has a strong board of education who listens to staff before they set policy.
- The district has strong support staff (bus drivers, cooks, maintenance and clerical).
- The teachers are empowered to teach and are held accountable.
- The district has a site-based leadership philosophy driven by unique needs of each site.
- The district has a strong reputation which challenges staff to perform with pride.
- The district has high parent engagement.
- The district has a high percentage of home-grown parents and teachers.

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.)

- The district will need to respond to the state mandate for early childhood (four-year-old).
- There is pressure within the community to be the best school system in the community in academics and athletics which may cause mental health issues.
- The district leads the voice for education at the state level.
- School budget will be a challenge due to COVID and State financial of schools (Gallagher and TABOR).
- New teachers struggle due to low teacher salaries and COVID challenges.
- Teachers are asked to do more with a freeze in salary which may cause teachers to leave the profession.
- The district health insurance package is a liability.
- The district needs to find a better way to support the non-classroom teachers.
- Many middle school and high school teachers in the district are on the verge of retirement.
- The district is a high performing system that does not need to be a turnaround district.
- There is an aging bus fleet (over ten years with some over twenty years old).
- There is an ongoing controversy on the Mascot of the school.
- There is a growing need for special education funding which is one hundred percent inclusive.
- The district has two special education programs (autism).
- The ongoing challenges COVID will bring to the district and region for staff and students.

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

- The leader will need a backbone to deal.
- The superintendent needs to be forward thinking.
- The superintendent should be empathetic and able to delegate.
- The superintendent should be articulate, and have strong communication skills.
- The leader should listen to everyone's perspective before deciding.
- The superintendent should have patience have grace under pressure and a strong sense of self.
- A leader who grows to know all staff by name
- A leader who has a strong financial understanding of budgeting and management
- A leader who works with university and other districts
- A leader who can manage improvement based on a solid base of instruction
- A leader who will study and respect the traditions of the system
- A relationship builder who knows how to build a team
- A leader who has the heart of a teacher (has classroom experience)
- A person who can focus on state legislation
- An experienced educator with professional communication skills

- A listener who respects the unique nature of every person and every site
- A superintendent who will apologize, can forgive and seek forgiveness
- A leader who has a personal vision aligned with the district's focus
- A leader who will inspire the talented students to learn
- A leader that always has the students first.

Name of Stakeholder Group: Students

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

- There is a sense of community with tight neighborhoods.
- Cheyenne Mountain has strong engaged parents supporting their children.
- Community members without children in the school support the district.
- The military parents from the different bases live in the district because of quality education.
- Cheyenne Mountain has great outdoors with the mountains and recreational areas – mountain trails – with Stratton open spaces and Cheyenne Canyon parks.
- Cheyenne Mountain is one of the fastest growing communities in the country.
- Cheyenne Mountain is a very affluent and talented community.
- Ninety percent of the adults who live in Cheyenne Mountain have advanced degrees.
- The Broadmoor lends itself to the community with tourism and major tax support.
- Cheyenne Mountain has very tight neighborhoods feeding into one high school.
- Cheyenne Mountain is a place where everyone knows the teachers, parents and students.
- The businesses in the community support students.
- Cheyenne Mountain is an ideal location for anyone who wants to recreate it has a big city atmosphere in a small community.
- Close to the Cheyenne Mountain Zoo which is private and one of the best in the country.

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

- The district has multi-generational families that stay in the district.
- The district's teacher retention is extremely high.
- The active investment by parents transporting their children, attending activities and volunteering for the schools.
- The district's quality of education is high with everyone doing their best.
- The district has a ninety-four percent graduation rate.
- The intense student engagement begins at preschool.
- The district has a great balance between academics and athletics.
- The district has a strong fine Arts program with multi offerings allowing all children to be involved.
- The district has the second most athletic awards in the state of Colorado.
- The district has a wide range of classes in AP and regular classes.
- The district has strong student funding supporting many science labs (remodeled facilities), foreign languages and a strong co-curricular agenda.
- The district has the latest technology especially during COVID.
- The district funding supports special needs, gifted and regular classes.
- The Cheyenne Mountain students are encouraged to take AP classes by the teachers and parents.

- The school has won the John Erwin award which awards student performance, attendance and appropriate behavior.
- The teacher's attention is focused on supporting all students.

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.)

- The leader needs to give assurance that all voices are heard.
- The district has needs for mental health support with a high suicide rate.
- Struggles with COVID in the technology arena causing low student performance.
- The leader will need to focus school funding due to the pandemic.
- The superintendent needs to visit with students directly.
- The superintendent needs to have high emotional support for students and their families.
- Due to COVID the superintendent will need to rebuild the community, families and students.
- The Mascot issue is an ongoing controversy.

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

- Devotion to the district – be visible and have conversations and going to community events become the “Face of the district”.
- A leader with a continuous improvement mind set
- A leader who is easy to visit with and listen to his people
- A superintendent who is a strong communicator
- A leader who communicates the strategy and how it makes sense for the student
- The superintendent must have a strong backbone and support the plan of the district
- The leader needs charisma, be well-mannered and respectful
- The superintendent needs to be transparent with his messages
- A leader with a vision for the future
- A preference for someone who knows the district
- A leader with patience who recognizes people's differences
- A leader with an optimistic personality
- A superintendent with strong management and planning skills
- A leader who is flexible
- A confident leader
- A leader who is approachable (listens)
- An experienced leader who knows how to work the community
- A leader who is trustworthy
- A leader who is willing to stay for the long term
- A leader who can speak, write and read as a professional

Survey Monkey Results for Cheyenne Mountain School District 12

December 2020

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

171 Responses

Administrators

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

- Diverse population w parents who appreciate efforts for their child's best education
High Parent involvement The size and close connections - small town environment -
Intimacy Supportive and loyal parents and families Resources Supportive
Administration Networked community
- small town feel, information travels fast (good or bad), supportive, people care about
their neighborhood and keeping things looking nice, longevity
- One of the things our community is blessed with is that we have really great
demographics. Most CM12 families are led by college educated adults or business owner
adults, or often times both. As such, the community expects a higher standard and
broader range of instruction in our schools - no longer is a last-century instruction model
good enough. As parents, we prepare our children to meet the standards and challenges of
the 21st century. CM12 must be better at supporting our community by discarding the
outdated and low-threshold standards. No more declaring victory because the students are
better prepared for today than the standards used to measure their grandparents at the
same age. We must challenge our young people at the cutting edge of education.

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

- Small central admin who know everyone - Intimate Close Knit Environment Caliber of
the District (top six in state consistently) Administration's rich and deep history with the
district Focus on whole child (physical, emotional, educational) Consideration of social
emotional needs/curriculum & Making this a Priority Connection among staff Leaders
who listen to staff Lots of opportunities for students (after school and extracurricular
activities) High and productive parent involvement Positive family support Teachers
and staff do "whatever it takes" Vertical alignment from level to level Inclusion Model
embraced
- small, families that start in the district tend to stay in the district(kids start in kindergarten
and graduate together), parents are supportive, kids want to learn, kids come to school
with a lot of background knowledge
- The schools are, generally, responsive to the needs of 21st century students. Our teachers
and staff genuinely want the best for our children and are willing to meet them where

they are and teach them how to be better tomorrow than they are today. The teachers and staff need support from the top on doing this better.

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

- Funding per pupil / low compared to other state districts Transitory nature of district families (up to 30%) Keeping up with teacher salaries / teacher retention amidst potential cutbacks Supporting non-classroom teachers, realizing their importance to students' inclusivity Creating a diverse, inclusive environment for all students Effects of remote learning (loss of academic growth, food insecurity, social/emotional health, and parental loss of employment) & Plan to deal with shortfalls therein Data poor environment Maintaining a positive, engaging, and productive environment for all staff, students, and parents
- Parents are supportive but can be overinvolved. Our parents like early and often communication. Our parents do not like to be told no but we need someone who can say no when need be.
- CM12 is blessed with really great demographics. The community surrounding CM12 is not as informed as the CM12 community is and can be a dragging influence. A patriarchal approach to life pervades COS and the greater El Paso County area, which often leads to a lack of communication and, sometimes, leadership. Unfortunately, this has begun to creep into the CM12 district at all levels. From the occasional teacher all the way to the CM12 Admin offices, the patriarchy and non-responsiveness is appearing here. The new superintendent will need to ensure CM12 continues to be one of the best districts in the state by employing 21st century cutting-edge communication and measurements.

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

- Forward thinking Articulate High intellect with an exceptional set of soft skills Considers all perspectives Willingness to honor uniqueness of each campus Approachable Empathetic Self-aware Transparent Strong communication skills Ability to delegate Respectful Taking time (years) to build a trusting community - not rushing Grace under pressure Patience Doesn't make impromptu decisions - and commits to decisions made Strong sense of self Leverages staff's strengths by knowing them well Building trust with the leadership by making more deposits before withdrawals Recognizes that each school is unique, with its own personality, challenges and strengths - able to maintain sense of individuality and community Willingness to get to know and interact with all district staff Advocate for district and teacher issues at state level Gather input from teachers on decisions that will impact them before making decisions Hope, positivity, excellent understanding of finances Watch, wait & seek input before making large scale changes Ability to build deep and meaningful relationships Role model Adroitness
- smart, needs to know the ins and outs of the district, willingness to get to know all employees as we are a small district, continue the tradition to meet with all new staff

prior to hiring. Knowledgeable about policies (local and state), trustworthy, able to build relationships

- Foresight, insight, humility, and energy are four characteristics the new superintendent should possess. They are not mutually exclusive. CM12 must be better at supporting our students and community by discarding the outdated and low-threshold standards currently in use. No more declaring victory because yesterday's standards are too easy for our 21st century students. We must challenge our young people by using today's appropriate standards in education.

Classified Staff

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

- The standards are high amongst the parents and the staff for the kids to be successful.
- We have each other's backs/loyalty and genuinely care for one another so we circle the wagons when necessary.
- Live outside community - just employee

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

- I don't like that they are discouraging travel. (I'm not talking about the pandemic). If a group gets invited to a national event, we should be able to pursue it.
- Top notch education and fantastic leadership (especially gifted principals). Focus on academics but also the whole student: athletics, art, music, clubs are also important.
- Live outside community - just employee

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

- Classified staff - treat them same as teachers - equal pay raises and held to the same high standards of the district. Improve communication throughout district.
- What I said in number 2. And, they should be prepared to be a good listener as I'm sure everyone's going to want their ear.
- The controversy surrounding the Indians mascot, budget issues, the need for more attention given to the gifted students (not just special needs), pandemic issues/grades.
- Funding for newer buses.

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

- Personable with a good sense of humor. Leader that can get buy in from all staff to see his/her vision for the district.
- A good listener, organized, a good communicator.
- Thick skin, multitasker, good communicator, good moral compass.
- Interpersonal skills

Community Members

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

- District Community strongly supports education
- The pride we have in our community, we have a lot of alumni who continue to live in the community (for multiple generations) and we are also very opinionated.
- We are a mountain community that values civic engagement and the beautiful but fragile ecosystems of Colorado. Colorado in recent national elections had the second largest turn-out in the country.
- We are fortunate to have the great outdoors largely "at our doorstep." The beauty of our open spaces invites active lifestyles and a sense of appreciation for this unique corner of Colorado Springs. Our community has become more diverse this past decade, and this diversity is our strength when embraced and promoted as a reflection of a welcoming, growing city. Our community highly values excellent public education. While tradition is recognized as a foundation of our success, the Cheyenne Mountain community values schools which are responsive to the needs of a changing demographic, and embraces innovations that challenge our students to think critically about pressing social, economic, and environmental issues our children (and community) face.
- Small, supportive, high expectations
- Our community is beautiful, set in the foothills of the Rocky Mountains. The community is close knit. The community cares deeply about our schools.
- The community is very involved and has a lot of history. A lot of the local skyway/broadmoor community went to SD 12 in the past and basically came back to this community.
- Supportive in passing school bonds, etc.; beauty and proximity to mountains
- Low crime, residents are mostly educated, generous and involved in the community. Residents are supportive of school funding initiatives.

