Principal Search

Online Stakeholder Feedback Survey Final Report

Park County School District Re-2

Fairplay, Colorado

Submitted by:

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Executive Summary

This report summarizes stakeholder feedback in the Park County School District Princial Search from 48 online survey submissions gathered between April 4 and April 13, 2025.

Stakeholders were presented with the opportunity to respond to a combination of multiple choice and constructed response questions. The cumulative results (all respondent groups combined) of answers to these questions are included in this executive summary.

1. When asked to identify the one group that most closely identified the respondent's connection to the school district, the largest group of respondents, as expected, self-identified as parents of students (40%). This group was followed by staff members (31%), then students (27%). Two percent (2%) identified as "other."

2. Respondents were then asked, "What one word best describes how you feel about the district?" The most commonly appearing words (each appearing three times) were

    1. Hopeful
    2. Community
    3. Frustrated

3. Respondents were then asked via constructed response to answer the question, "What are three strengths of the school district that principal candidates should know?" The 10 most common themes emerging from these responses (in rank order) included:

    1. Community
    2. Great staff
    3. Small class sizes
    4. Caring
    5. Commitment.
    6. Integrity
    7. Leadership
    8. Positive attitude
    9. Supportive
    10. Helpful

4. The next question asked for respondents to identify the three most important qualities or skills (from a list of ten) they would like to see in their next principal. Results indicated:

1. Transparency & Integrity – Communicates openly and builds trust through honesty and accountability (54.55%)
2. Collaborative & Approachable – Engages meaningfully with students, families, teachers, staff, and the community (51.52%)
3. Passion for Student Success – Prioritizes student achievement, safety, and well-being (45.45%)
4. Empowers Teachers & Staff – Supports educators with resources, training, and high-impact, relevant professional environment (42.42%)
5. School Culture Advocacy—Promotes a healthy school environment that embodies shared beliefs, values, traditions, and behaviors (27.27%)
6. Strong Decision-Making Skills – Balances multiple perspectives and makes informed, student-centered choices (24.24%)
7. Resilience & Adaptability – Able to navigate challenges and make thoughtful adjustments when needed (21.21%)
8. Visionary Leadership – Ability to set a clear direction for the school and inspire positive change (12.12%)
9. Innovative Thinking – Brings fresh ideas to improve academics, school culture, and operations (12.12%)
10. Commitment to Equity & Inclusion – Ensures all students, regardless of background, have access to high-quality education (