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

- Multiple (three generations of graduates with deep respect for the school
- We have a strong alumni network who continues to support the schools because we received outstanding education and have outstanding athletics. Excellence is expedited and delivered and students always put in the effort.
- Cheyenne School ranks at the top in academic achievement. In its district members of the community vote to support generous funding for the school. While it is a public school, it enjoys many of the advantages of a private school.
- The culture of our schools reflects the desire of parents and families to be a part of their child's educational community. Schools value the communities' interest in how our schools perform, and their interest in supporting the district's needs to maintain strong educational environments. Our school leadership work together in a collaborative and

supportive way, strengthening our community as a whole. The success of one school is celebrated as a reflection of our greater community, and therefore models to parents and students a defined pride in our collective efforts to provide excellent education to all of our students.

- Supportive staff and parents,
- We have a long tradition of providing our children with an excellent education. Our teachers are dedicated to excellence.
- Top rated best schools and far ahead of most academically
- Small; feel of family; culture that includes pride in academics
- Excellent teachers, a wide variety of after school options and generally a progressive atmosphere.

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

- HS students are subject to a lot of influences
- The district is behind in terms of technology, there is a good old boy system run with administration throughout the district and with staff.
- There was briefly a drug problem among a very small number of students about 4 to 5 years ago. I believe the administration and engaged parents, along with local police, got a handle on it.
- This district has a history of high performance from students, and an expectation of high performance from parents. This high bar is both an aspiration and a challenge. The aspiration is that high performance be a genuine reflection of an excellent learning environment - one that is forward thinking about how to engage students and supports transitions of teaching practices as educators utilize best practices and pedagogy. The challenge is to allow for change. Tradition is mentioned with pride, and resistance to change can be an impediment to providing excellence in teaching and learning. This balance is critical to understand as leadership engages with the community to share the vision for the district. Attracting diversity in the teacher workforce should be a priority. This will be a challenge, but one that the community values if we are to serve all of our student population with equity in mind.
- Must have an ability to support and represent ALL staff from the teachers to the School Board, must have an educator's heart and willing to fight for what is right for the "boots on the ground" in education
- Getting rid of the Indian mascot is an issue I don't have kids in the district yet so maybe a better answer would come from the staff, parents or students.
- How greater issues (Gallagher Amendment, TABOR) impact school funding
- Unfortunately, this school district lacks diversity, both in the student body and faculty. I would like to see more minorities holding teacher and administrative positions and a more diverse student body.

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

- Lots of demanding parents probably needs to be a diplomat
- Understanding, willing to listen to all perspectives, willing to take charge and clean house, willing to stand up to cheyenne parents who can potentially walk all over them.
- The new superintendent should be a visionary, holistic educator with high moral and ethical standards, not just a competent manager and fund-raiser. There is a need to foster critical thinking skills and a better understanding of civics. Cheyenne School once had a legendary educator. offers a model for some of the qualities I would deem of critical importance in the new superintendent.
- Relationship-oriented: the new superintendent should value hearing the views, concerns, and hopes of students, parents, community members, teachers, and leadership. Genuine communication happens in authentic relationship, and I believe the desire to be in authentic relationship (with all the challenge and benefit those bring) is critical to establishing trust in leadership. Visionary - having a vision, promoting that vision, building buy-in for the vision amongst the educational staff and the community, and focusing on actions, decisions, and programs that support that vision. Respectful - holding respect for the professionals working in our schools; listening to ideas, concerns and feedback with an open mind; assuming positive intent when ideas, concerns and feedback are given, even if they will not be implemented nor change be pursued; communicating with the community in a way that demonstrates value for community ideas, concerns, and feedback while leading with a strong adherence to the vision presented. Curious - a desire to learn and understand the needs of all of our students, make choices that support the success of all students, and actively work to improve outcomes for all students - particularly where there is not equity.
- Honest, willing to die on one's sword if necessary, can't be bullied or pushed around
- The candidate should be dedicated to students and their achievement. The candidate should be approachable and should understand that our community is interested in maintaining the high quality education that has been provided throughout our history.
- Clone in a male or female version. Be involved and get to know your students, parents, staff and be a part of the community. It would be hard to understand what the district is about without knowing what the community stands for and is all about. Keep the academics higher and make students parents and staff feel welcome. it will be large shoes to fill. Good luck to whoever takes on the task of filling his shoes.
- Great communication skills; ability to interface with the public; concern for teachers and the issues that directly impact them
- Respectful and interested in all of the D12 staff. Awareness of the challenges and opportunities of each individual school. Community outreach and communication.

Parents

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

- *each neighborhoods have a sense of mini-community. *people care about our community and want to make it better. *our community members want to be involved. *the school district is viewed as an integral aspect of our area and our property is sought after as a result. *prideful *united *multiple generations live in the community *value arts and culture
- Being at the foot of Pikes Peak the outdoor opportunities are excellent and as such the community is outdoor minded and diverse. The community is also focused on helping one another and moving forward together.
- Small, involved
- We have committed, high-performing teachers
- Colorado Springs is relatively diverse due to the many military establishments and is consistently voted as an ideal place to live. COS is rapidly growing and is somewhat recession proof due to the military presence. It has wonderful weather if you like a lot of sunny days mixed with a few snowy ones. The southwest part of town, where D12 is located, is a beautiful area where the plains meet the Front Range creating opportunities for road biking, mountain biking, rock climbing and bouldering, hiking in a variety of terrain and there are plenty of public parks. Culturally rich, there is solid investment in the arts community and many opportunities to enjoy the arts.
- Colorado Springs and El Paso County are blessed with natural beauty, nice people who believe in and love their country, a usually well-run local government, a strong foundation accepting of religious faiths of all stripes, and a pretty strong economic foundation of the U.S. military, the U.S. Olympic Committee, space and cyber technology companies, and non-profits.
- We have a highly invested community. Our parents truly care about the future of our children.
- That it is a community. There is connection and communication.
- People are responsible, educated, and kind.
- We are very close! Everyone lives in the same neighborhoods and we run into each other at everything from grocery stores to lacrosse games. It is nice to know that other parents have an eye on your kids, and that you are known to the people around you.
- Our community is wonderful. It is diverse, respectful, and safe. The school district is housed in a beautiful part of town. There is so much to do outdoors and we have a lot of fun. The community really comes together to support its neighbors.
- Affluent with a high percentage of two professionals with advanced degrees in a household. Located in the foothills of the Rocky Mountains. Endless hiking, mountain biking, and climbing opportunities.
- It is a small tight knit community.
- The parents for the most part are supportive and are advocates for their children.

- In my experience, this community is welcoming, caring, strong and motivated. People in the community are interconnected through schools, work, and more, so our district feels small in that way.
- strong community support, excellent schools, dedicated parents/community
- Natural beauty
- It is safe and scenic. Low traffic and easy commute.
- The best thing about the Cheyenne Mountain community is the feeling of family that pervades it. We are a small, but tight knit community who look out for one another. We have expectations of greatness for ourselves, and for our children.
- Most parents in the community are supportive of the school district and put a high value on education. The community has a huge range of socioeconomic diversity from poverty to multi-million dollar homes. Families are eager to choose into the district and the district has a great reputation for academics. The community has a safe feel, kids play outside and ride bikes. The community has endless outdoor activities including hiking, biking, climbing and also close proximity to downtown. Excellent place to raise a family.
- it is truly COMMUNITY. We support each other. Neighbors help neighbors. Everyone feels that a strong district is good for the community.
- There are three things that make our community what it has become and the reason why people want to live in our area. 1) Open space and access to trails and the mountains. 2) Cheyenne Mountain High School 3) The Broadmoor Hotel
- A lot of parent involvement. Great support from parents to students. High expectations of kids performance.
- strong parental support, high achieving
- The parents and kids are awesome. Everyone bonds together. Parents hire tutors if their kids are not doing well.
- Involved and interested parents
- Balance of city amenities and close to nature
- Family oriented. Great schools.
- It is a "big" district but feels like a "small" district. A real place of community.
- Parents have a high level of commitment behind their kids' education. This helps produce classrooms that are ripe to move forward on a substantive level.
- The mountains and outdoor activities. People are friendly overall.
- The Cheyenne Mountain community is a relatively small community for the size of the city it is in. It's a tight knit and well educated community. The community supports the district on a vast array of items from bond and mill levy issues to school support.
- Natural beauty, access to the outdoors, suburban lifestyle, community with a history of philanthropy and excellence
- Value the importance of education & willing to put funding towards education

- nature readily available
- We are a small close knit but diverse group with common goals: to keep our community members safe, prosperous, and happy (that goes for the wildlife as well).
- Military town, people from many other states have relocated to Colorado. This provides change and diversity.
- I love my community for its value on family and education. There is a very high priority on our school district, the homes we live in and families.
- Love for nature and the outdoors, Beautiful mountains, people seem to genuinely care for their neighbors.
- There is a deep pride in the CMSD community for high achievements in academics, athletics, and all arts. High parent involvement and expectations.
- People watch out for each other and want the best for everyone.
- The area's history, beauty and support and encouragement to students to succeed and giving students to tools they need to succeed in school.
- A#1: D12 schools. athletics/coaches.
- Great schools, outdoor activities, physical fitness oriented, strong economy and housing market, military connectivity, great place to raise a family
- Beautiful weather, tons of outdoor recreational opportunities.
- Many engaged families, and strong academic focus
- Small. Focused on the family. Live in this area because it is beautiful with great school systems, neighbors also see importance in great school district.
- Sunshine. Great outdoor activities. Beautiful scenery.
- Amazing weather, views. Outdoor activities. World class hiking, zoo & hotel within a mile or two from D12 schools.
- Very active, involved parents & students, lots of support & pride in the district, beautiful small corner of the springs.
- Lots of nature. Friendly people who come here to live from all over the US.
- People are kind, hardworking, and well educated. Parents are involved in their kids' education and are invested in making sure the schools are excellent. People here are very physically active.
- Small town feel within a city, generations of families live here, outdoor access
- very engaged, high achieving community, with resources to support a small school district.
- Involved parents, high-income neighborhoods fund high-quality schools, and great access to parks and other amenities in the community.
- Involved. Caring. Leadership over many sectors. Wealth of opportunities.

- A tight knit community in many ways. My husband and I specifically chose D-12 to live in and for our children to attend school after moving across the country.
- Our community is safe, friendly and neighbors come together to communicate and help each other.
- Appreciation for tradition and history
- Springs is a close-knit community that celebrates family, Country and Church.
- We have one of the best districts in the county. This means we get the most funding.
- We are close. We are neighborly. We are educated and care about our students' success. We appreciate tradition.
- We are a close-knit community and proud of our high standard of excellence in our school district. District 12 includes many very hands-on parents and participatory community members.
- Appearance/cleanliness of facility. Area/location
- Conservative yet open and friendly
- Many families are currently serving, or veterans of, the Armed Forces. District 12 families highly value a strong family background where children are well supervised and expected to behave and adhere to traditional American values.
- Proximity to outdoor activities (ie hiking, biking, skiing etc) is unparalleled. Downtown still has a smaller town feel. Arts community is well supported.
- High parent involvement. Community support for athletics. High expectations for academic achievement. Safe.
- Lot's of parental involvement.
- Beautiful place to live, lots of outdoor activities. People are nice too
- People care about their kids' education, there is so much parents' involvement in their kids' school. A lot of people move into the district for the school here. It is rated the best in the city. People are willing to do anything to make sure the success of our schools in D-12.
- Close-knit, friendly, community focus.
- Great outdoor lifestyle.
- Live in one of the most beautiful and diverse communities in the US. Weather is extraordinary. An outdoor paradise.
- Cohesiveness
- We stick together, we stand by our families, we support our children & the school.
- I feel we have a strong community everyone tries to work together. We all appreciate information regarding the district
- Clean, safe.
- Small town feel where everyone overlaps in several ways. Supportive, friendly.

- We love this area--it's beautiful, with great weather and outstanding access to opportunities for outdoor recreation. The downtown area has fantastic restaurants, and we're growing more and more diverse as a community.
- We moved here in part for the schools. We love the support the parents give to the schools and high level of participation.
- - mix of various backgrounds - high military presence
- Our community is smaller than average, which offers a more intimate climate with rapid communication possible. Although affluent, there are still folks from all walks of life represented, as well as many transplants bringing other cultures and experiences to help broaden perspectives.
- We care about each other and respect each other's space. An active lifestyle is encouraged. We all take our school system seriously and have pride in D-12.
- Great people, beautiful area
- Cohesive community that supports teachers
- It is developing more cultural experiences It is not very diverse, but that is slowly evolving It is fairly conservative, though slowly evolving Cheyenne Mountain has a fairly affluent demographic, though there is a range of low income and middle income families There are 12 school districts in El Paso county that work collaboratively on many levels The school districts all participate with Pikes Peak Business and Education Alliance which is a forward thinking collaborative that is the bridge between business and industry and education. It creates work-based learning opportunities for students. We live in a city that operates as a small town. It is easy to become entrenched in our community. Our community is fairly innovative, though it is not marketed as such.
- Supportive of each other, their businesses and our teachers Relatively small area Beautiful Access to nature and easy to be active Willingness to put in effort to see positive results Secure We back our kids Unwillingness to put up with bad behavior
- The district feels small enough that my son get the attention that he deserves. The community feels small town.
- Parents willing to be involved, educated parents, good socio economic base.
- It is a high performing district and a close knit community of people who value education.
- Our community is extremely educated and driven. Most of our friends and neighbors have received higher education, and we take the education of our children very seriously.
- We are new to the community and love it so far. The location is great and the parents and their children are too.
- Beautiful outdoor scenery and activities. Small town feel in D12 with access to big city amenities including the airport, shopping, Denver.
- Nice area close to outdoor recreation locations. Great weather 90% of the time.
- D12 has a nice conservative base, retaining our core family-oriented values.

- The scenery is beautiful, and with low humidity, it's comfortable outside for much of the year.
- Very tight knit. Folks that live in D12 have an exceptional feeling of community. Most of the teachers, staff and administrators live in the District and send their children to D12 schools.
- this is where the money is.
- I feel like the best thing about our community is everyone helps in a time of need. Doesn't matter what it is, people form together to make things happen.
- People care about their kids' education, there is so much parents' involvement in their kids' school. A lot of people move into the district for the school here. It is rated the best in the city. People are willing to do anything to make sure the success of our schools in D-12.
- The District 12 area is one of the most beautiful, friendly, family sorts of environments I've ever had the privilege of encountering. Raising our children here is a joy. We truly feel blessed everyday here.
- We live in a community with four distinct seasons, access to beautiful outdoor activities and health-conscious residents.
- Beautiful hiking trails close by. Fantastic hiking, biking, camping, and skiing
- educated parents who value education
- They support each other.
- Beautiful place to live, lots of outdoor activities. People are nice too
- We are conservative and has tried to keep the kids in person learning.

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

- *outstanding staff that is caring, kid focused, and a desire for each student to succeed. *strong leadership from administration. *engaged families and community. *students are eager to learn. *fiscally responsible. *attempts to provide programs for all students. *respect and inclusion. *great reputation in our area, state, and nation. *works collaboratively with other districts. *focused on what is best for kids. *responsive and nimble to react to concerns and needs of students, staff, parents, and community. *focused on excellence. *strong sense of school community.
- The administrative staff and teachers do a lot to help each school build its own character and feel. This helps each elementary school be a true community school. The JH has done a lot to help student from all of the different elementary schools come together in an effective way to create a tight knit student body.
- Challenging academics, solid reputation
- Involved parents. GC, JH very happy places

- There seems to be a good cohesion between all the schools in the district, as they work together towards a common purpose. The response to COVID seems to be well thought out and executed.
- Mostly middle to upper middle class stable families with some lower socioeconomic groups and some upper class families. The community strongly values educational success and sportsmanship. The schools are well run with relatively few discipline problems and a generally polite and respectful community of students and parents who generally work cooperatively with the schools/teachers for success. Professionalism is a strong value amongst the teachers, staff and administrators of the district and it shows.
- District 12 schools have a good reputation with strong honors and AP programs. The schools welcome parent input and participation, and I expect that to continue under a new D12 Superintendent. Too often we hear of schools trying to slip progressive, left-wing curricula past the parents, whether it is woke political indoctrination, racist "anti-racist" brainwashing, or sex education promoting promiscuity. I haven't discovered major cases of such indoctrination yet, but I am keeping my eyes out for it and I will actively publicize it and oppose it if I find it.
- Engaged staff! Willing to devote extra time to ensure success of their students. Small student to teacher ratios Engaged leadership to guide frontline staff with behavioral concerns Allowing the teachers to develop and guide their classrooms according to their teaching style. Not dictated or micromanaged by leadership Highly engaged parents in the community who are allowed to participate in the classroom and support teachers when appropriate
- The families, staff, and community support the school. Both time and money are available when asked for.
- Teachers genuinely care and take the time to get to know each student personally. Learning is exceptional and schools rated best in the state!
- We have the most incredible teachers! I tell everyone coming to Gold Camp that it doesn't matter which teacher you get, it will be a great one! And the staff REALLY CARES. They try to bring out the best in your kids, not just give them tests and try to "catch" them doing anything wrong. Teachers have been my kids' confidants, cheerleader, instructor and basically magician - how they make complex things look easy is amazing!
- Best school district ever. As a mom, I enjoy knowing that my kids are thriving. The school district is extremely supportive and excellent. My kids love their teachers. They have fun learning and they are kept safe at school.
- Top District in the state of Colorado year after year. Very small district with only one middle school (grades 7&8) and one high school. Lots of continuity generates a very high degree of accountability from students, families and teachers alike.
- I like that the class size is small. There is more interaction between students and teachers than in other school districts we have been in.
- The academic rigor prepares them for college.
- Amazing and dedicated teachers and staff. School buildings are well maintained. Strong and supportive PTO.

- excellent education due to committed administration and teachers/staff
- High standards
- The district is small. Kids meet in K and are with most of the same kids at graduation. It has a private school feel without the price tag. The majority of students have basic needs met and come to school prepared to learn.
- Our small size as a district allows us to be even more child-focused and agile. We are all very proud of the amazing reputation that D12 has earned over the years!
- Strong parent support. Building leadership is strong, teacher turnover is very low. Like most districts, teacher quality varies, but most certainly a large majority are excellent. Great band programs and traditions at each school. Strong focus on academics. Inclusive and tight-knit community feel to the schools.
- teachers are a amazing. Hold students accountable.
- We, the school district and the community, have high standards for our kids all around. Education, athletics, and social standards I personally feel are elevated in our area/district. My wife and I graduated from CMHS and have two children who recently graduated. We have one more child who's currently in elementary school at D12. We (my wife and I) believe in providing our children with the best public education possible. For this area, CMHS has been and we hope continues to be that vehicle for us, as well as future generations. Our oldest son is a Sr. in college. He wasn't the best student actually far from it. We were very afraid of how he might perform in college. He has since thanked us many times for sending him to D12 because CMHS prepared him for college. We contribute much of his success to the education CMHS provided him as well as the athletics program. He is currently a senior in college and is a four-year starting lacrosse player at his school. Our daughter who is the exact opposite of our son graduated CMHS in the honors program. She went on to college with an academic scholarship and has continued, now a junior, in her school's honors program and has earned a 4.0 GPA. She too believes CMHS provided her the education to be prepared for her next chapter in life. She is actually a bit bored in college because at CMHS she was in the choir (zero hour), in the honors programs, and earned three athletic varsity letters in basketball, lacrosse, and field hockey. She was a very busy high school student! Our youngest child is currently in fifth grade. He like his brother is not the best student sadly however we're hoping that changes. Socially he is very connected with his peers through school and athletics. Here is where our schools might differ. Our son and his peers all play basketball, lacrosse, baseball, and football together. This isn't the only group that is like this. His peers are his community. These boys have been playing together since most of them were under seven. We are excited to see these boys develop and grow together within D12. One of my son's friends/teammates/classmates move last year and they all still talk about "Eli". Once in a while my son will ask me "Dad can you call Eli's parents and ask him to move back"? Many of the people in our community/district are here by design and not by mistake.
- High performance academically. Great teachers. Students feel safe, feel welcome. Great love towards teachers.
- strong academics, good extracurricular

- We have an incredible group of educated students parents who want the best for their children.
- Involved and interested teachers. Academic excellence
- High expectations for success with parent in involvement
- The teachers and the level of parent involvement.
- Our teachers and administrators truly care for the students and families in our community. When someone is on need, everyone rallies behind them. Truly amazing.
- Motivated kids, caring teachers (who help fuel that motivation), and administrators who have great judgment.
- Our schools, on the whole, are lucky to have an over abundance of parental support. One school is a lower socioeconomic building, but they probably have the most talented teachers because they have to think and teach outside the box. The overall thought process is a high quality academic expectation from students and group of teachers that are held to the same standard as the students.
- Strong academic records, supportive parent community, affluent families that prepare their kids for learning
- It's a small district which is nice. We transferred in from out of state & after understanding the enrollment for elementary schools the transition was seamless. The teachers and staff are all wonderful & kind people. We specifically moved into this area of the city for District 12 & its reputation.
- Parents are involved and engaged in their students' education
- D12 is laser focused on supporting the whole student (academically, athletically, artistically) with the hope of producing happy and engaged citizens.
- CMSD12 does not conform to what other districts do and has integrity and vision.
- Our schools have a very high standard of education. The math and science classes seem to be competitive with other high functioning schools. English, history and arts are also top notch!
- Experienced teachers, commitment to excellence and continuous learning as educators, commitment to quality education
- The faculty takes great pride in providing a high level, academic education for their students.
- The schools use what works not what is trending in education. This makes them competitive instead of confusing.
- Willingness to raise taxes or bond issues to provide the schools and teachers to perform at the highest levels so our students succeed.
- A+ teachers, overall education quality
- Small class size, phenomenal teachers, parent involvement
- D12 schools are filled with exceptionally talented and motivated students.

- Principal Henderson's leadership, 100% committed teachers, kiddos strong sense of respect and community
- Very Personal Experience. Teachers go the extra mile. All teachers know your child. It's more than just 0800-1400. Large military family presence and schools really understand the demand and works with those families.
- The parents and most kids in our district seem to value a good education and a highly rated school.
- Involved parents/families, consistently rated top school district in CO, 1 high school a plus for fostering strong sense of community, low teacher turnover, state champion level athletic programs
- Excellent teachers, outstanding principals, small, nimble, well funded, focused on helping each student & changing accordingly.
- Small elementary schools with only 2 classes per grade. Excellent teachers and staff!
- Children are known individually and cared for individually. Academic standards are high and children are given all of the resources and support they need to succeed.
- Academic excellence, success in sports - 100 state championships, excellent offering of specials, teachers love working in the district, well run pto's, great safety standards and presence
- For a public school district we are small and nimble enough to pivot in difficult times (pandemic) and adapt as research supports alternative approaches to learning that may benefit our students (later start time for high school)
- Great teachers, well-funded schools, conscientious administrators.
- Excellent teachers. Involved parents which means higher number of children who are highly engaged in learning.
- D-12 has been a great school community from Broadmoor Elementary, the junior high and the high school. Our two college aged students were MORE than prepared for any college academics.
- The schools have teachers that really care and parents that are very involved with volunteering their time and resources.
- Student focused. Realize importance issues and not driven by the agenda
- Great hands-on teaching with very qualified mentors, teachers and executives who incorporate family values while stressing Positive conflict resolution.
- Pinion valley elementary has an excellent approach to mental wellness that I think is very important
- They teach to the whole child. They understand that physical activity is paramount to student learning. They appreciate the Arts and music. They strive for excellence and know the path to get their through well-researched approaches that include student motivation, needs, and rewards.

- Our schools had a high academic performance standard with highly rated special education programs. Our parents are extremely involved. Our teachers are high quality as well and seem to enjoy their work.
- Communication w/ parents/students
- District 12 schools value the students and parents, as well as the quality educators whom make up the district stakeholders. District 12 schools appropriately ensure students are placed in classes that adhere to the students learning ability. Enabling each child to have the opportunity for quality education.
- School pride is very strong. Athletics are extremely competitive and events are well attended.
- Students feel safe. Rigor is high. Teacher turn over and admin turn over is low. Many opportunities for an academic future.
- Dedicated teachers
- Very supportive and involved parents
- Our schools hire highly qualified and experienced teachers, not only the teachers know how to teach, but they also are caring and kind individuals, and they make sure every student reach their potentials. There are also highly involved parents PTO that organize all kids of activities for the kids.
- High standards, engaging curriculum, outstanding teachers
- Parents are involved. Generally good teachers.
- Close-knit community, academic excellence, numerous college predatory (AP) classes available, beautiful facility (HS).
- Feeling important as part of the school family
- Family support & involvement. Strong PTO. Parents who care how their kids are doing in school, both academically & emotionally.
- Cheyenne Mountain elementary is great. has a good team and we Can't say enough about him.
- Good quality education, teachers who care.
- Hard working students, parent volunteers, part of the community
- Excellent teachers who are 100% committed to serving students. Solid leaders who strive to engage parents, inspire teachers, and support student learning.
- High achievement is huge! The teachers are phenomenal. We love also the athletics and arts including the music programs.
- - great parent involvement/help/volunteers - awesome staff - neat ideas to make school fun for kids
- Our school district is smaller as well, which reflects the intimacy of the community. The academic rigor and expectations are high, which correlates possibly with the higher than average anxiety and teen suicide we experience. I've had two very different learners (both girls) attend CMHS, and they loved their experiences. When asked which teacher

was their favorite, they both said, "All of them". As an employee, I see children consistently encouraged, addressed personally by name, and made to feel known and appreciated. Although each school is a part of a larger system, they also operate individually and meet the needs of their communities in very effective ways.

- Community. Everyone wants the schools and the students to do well. There is good parental / communal involvement in the schools. The schools maintain high standards for social development and academic achievements. High achievement in sports is encouraged and fostered, but not at the cost of social and academic growth or performance. As Olympic city, it is common to have Olympic athletes visiting and needing high quality facilities to use in training, such as the CMHS track.
- Quality school district with very high standards.
- The teachers and staff are personable and make an effort to get to know the families. Great curriculum and programs
- There is a strong emphasis on critical thinking and "college readiness", which supports students' ability to learn. Cheyenne Mountain has a great reputation in its quality of education and student performance. Teachers from the area seek open positions within this school district offering the ability to have a high-quality talent pool.
- The schools have pride themselves as education first. This is evident in some of the buildings which are a bit outdated. However, having a shiny building is not critical. Education should continue to be first in order to keep the district as one of the top spots in Colorado.
- Teachers!! Relatively small class size. Communication has been top notch. Supportive of our students' extra needs at times. Our resource officer, Walsh is great!! Security. Locations. Willingness to learn new things, like studies in school start times.
- My son is an elementary student and we love that his school has a movie night, things for him to do to peak his interests. At the same time the learning is there. Even though my son has an IEP for reading there are teachers who care about him.
- High quality teachers and administrators, high quality facilities.
- Our teachers are highly trained and capable. The administration has historically treated teachers as professionals with autonomy at the classroom level, giving them a platform to succeed in their respective fields.
- Our schools have the top resources to assist in our children's education.
- The teachers and substitute teachers are fantastic! My daughter is excelling in school for the first time and can't wait to attend every day.
- Strong parental involvement.
- Great college prep curriculum and good help for students with special needs.
- Great test scores, great wide-ranging athletics.
- The people at the schools truly care about the kids.
- Very oriented towards high achievement, academically, in athletics and in the arts.
- This is a desirable district in which to teach. It is considered safe.

- Everyone cares about the students, and wants them to succeed.
- Our schools hire highly qualified and experienced teachers, not only the teachers know how to teach, but they also are caring and kind individuals, and they make sure every student reach their potentials. There are also highly involved parents PTO that organize all kids of activities for the kids.
- I myself was raised in highly rigorous private schools, back east, and so I know the look/feel of schools that are getting the best out of kids. But the truly great schools aren't just drawing out; they are creating a real love of learning. That has been our experience in each of the District 12 school our children have attended.
- Faculty really cares Amazing new High School facility top achieving students
- D-12 is a fantastic small school system that prides itself on providing an amazing education to all students.
- student-centered
- They support our students. Academics is priority.
- Very supportive and involved parents
- Same as above.

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

- *response to COVID. *school funding. *mascot issue resolution. *expand programs for students. expand vocational opportunities. *growth in special education population. *parents are very involved. *meet increased mental health needs. *maintain local relationships (other districts, elected officials, etc). *plan for physical facility needs. *parents have high expectations *be available and respond to inquiries. *monitor legislative matters.
- CMSD12 is a small school made up of extremes, there is a Title 1 school and a school surrounded by million dollars homes. The challenges of balance and priorities are very much on display. There has been a lot of work done to level the student and parent experience at each school and to move all schools forward in a consistent manner. This work needs to continue.
- Returning 7-12 students to full time learning, catching up what students have missed, allowing the current mascot/logo to continue
- Our school administration has failed our students. They are home, alone, underperforming, unengaged, losing motivation and hope because there seems to be no end in sight of our board and administrators caving to unelected public health officials. This is not the time to roll over and obey orders; SOMEONE NEEDS TO START FIGHTING FOR KIDS TO BE IN SCHOOL. I AM FED UP WITH OUR SCHOOL OFFICIALS. You all are getting paid and storing up retirement money. You lose nothing by closing. Our kids are getting NOTHING except screen time. THEY ARE LOSING EVERYTHING: friends, relationships w teachers, extracurricular activities. WAKE UP AND FIGHT FOR THEM OR QUIT YOUR JOB. I have no faith in what I previously

thought was an outstanding school system. Good thing you are changing the name. You don't measure up in courage, resilience, or independence to Indians.

- Status of mascot name change at the high school. Community demographic lack of diversity as compared to national/state and other local school districts
- Although the district is aware of and has programs to address the intense pressure to perform, particularly at the high school, there is a high degree of stress that the students endure resulting in mental health issues (often hidden ones such as depression, eating disorders, anxiety). Perhaps the disruption of COVID and the online experience, hybrid experience can be studied to change the High School experience or diversify it to ease mental health issues?
- I was very disappointed in the way the District 12 dealt with the renaming of the high school mascot, "Indians." At no time were parents contacted directly by the Superintendent or the Board of Education to seek inputs on the petition started during the wake of the George Floyd killing. I learned about it late, pretty much after the Board had voted. I thought the Board should have notified the parents by e-mail (like they do with all kinds of issues, including ballot measures to benefit teacher pay). And I think the Superintendent should have explained why the Board made its decision. I think the Superintendent and the Board of Education were afraid of countering the left-wing mob. I was persuadable on the issue of the name change, but nobody at D12 attempted to make the case to the parents. Instead, they caved to the ignorant mob without making a sellable case other than screaming that the "Indian" mascot name is racist -- which is a load of crap. told me that he had asked for feedback from the Colorado Indian tribes for years, but they never expressed any opposition (or support). Instead, non-Indians started the petition, and of course the Colorado Indian tribes have to go with the prevailing winds of the woke mob. With the strong tendency of the teaching profession to push leftist ideology, I will be watching closely for anti-American indoctrination in District 12.
- This community has high expectations and will demand success.
- They should study what has done. He has been great. Know what the community expects of the district and the reputation, both good and bad, that the district has.
- COVID-19 concerns and a lot of working parents (BOTH mom and dad) so parents want their kids in school in person and getting a quality education.
- We don't want our kids to be taught to test. That does not bring out the best in their minds or attitudes. We would love to see more trade work, helping kids realize their worth even if it isn't college. Especially after COVID when morale is low and isolation is terrifying... please help our kids see that positive things are on the horizon. That's not coddling, that's shaping and molding growth mindset.
- We would like the school district to remain incredible. I like that teachers are supported with best practices in teaching. Thank you for always finding ways for our children to keep growing and striving for excellence.
- Our current superintendent is a treasured community institution. He tirelessly reaches out to the entire community to disperse and collect information regarding all district policies. This generates tremendous buy in from the community and leads to our District 12 schools truly being cornerstone institutions in our community.

- People from outside the school district are trying to influence the school district. One issue is the name/mascot of the school. Without fully understanding why it exists, they are demanding we change. We incorporate Native American individuals in some of our ceremonies as a way to honor them, not to demean them.
- The lack of behavioral /mental health support from the outside of our community is very real. I wish our school tax dollars could help support the schools in our area.
- This community is slowly becoming more diverse. What I have observed is a need for diversity programs/training for faculty and staff, as well as for families to support changing demographics.
- involved stakeholders to include parents and other community members
- The high standards can be used as an excuse to avoid providing reasonable accommodations and support to lower-performing students - especially students from lower socio-economic families.
- Systemic nepotism resulting from high parent influence at both school and district levels.
- Our high expectations as parents & members of the district are both one of our biggest strengths, and greatest weaknesses. Sometimes our district culture can be unhealthy, and a real danger to our students mental health.
- He or she will need to tackle the renaming the mascot issue. The demographics of the district are changing to be more diverse. To avoid achievement gap growth, staff skills and knowledge will need to change along with demographics to meet the needs of all students. This may include more progressive and research-based pedagogy rather than "old school" or traditional methods that remain as a result of strong state assessment scores of a privileged population. One of the biggest challenges will be balancing the needs of all stakeholders with a highly educated and powerful vocal minority. CM District is very poorly funded by the state. Transportation is likely an equity issue for disadvantaged families.
- this is a VERY educated parent community. Be prepared to have your facts straight.
- Issues at D12 are I'm assuming similar to other districts where there is a percentage of above-average household incomes. Many of the people who live in D12 are professionals. Doctors, lawyers, business owners, etc. Many of the parents are also highly educated. From my personal point of view, this demographic does have its own challenges. Families who have two working professionals sometimes do not have the time for family and hope that the village can help raise their children. This can lead to kids having to make decisions with little supervision/involvement. On the flip side, there are families where one parent does not work leaving an educated professional as the caregiver for the family. In these cases, this parent may be overly involved in their child's life. If they feel the district is not providing the experience that they want for their child they tend to be very vocal and get involved which can be good and a bit challenging if not confrontational at times. There are other issues where parents might push too hard and expect too much from their child so they tend to do the opposite of what their parents expect. Some kids act "entitled" and not work as hard as they could because their family is from their point of view successful. As in most schools, drugs and alcohol can be a problem and I'm not sure how to fix this but D12 is not immune to the issue.

- Parents want to be informed. Parents expect high quality education, great teachers and performance in general.
- important to balance high achievement with mental health
- Broadmoor elementary has become extremely liberal by hiring. I hear there was another candidate that over road. has turned our school into a school for kids with IEPs. Children who are “just average “ are being left behind. I am planning in moving my child to either the Catholic school or Vanguard. Honestly, 4,5,and 6th grades are suffering at Broadmoor. The teachers for the younger grades are phenomenal! Also, the conservative parents are up in arms over the social studies program Broadmoor choose “A Time For Kids”. There were 2 completely Left Leaning articles the “teachers” chose to present for 3rd graders. The one regarding “Black Lives Matters” and Trump not wearing masks was extremely controversial!! I was not the only parent upset with the controversial literature!
- Need to be interested in promoting diversity, cultural and racial sensitivity, but have appropriate structure and rules to promote fairness and equality
- Need more mental health support services including psychologists as mental health also affects affluent communities but often not addressed
- I think the lack of communication with the d12 community as a whole from the board to the parents.
- This community is very closed and the schools seem to feed that. We moved here with our child in 8th grade. We have moved frequently and are used to the dynamics of moving children but moving here to this school district is a choice we might not make again given the experience. We think most families have been here throughout their children's upbringing so the schools are familiar with siblings, parents, skills, etc. and seem to base decisions on that as well as the treatment of their students. Thus, if you are an outsider, it is tough.
- Members of the current board of education are easily swayed by social justice warriors making district business difficult. Elementary schools are not treated equally and certain schools are not adequately attended to monetarily and academically
- The invisibility of those who are "have nots" in the community, mascot controversy (need to get rid of the Native American mascot,) entitled parents used to getting what they want, COVID issues, history of suicide in the high school
- Remote learning is frustrating for everyone & communication from the district is appreciated during the process.
- That people have many different opinions on how to achieve our lofty goals. That although having a reputation of being a "rich" district, we have socioeconomic and cultural diversity here. That you cannot please everyone but keep students the priority.
- Drop off and pick up of students needs to be improved. Current traffic patterns and access are lacking.
- Most of the parents in the district are very involved and have high expectations for their sons and daughters. It is a small but mighty district.
- Our family is new to the district so I don't have a lot of insight here.

- Parents and administration have high expectations for students' education. Continued funding to support the new dynamic in education is vital. From paying educators for their skills to updating curriculum to reflect the societal changes is needed. We have a mascot that is racially biased. A decision to change it will create division in the community.
- Maybe sometimes a little too competitive. I do believe kids need to just be kids and sometimes they just get pushed a little too far. Examples: too much homework, too much expected, too serious. I grew up this way and burned out due to it.
- The difference of opinion about keeping the Indian mascot and tradition. I support the Indian tradition, mascot and values the Indian culture we can learn from.
- Too much homework/stress on students. Some homework OK, but all teachers assigning homework leads to over-taxed students.
- Budget, keeping up with technology
- The D12 leadership has steadfastly refused the wishes of the parents and the needs of the students by refusing to allow in-person learning during the most recent phase of the COVID-19 pandemic. This has resulted in an explosion of mental health issues and academic underachievement amongst the student population. The incoming superintendent will find restoration of the pre-pandemic academic standards of D12 to be an exceptionally difficult challenge. And although I would not expect this person to be a mental health professional, I will say that navigating the new normal with respect to the severe and worsening mental health issues amongst the student population will also prove to be quite difficult..
- High-pressure environment with high expectations for strong leadership and maintenance of the districts reputation. Also awareness of role of social pressures and needs for mindfulness skills in students.
- Many people move, but, or rent in this district because of the success of these schools and expect them to continue to be A+ schools.
- We have so many FANTASTIC teachers in our district. And we have many more good and above average ones. But we also have a very few really bad ones that need to be replaced. Admin needs to solicit detailed feedback and to pay attention when these (very few) teachers are receiving consistently negative feedback from many students and parents year after year. Current surveys that ask things like “yes or no- I am satisfied with the English department” are inadequate for purposes of obtaining this information.
- Lack of diversity
- The HS mascot name, high suicide rate at High School, a LOT of pressure on kids, very competitive, highly involved parent community
- Maintaining and increasing academic excellence, covid repercussions for student underperformance during remote learning, staff disengagement during covid
- Colorado in general leads the suicide rates among teenagers and mental health is a challenge in district 12. There is a lack of diversity and intense pressure on students and parents, this needs to be a high priority in our community.
- As any mostly affluent, white community, this district has issues with respecting and encouraging diversity along with paying teachers well.

- High -performing district that means high expectations. Higher abundance of wealth in district which Can mean more opportunities for families and also more entitlement.
- Because this is a smaller district, that is affluent, there will be struggles as parents are highly involved but also expect a lot from our schools and the district. To say that we have helicopter parents and snowplow parents is probably an understatement.
- We do not want a progressive, leftist agenda pushed onto our children. Instead we want our children to be taught basic American morals and values. We also do not think the schools should ever even pause or shut down for any cases of Covid. Virtual learning is the most harmful thing that has ever been pushed onto our children.
- Liberal agendas
- We are not Denver and the holistic view on the world is vastly different than up North.
- We have a wide variety of parents and families given the military make up of our district. I have significant concerns regarding the schools response to covid and the parents. Apparently, the school can tell parents not to smoke on campus (extremely justified as a public safety measure for the kiddos) and enforce that policy yet cannot tell parents to and enforce a policy of, wearing masks.
- The fight over the Mascot. The COVID restrictions that are limiting student learning knowing the "science" does not support such measures. The high depression, suicide, and drug issues among our student population as a result of COVID restrictions and high pressure to do well in school.
- The new superintendent will have to deal with the controversy regarding our high school's mascot. I feel that the more silent majority supports the current mascot with a very loud minority who wants to change it. It will be a balancing act to come up with a compromise.
- Liberal agenda; physical/mental weakness w/ current administration. Students should be in class, the team mascot for CMHS never should have changed, kiddos should be competing in extracurricular activities, etc. etc. Our children deserve a far better example from their leaders. Not weakness/cowardice in the face of a challenge. Teachers are enjoying their days in PJs while the education of our youth/future of our country suffer.
- We want decisions about what is taught in school to be made locally, we don't want to our teachers influenced by outside resources
- As a military town, our children deal with parents whom have to deploy overseas or be away for work for long periods of time. Our district values the small classroom sizes, and the parental involvement in the class.
- Keep vs change the mascot.
- Teachers are using old methodology when delivering instruction. The old "sit and get" model is all too common. The school offers little to no career readiness, they only offer a path to college. Student culture needs improving at the junior high and high school. The whole district could improve its diversity in the area of race and socioeconomic status. Getting rid of the "this is the way it's always been done" status quo needs to be considered.
- Low teacher pay. Lack of innovation,

- I just imagine that all the parent involvement could be a bit overwhelming.
- It is not very diverse.
- Bullying is becoming an issue at the elementary level
- High school lags behind in creative, diverse educational opportunities. They have no in house options for any kind of hands on classes like shop for kids who like to use their hands and learn practical skills. The curriculum in some classes is incredibly outdated and not at all diverse or inclusive. A bit like 1965 in some ways. The rest on their laurels of academic performance, but for a wide swath of kids in the middle, it just doesn't do much
- High expectations for the new superintendent. Big shoes to fill.
- No bus transportation (let's look into reinstituting bussing for the working parents)
- We need more computer & engineering classes in high school.
- Kids with IEPs need support
- Lack of school buses is a huge problem. Shutting down in-person learning is a huge problem.
- Need to raise salaries for teachers--there's no reason they should be among the lowest paid teachers in the state. Also--what is happening with our suicide rates in the high school? I believe they are some of the highest in the country. Investigating this and putting effective preventive measures in place needs to be priority #1.
- Parents expect their schools to continue to rank at the top in the state since the preparation for college has been so fantastic. Parents are very involved and vocal.
- - even after covid, many might want to keep online classes vs. in school teaching because of flexibility
- We have an elevated population of students diagnosed with ASD, which may be reflected in other districts as well. We are a military town with admissions added throughout the year, which affects the dynamics of classes but is an expectation. The current Superintendent is revered, and we are grateful for the recent raises and support we've received over the years.
- We expect regular communication from the Superintendent and that they continue to safely, carefully, and expertly navigate us through the pandemic precautions and restrictions. The Superintendent should oversee a period of steady improvement in our sense of community, safety, and overall achievements as a school district. Professional athletes (both local and visiting) use our area (including the track), making the sense of athletic community important.
- Not aware of any issues
- COVID 19, impact of e-learning on students and families, importance of keeping families informed on a timely manner
- There are limited opportunities for Career and Technical Education classes because there is a stigma that these programs are not for 'college-bound' students (while that fact is untrue). That the school district caters to the paradigm that all students should go to

college and that college is symbiotic with success. There are few practices that align student aptitudes and interests to careers that make sense for that individual students, so that students can have career goals so that they can pursue postsecondary endeavors deliberately that match the needed the education/training requirements to their respective career field. Lack of diversity

- Financial discrepancy within the district is enormous. High student stress. Dependency issues in alcohol and drugs. Suicides. Pressure and competition at the HS is immense. Inclusion is a big problem from K on up. Intense parents. Military component isn't really an "issue" by all means it could be new to a new SI. He/she should be aware of the transient life that Colorado Springs kids can have when in the military. Discrepancy in education within our families.
- This is a small district and parents expect to be heard.
- Communication has been very poor between the superintendent and the district parents. It also appears that the superintendent is highly influenced by members of the district with certain political beliefs.
- Cheyenne Mountain School district is overwhelmingly caucasian in demographic makeup. The demographic makeup of the district does not reflect the demographic makeup of the city of Colorado Springs, or the state of Colorado.
- We live in a rather homogeneous community, and we could use some diverse curriculum to adapt to the times.
- It's not really an issue but I would like to see more of a social media presence from the individual schools. We were at a school in NC called Belville Elementary for a very short time and they kept parents up to date through Facebook very well. Everything covid related and general events were posted almost daily to keep parents in the loop. It was so helpful!
- The lack of intervention for those kids that do not meet the criteria to have an IEP but struggle nonetheless. Twice-exceptional kids do not receive the services they need. No early screening to identify students with Dyslexia.
- This district has grown and there is more racial, and especially, financial diversity in the student body.
- We have some teachers that will politicize the classroom, and openly degrade conservative kids' opinions in public classroom settings. Completely inappropriate. There is also a District Board level overtone that decisions (such as changing the Mascot) can be made without input from the community. Very heavy handed, Board seems to think they "know what's best" without seeking input, and kowtowing to outside influences that have no bearing on our community.
- There is an expectation of high achievement and exceptional results. Nothing less is acceptable. Also, parents are VERY involved (almost to a fault).
- many parents and students are driven and have high expectations of themselves and their school district. we care about ranking #1 in the state and being deserving of that designation.

- Every district has issues, I believe we are no exception to this rule. :) There is nothing that comes to mind that is different than others.
- It is not very diverse.
- I believe it's highly important that our teachers are able to afford (and if they choose to) to buy a home in the district in which they're teaching. So it's important to me that those dynamics matter greatly to our superintendent.
- Colorado Education Funding challenges
- Covid 19 issues budget issues
- The demographic of CHSD is not as diverse as many.
- I just imagine that all the parent involvement could be a bit overwhelming.

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

- *proven record in a district similar to ours. *willingness to listen to students, staff, parents, stakeholders. *firm but tactful. *ability to connect with legislators, other districts and general community. *make fair decisions in light of strong parental pressure and influence. *ability to clearly communicate and be timely. *make strategic fiscal decisions. *strong leader for BOE. *innovative but not trendy. *rational thinker and consider all sides before making decisions. *keep in mind why we are here and what we are trying to accomplish.
- ability to balance difficult constituencies, willingness to be visible and attend as many events as possible across all of the different schools, prioritize learning and the educational experience, ability to hire strong principals who are going to help teachers, schools and students succeed.
- flexible, willing to listen to all sides of situation, communicates well - shares information, available to the public / participates and is visible at school events
- He better have thick skin and not worry about being politically correct. We need courage to do what is right for kids.
- To be collaborative and collegial in workstyle and know how to work with capital campaigns. This is a small district with a small town feel so the candidate should be comfortable with being recognized and be comfortable interacting with members of the public regularly. School finance is a major issue at the time so a solid understanding of school funding formulas, grant writing and a willingness to network with other school leaders locally and statewide to advocate for intelligent funding formulas as well as increased school funding.
- Well organized, transparent, actively seeks dialogue with parents, positive, does not possess nor seeks to impose a progressive indoctrination agenda. I want someone who is not ideological and keeps focused on creating an effective learning environment where the students are taught critical thinking instead of the brainwashing most colleges and many high schools impose. I want a superintendent who appreciates the local area, the country, and America's history, despite the warts as all countries have. He or she needs to

be strong not to bow to anti-American sentiment. If he or she is not someone who celebrates the freedoms we have as U.S. citizens and the wonderful opportunities we all have to grow and succeed, then we don't need that person leading D12. I am not interested in any superintendent trying to "fundamentally transform" our school or our community. I don't want a negative presence in our community.

- Someone who is kid focused. Someone who has the ability to allow parental involvement while maintaining balance and not allowing them to cross the line. Leadership skills who allow schools to be individually run while still holding principal's accountable. Someone who has a high level of integrity and doesn't job hop!
- Someone that understands our community (both the CMSD community and the greater Colorado Springs community). Someone that understands the local and state educational challenges that we face and is able to work with area superintendents. The new superintendent should be prepared to grow the school district and utilize and expand upon how education has transformed over the past 12 months.
- Management of expectations and resources. Communication in what the district faces and how to provide quality education. Advocate for the district and the community at large. does all of this well.
- Superb communication, ability to engage with parents/teachers alike and find creative solutions and compromises to ensure excellent education for D12.
- Flexibility, communication, a sense of humor, a love of children, a positive attitude, and a decisive manner.
- Communication is key. Our current superintendent has been very wonderful with communicating about the school district. As a parent, I feel very informed. I also feel our questions are answered, survey feedback is listened to and addressed.
- Organized, collaborative and communicative.
- You need to have good character and not bow to all the liberal nonsense that is going on right now. El Paso county, as well as District 12, is largely conservative and we would like it to stay that way.
- To be a strong leader and not conform to the other district's choices. To always keep in mind what's best for our community!
- is an excellent example of all the characteristics needed to be a great superintendent. Someone especially strong in creative thinking, communication, and lobbying for education funding are welcome.
- excellent communication and listening skills
- Mindset should be one of service to the community. Great communication skills - transparency and frequency/timeliness of communication are important. Diplomacy, flexibility. Be approachable but also authoritative.
- Our new superintendent will need to be a very strong communicator, listener, and leader. has continued the line of excellence we have had at D12, and his shoes will be very tough to fill!

- Experience in a relatively diverse community and/or experience in a wealthy community. Experience with implementing a vision for pedagogical change with a previous school district, and the evidence to prove its success. Experience with making unpopular changes in the best interest of all students while being opposed by forces such as white privilege, tradition and a small budget.
- good public speaker/communicator. D12 is one of the BEST districts in the city/state/nation...need to be able to communicate to a LOT of different constituents.
- Caring, pride, longevity, the pursuit of excellence. This role takes a special person. This person is the CEO of D12. They are quick to find a team that is willing to work hard to support them. This person must be able to delegate but ready to get involved in an instant. This person must be prepared to get involved socially whether they like it or not. His/her strategy must be to continually make D12 the best school district it can be today as well as in the future. We need to fight to get the best teachers and make sure our teachers are living up to expectations. This person must be willing to listen and work on solutions while not giving in to pressure. Last but not least this person needs to care for our greatest asset our children. They need to want what is best for our children's security, education, and well-being. I don't believe this is an easy job and to do it great is even harder. For me, it is sad to see move on. He will be missed we can only hope that we can find the right person the first time to help us continue in our pursuit of excellence for D12 and Cheyenne Mountain.
- Great communication skills, great leadership skills, team player/leader. He will supervise a big group of schools and needs plenty of knowledge of school settings, performance, proven great performance in previous positions.
- good communicator, available, a person of good character, teaching experience
- You need to be able to stand up to parents. Otherwise, kids will never attend school in the winter. Every year parents but 500K+ houses in the area, but they can't afford snow tires? I just don't understand?. I've lived my entire life in Colorado and am amazed at the rate closes school in the Winter. We do live in Colorado!!
- Experience in a larger city
- Need communication and input from community
- Communicative. Compassionate. involved. community-oriented.
- A balanced, careful thinker...not a reactor. Someone who is not afraid to stand alone to do what is right for our community.
- Experience as an administrator would clearly be beneficial. On a personal level, the individual should know how to speak in a non-strident way. They will often need to perform balancing acts. Even if their backbone is made of iron, they need to come across as flexible and open-minded to all concerns confronting the schools within the district. In other words, the individual needs to know how to be effective while being diplomatic.
- This is odd for the Board to be asking this question, at this point. The job announcement--with the desired qualifications--has already been posted. It would have been nice to include the community sooner in the process. How do you know that your desired qualifications reflect the values of the community. It's unfortunate to see the Board's lack of engagement with the community.

- They need to be an open book with the community and they need to be tough. They need to be used to dealing with the not so privileged and the very privileged and be unbiased.
- Any new super should be able to treat each elementary school equally and without prejudice. That person should have a quality leadership ability and be able to lead both by example and by being confident enough from the start to stir the pot if parents/employees/BOE members are not pulling their collective weight. (S)he must be able to communicate with anyone who calls or knocks on their door and be able to handle the difficulties of a district that is in the to 10% of school districts in the country.
- Ability to adapt and community to with many different stakeholders groups, integrity, high intelligence, humble character willing to wear many hats, a strong grasp of Colorado education policy and finance
- Compassion
- Discernment, transparency, awareness. Someone with a calm demeanor and stamina would be great, too. Women are notorious multitaskers, so it would be wonderful if a woman &/or person of color was at the helm instead of yet another white dude.
- Integrity, vision, innovative.
- One of the things I feel that made so successful was his ability to look at both sides of every issue. He was genuinely interested in what a concerned group of parents had to say about an issue while holding strong to school policy and teacher interest.
- Passion for continued excellence as the top district in the state, a growth mindset, ability to balance multiple expectations and viewpoints. Our district seems to be pretty diverse politically so balance in this space and recognition of viewpoints on both sides is helpful.
- A high level of ability to communicate; an eye to how education is changing and how to lead through this change; an acute understanding of what is best for student learning; securing funding for updating school facilities; an understanding of what the issues around education at the local, state, and national levels.
- Encouraging balance in our kids lives. It should be fun at times, serious at times but always create a safe environment for them to express what they are feeling about these things.
- Good listening skills and open-mindedness. Listen to those families who have been in the district for multiple generations vs. the newcomers who are unaware of history of our district and bring a progressive political agenda.
- Communicate, approachable, transparency
- Communication, leadership, transparency, hiring great teachers, student mental health
- The COVID-19 pandemic has been an absolute catastrophe for D12 and the decision to forgo in-person learning represents a total abdication of responsibility by the D12 leadership. By far, the most important characteristic for the new superintendent is a willingness to stand up to the department of public health and offer in-person learning as an option to interested and willing students and parents. Everything else is meaningless without in-person learning.
- See above

- Great communication skills with parents and the community. Hiring is very important to keep the high level of educators.
- A superintendent should be a strong leader but should listen to feedback from the community and take that into account when making decisions.
- Open minded, approachable, engaging, diplomatic
- Highly dedicated, responsive, experienced, leader in education statewide,
- Excellent caring communicator. Prioritizing academic excellence and student character. Prioritizing students' communication skills.
- High level of education; Love of children; Commitment to antiracism; Humility
- Excellent communication, long-term commitment to position, sustaining high ranking of school district within the state
- Innovative, academically minded, flexible, excellent communicator, resilient, outside the box thinker.
- I'm a "squeaky wheel" type parent - always shooting my mouth off, especially to the superintendent's office. your predecessor, what the first superintendent I have ever encountered who always answered my squawking personally, even to disagree. This is a personal touch that might feel like a slight if the new superintendent isn't as willing to be as hand's on as the old one. I would like to see a superintendent dedicated to multicultural education who might even be diverse themselves e.g. a woman, person of color, etc.
- Leadership that balances opinions of parents/teachers/students/political stakeholders that is also willing to step up and buck the system in the interest of students-- Ex. Great leadership that we've seen that is trying to get kids in school despite some pressure to keep kids out with COVID scenario. Great interpersonal skills go a long way. Superintendent needs to be great at administration and connect well with district. Needs to have a life outside of school. Well- rounded.
- The superintendent must be approachable and make him/herself known in the community. Kids from K-12 will and should know their name and have had academic interactions. The superintendent MUST be approachable to parental concerns and also be willing to stand up for what is right even when that is extremely difficult.
- Listening and caring about what parents really want and do not want for their children. The willingness to not be swayed by politics or political correctness, and to only think about what is best for the students. Thank you.
- Open minded but keep with tradition, open communication with parents. Transparency
- Professionalism, well-spoken, responsive to our community needs, involved and invested in student needs to be successful (to include special needs), involved and invested in teacher needs to be successful, lead by example.
- Well educated, well-spoken, able to communicate well and listen well. Ability to be able to keep the big things big and the little things little.
- Physical/mental Strength; moral courage; do what's right even if it's not the popular option

- Listen: to the people whom make up your stakeholders. Empathize: with the children and families whom have to deal with deploying parents and other social problems. Acknowledge: all of your professional staff that do the job of teaching and caring in every way for our children, day to day. Resist: the urge to upheave the system; and resist the naysayers when a good idea comes our way. Never: take for granted that you have been invited to lead us, and we expect you to perform this job exceptionally.
- Conversant and willing to be very transparent to the public. Able to freely interact with the district families.
- Instructional leadership, holding buildings accountable for teacher change and growth for the better, someone who can stand up to the elite parents that run this district, someone centered around student growth, someone who can bring other options besides college (trade schools, military, etc.) to the junior high and high school, someone who looks beyond affluent students scoring well because they are affluent, not because they are getting a great education, and wanting that to change.,
- Should not require top heavy administration, Colorado Springs really doesn't like wasting tax dollars and lots of dean of.... positions.
- Good communicator; good at balancing competing needs. Willing to get up at 4am and drove snowy roads.
- Value teachers, value people's voices and students' need. Kind and have strong leadership skill.
- Creative, compassionate, adaptable, problem solver, open-minded, equity focus
- Novation. Willingness to challenge all the ideas
- Prompt with communications, decisive, diplomatic, stands their ground, good sense of humor.
- Watching out for the children's well-being
- Patience, being above board & open with parents. Being accountable & sharing why decisions are made. Thorough explanations.
- Someone who works well with the teachers parents and at the children's education
- Empathetic, unbiased approach to student population. An understanding that students learn in different ways and should be supported regardless.
- Empathetic, unbiased approach to learning. An understanding that students learn in different ways and should be supported regardless.
- The next superintendent needs to be a creative problem solver and an optimistic leader. I love how visible and active our current superintendent is.
- Value the distinction awards the schools in D12 have and work to keep them performing at that level. Be willing to communicate closely with parents. Have a 'catch up' plan to make up for academic time lost due to pandemic. Keep supporting the arts and athletics.
- - don't blindly follow governor orders, but ask community for input to make educated decisions - non partisan candidate to avoid politicizing schools - have the best outcome for students in mind

- The characteristics I've most appreciated from our current superintendent include: prompt and open communication (especially during the pandemic); his involvement with special fundraisers (prior to the pandemic); his warm and candid welcomes during convocation; and his good working relationship with the Board Members, as well as staff members higher up in the organization. He brought a sense of capability and calmness, along with a vision for our district. These qualities helped to create an environment that improved our responsiveness to the daily demands in our perspective settings. Above all, finding out the night before a snow day (rather than waiting until 5:30 the next day) was the best. Yes, we were spoiled.
- Kindness, excellent leadership (both in measurable data / statistics and immeasurable qualities, like inclusivity, good listening, making oneself available to the community), attention to detail, having love for others' children, flexibility, belief in objective science apart from whimsical political riff-raff, and aiming high in all areas of life, giving full attention to all facets of the job. Timeliness. Positivity. Selflessness.
- From a parental standpoint, communication is key and has done a wonderful job in keeping us all informed. Has a deep respect for staff and teachers in the district.
- good communicator, honest, educated, open minded, approachable, reasonable
- Innovative An advocate for CTE Collaborative Networked Looks to develop the whole child Prioritizes the need to prepare students to be successful after they graduate with the tools they develop through their time at CMSD
- Inclusive Communicative Genuine-be here bc you love the kids and families, not just the institution Understanding of qualitative results-just seeing SAT results has made for a very stressed out high school Respectful Willing to listen to parents, kids and teachers Understating of safety within our schools and the importance of it Due to Covid, the new candidate is going to have to be adaptive of new ideas bc of all the students that are not going to be at grade level. We cannot punish these kids with poor grades bc they can't learn remotely. Willing to integrate some new technology into our schools Old school and progressive at the same time. If it ain't broke, don't fix it but if it is, fix it to this decade.
- A superintendent should be able to be reached and care about the community and the school.
- Excellent communication skills, understanding of research and interpretive science skills, the ability to stand up for what is right for the district as opposed to what is popular, an excellent understanding of how social media impacts students.
- The new superintendent should be able to be willing to place the educational needs of students and support of the autonomy of teachers ahead of those of individuals. It would be beneficial to have a superintendent that values the professionalism of educators.
- Again, D12 feels like it exists in its own bubble. We need someone to break up the singularity of this community.
- Someone with good decision making abilities and a sense of humor/personable. Strong technology skills. A kind heart for students and parents who need help and understanding.

- They should be able to accommodate a diverse demographic population. High income, low income, and military. The ability to recognize and implement plans to deal with mental health issues.
- Open minded approach to teaching curriculum and changing student body.
- The ability to stand up for KIDS and their opinions, and the ability to set principals and teachers straight on what's appropriate use of classroom time, leave their politics at home, and teach kids facts, not opinions.
- Excellent communication skills, a data-based approach to decision-making
- Very outgoing, willing to attend most (if not all) school events. would be at every game, play, band concert, etc.
- well-educated, well-spoken, able to communicate effectively with all sides of the ideological spectrum, success in another similarly situated district, progressive-thinking leadership
- Someone that can handle parents & teachers, while keeping the kids best interest in mind. Including not just teaching formal education but respect and life skills as well.
- Value teachers, value people's voices and students' need. Kind and have strong leadership skill.
- Strong, directive leadership that prizes his staff. A broad range of personal intellectual curiosities.
- Empathy Ability to get things done Ability to motivate and lead
- high energy
- good listener
- Thoughtful. Supportive. Younger mindset.
- Good communicator; good at balancing competing needs. Willing to get up at 4am and drove snowy roads.

Students

No Responses

Teachers

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

- Colorado Springs is an ideal place to be during a global pandemic. Our proximity to hiking, cycling, sight-seeing, and scenery has been a blessing. We have truly superb micro-breweries and an ever-expanding array of great eateries. Denver is not too far away and is just far enough away.
- The community generally supports educational achievement, and a high involvement in extracurricular activities such as sports, arts, theatre, etc.
- Involved parent community. Generous with their time and money.
- We are a relatively smaller community within a large city that is informed, educated, and invested in our businesses/schools.
- Supportive and engaged in their students education
- We have a very involved community. Parents support students well. Teachers are very committed to helping all students learn.
- Location, families in the district, one high school district, have been an excellent school for many years.
- Small town feel, well respected, supportive of school district
- In general, the community has been supportive of the school district because our reputation keeps property values high.
- CM is an affluent well-educated community that values public education.
- Residents take alot of pride in the community. It is a beautiful place to live. One of the most beautiful in the state, in my opinion.
- colorado springs is a beautiful area with clear blue skies and the amazing view of pikes peak mountain
- Very small and an area where most people know each other. Very similar to District 66 in Omaha.
- D12 is a tight knit community that truly supports students and staff.
- High parental involvement, well-prepared and well-cared for students, strong school pride.
- The parents are very involved and hold the district to a high standard.
- small town atmosphere
- Our community is like one big family. We are all here to help and support each other.

- We have great families that support their kids and are involved in their kids' school community. Also the weather is great, the views are tremendous and there is an abundance of outdoor activities to do.
- We are a community of highly educated individuals that know the importance of a good education. West side is the best side.
- Patrons and non-patrons support our schools. They realize the value of good schools within a community.
- We have a great community of highly engaged parents, parents who value education and who have attended higher education institutions.
- Community involvement and support our schools.
- Dedicated staff, great kids, parents prepare their kids for school.
- Beauty. Nature. Support for arts, science. Concern for student safety and mental health
- There is strong support for the schools, K-12. Strong and high financial support due to high property taxes.
- Highly involved and connected.
- Involved and engaged families supportive of education
- As a new staff member, I have seen a number of teachers and staff make it a point to send out messages to let others know how grateful and thankful they are for everyone in our Gold Camp community. It has been very inspiring and uplifting during this extremely difficult time.
- I like how this school district feels small. Everyone knows each other by name and the school district feels like a community. Elementary schools have movie nights, and field trips.
- We are steeped in tradition. Traditions are BIG in this District and in each school community. We love our history as a District, but we also are good at looking forward and innovating.
- Strong parent support
- We are a tight-knit community that is invested in our schools.
- We have an amazing community!! It is very supportive of our high school and district.
- Parent and community involvement and partnerships
- Higher than average expectations from parents, supporters of public education, 75% of students have the material resources and family supports they need to succeed. Strong tradition of excellence within the Cheyenne Mountain culture. Many 2nd and 3rd generation families attend our schools. Several "buy and die" neighborhoods within our attendance area.
- Mostly higher socio economic class, stay at home parents all know each other.
- The community is generally welcoming of all individuals. There are several military establishments in the area so it is full of diversity, both in demographics but in experiences as well.

- Huge emphasis on education and the arts. Small town feel.
- parent involvement, value of education, ...
- educated parents who value their children's education

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

- We have teachers who continually try to better themselves. We have teachers who support each other, our students, and our families. Our district is, in many ways, one big family.
- There is a tradition of excellent at Cheyenne Mountain Schools. High academic achievement is valued. Students as a whole work hard and the overall atmosphere is one in which hard work is encouraged.
- High performing- yet, not overly stressful emphasis on the testing.
- The schools work together with parents and the community to help educate students. Teachers have autonomy within their classrooms, and our students are ready to learn.
- Close knit, supportive, creative, highly qualified teachers
- Our schools are all unique and are able to be autonomous and diverse in their own ways.
- Excellent schools. Devoted staff. Excellent leadership (administration), but mostly hands' off, which is good.
- Rigorous, well respected, amazing staff, supportive parents, hard-working students, great place to work and teach
- Teachers have autonomy and empowerment to teach the standards using their unique skills and creativity. Communication to employees has been strong. Most students come to school ready to learn with supportive parents. We truly have a "perfect storm" for learning to occur: highly qualified teachers, supportive administration, and cooperative parents (most of the time).
- CMHS offers high quality academic, athletic, and artistic opportunities for students.
- Involved parents, polite and sweet students, engaged staff, lots of pride in the district and area.
- i have worked in multiple public school districts; Cheyenne Mountain has the highest parent participation and advocacy for children i have ever seen
- The schools are small, very much a part of their surrounding neighborhoods, and there is a lot of parent involvement in many of the schools. The academics and expectations are very high.
- Students show up prepared to learn and expect the best, in return teachers are given professional autonomy to run their class as they see fit in order to achieve the best.
- CMHS--very dedicated teachers and staff who work tirelessly to provide. high-quality, rigorous instruction.

- The staff, across the board, is dedicated to the students and their work. CMSD employees hold themselves to a very high standard and there are a lot of staff that have been here their whole careers, went to school in the district, have family members also working in the district, etc. It is a tight knit community.
- *various high level programs in the arts and athletics *strong academics
- Our schools also have that “family” feel. You aren’t just an employee, student, or parent...you belong to the CMSD12 family!
- Amazing staff, involved families.
- Great staff, able kids, amazing educated parent community, and effective schools
- There is more collaboration within my department than I have ever witnessed -- I have been in the district for 33 years. Young teachers bring a beehive of ideas and are willing to share. It's exciting.
- We have a high performing staff with a strong educational background and many years of teaching in this district. A good mixture of newer teachers with strong educational backgrounds and eagerness to learn.
- The connections and relationships between the students, parents, and teachers.
- Dedicated staff, great kids, staff is always willing to provide support for kids.
- College readiness of HS students. Excellent teachers
- The schools clearly communicate their missions and visions. Parents are welcome at any time to contribute to the educational environment and curriculum. Excellent cooperation among stakeholders.
- Really care about students - both their wellbeing and their academic achievement.
- strong technology, high-quality teachers, engaged and respectful students
- There seems to be an awesome feeling of mutual respect among all staff in the building. I also feel very supported by the majority of parents from the students in my classroom.
- The school falls into the community aspect, teachers care about the students even though the learning curve for the students is set high.
- The staff are SO DEDICATED. Teachers are empowered to TEACH and do what they know is best. We offer trainings to allow teachers to grow and many are eager to grow and change. We collaborate, help each other and we also love to laugh and be together outside of work. We respect each other. We are professional. We LOVE kids and build relationships with kids. We work hard to build the emotional as well as academic skills in our students.
- Professional staff - some of the best admin I've ever worked with
- Parents support our classrooms and teachers by donating their time and resources to enrich the curriculum. The superintendent does not micromanage our schools. We do not have to do extra work to document that we are doing what we are supposed to be doing. Our test scores prove that we are doing our jobs.

- We have a high rigor and high expectations for our students, which works well in so many different aspects. We have a good discipline system. Our administration tries really hard to do what is best for teachers, students, and families.
- Support from administration High performing schools
- History of high quality, innovative education. Many high quality, experienced teachers, most 10 years +, good familial support, strong community values and long held local historical traditions. Stronger than average tax base, although only average salaries are provided. Each school has a long history of unique traditions and their own culture with the Cheyenne Mountain Culture. Multi-generational community, with several families in their 3rd or even 4th generation in our school system.
- High academic standards. Departments have a good mix of high and low experience.
- The families are so welcoming and loving of staff.
- High quality teachers, parent involvement, positive environment
- connected staff, focus on the whole child (academic, social-emotional, ...), positivity and gratitude, encouragement of others
- student-centered teachers and administrators

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

- We have not leveraged leadership within our district. We have problems with culture and climate in some of our schools. We state that we value mental health, but we need to do more to show we value this for our staff and our students. Average students can feel like losers at our high school. We have a lot of helicopter parents and an ever-increasing number who want to remove all challenges their children might face.
- People are reluctant to change how things are done since the current status quo is generally successful. There may be push back to anyone trying to create changes, but that does not mean they shouldn't happen!
- Parents can be overpowering- some will "want their way"
- Relationship building and influence at the local and state level are crucial for our district
- Parents can be over controlling (ie. asked to change the whole winter musical schedule to accommodate their schedule). Parents will go straight to the superintendent versus starting with the teacher, then the principal. Salary schedule-we are the top school district but definitely not when it comes to the pay schedule. I believe the salary should reflect the work the teachers do to keep us the top district.
- Fiscal competency is paramount. We also need someone who understands that elementary schools are very different from the junior and high schools. There are different needs and expectations. The new superintendent needs to understand these diverse situations.

- Need some better math backgrounds prior to high school. Listen and learn for a year and don't do any big changes until you see what is not working. Most things are working and don't change what works!!!!
- Small town feel, we value relationships, high expectations of staff and students, intellectual rigor
- While we are considered a high-achieving district, there are groups who feel disenfranchised. African-American students and families have expressed concerns about lack of representation and inclusion. Non-college bound students often struggle with the high school's rigor. The Indian mascot and the faction that clings to that tradition represent an insensitivity to Native Americans and other minorities. While the majority of the district population may be middle class and higher, we also serve students from poverty-level and blue-collar families.
- There is an atmosphere of fear of litigation that is pervasive in this district, especially around students with disabilities. This creates unnecessary caution and trepidation when responding to families and doing what is right for students. Often administration at the building and administrative level act or respond out of fear of lawsuits when they should be advocating for and promoting best practices, supporting staff, and offering leadership from experience and knowledge, not fear.
- We have been fairly tech adverse until this year. It is high time for the secondary schools to be 1-to-1 in terms of technology. Many staff at the high school level seem to avoid low-level students, but that due to changing demographics there are more low performing students than ever. We probably need to change our HS mascot.
- Cheyenne Mountain school district has a proven record of excellence in education. there are some who would like to reduce the status of the district to achieve more 'equity' with other school districts in the area. D12 has fantastic students, parents, families, teachers and staff and should hold strong to the values and ideals that have made the district so amazing historically.
- Some of our schools are very different from each other. Several schools raise a lot of money through fundraising, but several of the lower income schools do not. Even though the area is high socioeconomically overall, many students still get help through a program called Elevate.
- There is a high level of achievement that is an expectation, it can be a challenge to continue this level of excellence while also providing sufficient resources for mental health for students, staff, and families.
- Mental health of students affected by remote learning, unrealistic expectations for students and teachers
- Students are often over-committed to advanced coursework and many extracurricular activities. They are under a LOT of pressure to perform in all areas. Lots of social pressure, students frequently struggle to fit in, especially newcomers. This seems to trickle down to the parents as well. Parents put a lot of pressure on teachers, often look to them as the cause of any low grades, etc.
- With it being a tight knit community, there are high expectations parents talk amongst themselves.

- *demographics of district is changing and some teachers who have been here for a long time do not realize it and are not changing their teaching or adapting *a ridiculous push by the community/parents/some teachers for students to take AP classes-up to 5 and 6 at a time. This is unnecessary and the stress it creates for kids is not good at all. *people stay in this district for a long time (which is great and bad all at the same time); sometimes there are limited views because folks have been here and do not know anything else.
- Not sure...
- We need to modernize a bit more in our ability to use discovery based learning and technology.
- In the city, many members of the D12 community comes across to others as elitists. How can we show the strong community bond that exists in the district to the larger community of the Colorado Springs area?
- It is easy to become star-struck by celebrity parents. There is a way to navigate without giving away the store to a precious few.
- Our issues are not that different than other problems experienced by public schools. We also have parents that think that grades are not earned and that have difficulties helping to manage their child's education and learning experiences.
- More awareness of the needs of the elementary students and teachers
- They will have to navigate challenging, affluent parents that will bully teachers and staff. Grade inflation has become prevalent because teachers don't feel supported and have given up fighting the parents. The new superintendent will face budget challenges, huge staff retirement, and morale is low.
- I think it is often perceived that certain families with economic power can bend the rules. This Dist. is very litigious.
- A small, but seemingly divisive issue is that of renaming the school mascot. Active community support on both sides of the issue. There is a lack of diversity in the student body which may or may not be possible to overcome given the socioeconomic level of this district. The district also has the contract responsibility for the youth in detention at Zeb Pike Youth Services Center which has its own challenges.
- Mental health is a really important issue - how can we support students?
- demanding parents, high expectations for results,
- I feel, as a very new staff member, that I am not fully aware of the issues this district faces that would be different than any other district during these times.
- The school district expects a lot. The arts are top notch, the athletics are set high and this might create some pressure for anyone who comes here.
- Parents are quite entitled here. The rumor mill spreads FAST (among staff and among parents) if communication is not given clearly and preventatively. We are perceived as less diverse (mostly white Middle to upper class), but we ARE diverse and we need more diversity awareness training in our staff, for parent communities and for students to help battle implicit bias. Teachers did not feel consulted in regards to Covid protocols. Special

Ed support is not equitably spread among buildings. Students are experiencing more and more trauma in their lives and suicide risk is a huge concern in elementary up to high school. Kindergarteners come to Kindergarten very young and underprepared because of the Kindergarten age cutoff. This makes the gap in abilities huge and it widens as kids age up.

- There is a perception of favoritism/nepotism by some staff in the district. This perception has eroded the confidence that some staff have in how decisions are made. I have heard it stated that the surveys are given, and the district does what it planned to do anyway. This is not my perception but it is one I have heard communicated.
- As a teacher, I would like more district-sponsored training for license renewal. I do not feel supported by the district in that area. I come from another district that offers more training than one could ever attend. In D12 teachers feel hung out to dry in this area. The state is requiring more and more, and teachers are left financially responsible. Pay is also an area of concern. We are among the lowest paid districts, and we do not feel valued. The expectations are constantly increasing with no compensation.
- None that I know of.
- Transition back to all students in person from COVID
- Dealing with the impact of the pandemic, strong parents who want things left the way they've always been, they want high quality teachers who will go over and above for their students.
- Every year I've been here there have been student suicides.
- This district has been known for (and partially continuing to be known for) not being welcoming of first year teachers. There is high turn around when it comes to special education and related service providers, partially due to salary and negative working environments.
- Our band numbers are down due to Covid. Please don't cut band directors based on this year's numbers. We have had one of the top band programs in the nation for years because of the system we use.
- COVID and remote learning, transitory nature of some students due to military, changing demographics with new housing
- Many veteran staff will be retiring within the next five years.

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

- Our district needs someone who has key values and lives those values no matter who s/he is dealing with. We need someone who believes children need a loving, secure environment where they feel safe to be challenged and to take risks. We do NOT need someone who values more testing. We need someone who can create and maintain a supportive environment. We need someone who bases decisions on whether the solutions support our shared values and goals, not on whether someone is a board member, golfing buddy, or influential community member. We need someone who is a good listener and cares to get to know and develop relationships with everyone who

works in our district. We need someone who cares about the culture and climate in our schools. We need someone who will be a leader for our principals and guide them to continually better themselves. We need someone who has the same high expectations of all CMSD employees. We need someone who regularly asks for and values feedback from all stakeholders. We need someone who doesn't cave to the most vocal or insistent among us. We need someone who is capable of being a creative problem solver. We need someone who is experienced as being a successful leader.

- A willingness to look at a new way of doing things. Using research based approaches to seek out and implement professional development for teachers. A willingness to advocate for teachers and the district at a state level. Having outside perspective to bring new ideas into the district to help us improve.
- strong (able to say no to parents) Teacher advocate personable, kind. FAIR!
- Political know how and relationship building
- Strong, prepared, organized, knowledgeable, open to new ideas and concerns
- She/He needs to be a great communicator who keeps staff apprised of any changes to policy and funding.
- Care about the staff. Be a positive leader. People skills are always great to have!!! Listen before you speak.
- Personable, supportive, good communicator
- Strong communication skills --able to keep staff informed about the rationale for changes and decisions Inclination to value all staff members as important to accomplishing the district's mission Ability to deal with schools and issues on a micro level rather than applying the one-size-fits-all solutions larger districts employ.
- The superintendent should be dedicated, experienced, well-rounded, unbiased, and knowledgeable about all facets of education.
- Willingness to affect change with a fairly stubborn population of staff and parents.
- recognize the amazing contribution of parents and families in the district
- Strong leadership abilities, good decision making skills, the ability to work well with others, an awareness of educational issues at the state level, the ability to stand up to parents, and good rapport with the D12 staff.
- The new superintendent should prepare to show up regular at community and school events, while also being in buildings regularly to show support to staff and get a true sense of what is being accomplished.
- open minded, flexible
- Open-minded, prioritizes student and staff mental health, supportive of teachers, knowledgeable about budgets and constraints in Colorado, personable, well-spoken, responsive, able to hold his/her ground with unpopular but necessary decisions. Advocates for staff autonomy when appropriate.

- does an amazing job of being present in the schools, getting to know the staff and taking a interest in what is happening around the district. You feel like you can talk to him and will be supported. Communication and trust and crucial!
- *willing to make changes even if not popular if it is what is best for students (strong willed) *understand that the area is changing *be approachable *be open to new ideas
- One major thing is to be familiar with Early Childhood.
- Forward thinking, STEM focus.
- Someone who is ready to take us to the next level- In order to be active members of the community, we need to emphasize service and teach our young citizens to help our larger community.
- Ability to constructively communicate with building leadership is paramount.
- Open mindedness, ability to not be influenced by individual people, but rather capable of understanding trends and collective thoughts about our community. Be able to balance parent /student and teachers issues. Balance is a good thing.
- Open-minded and willingness to listen to teachers.
- The new superintendent will need to know how to handle affluent/ challenging parents, a true collaborator with staff, a “cheerleader”, and tackle the financial issues the district faces.
- Excellent communication. Integrity. Do not try to please everyone.
- The ability to reach out to every new member of the school staff, in addition to the teachers, with welcoming personal note. (The outgoing superintendent is a fine example of this)
- knowledgeable and involved in politics affecting our school at the state level, strong belief in advocating for teachers(pay & resources), open and inviting personality, able to respond well to feedback, excellent communication skills, eager to get into schools to see how they are run and their values, budgeting management abilities
- To-the-point in communication, personable, realistic, speaks with conviction and belief but is open to hearing all sides.
- A jack of all trades. Good with money because we are a small school district, but also we need a leader who cares about the people that are employed by this district.
- Get to know the staff as people. We are a small district and I think it is important to us all that it continues to feel that way. Ask questions. Listen. Be curious. Be open. Work with us. We value being respected and being treated as professionals here and often resent top down mandates. We want to be heard and have opportunities to be heard. Let us know YOU too. Fight for us. Let us know we are valued and respected in your actions as well as words.
- Flexibility and creativity. The budget constraints in the coming years will be enormous.
- A superintendent should stand up for what he/she believes in and not give in to pushy parents.

- People skills... to make us as a staff comfortable enough to bring our concerns up with him/her. A firm backbone... to stand by policies and procedures adopted by the district and not give in to people with money, or who seem to hold a high position within the community.
- Approachable Relationships and partnerships with community stakeholders
- Integrity, ability to work with strong parent and community groups, willingness to honor and uphold some individual school traditions and community values, relational.
- Relational and respectful.
- Personable, objective, confident, understanding of the demographic of families and of the teachers
- Get to know all staff and be willing to put in the time in the evenings to attend district events. Good money management. "If it ain't broke, don't fix it" approach.
- empathic, active listener, ability to listen to others and collaborate, ability to lead others to act according to their own values
- budgeting skills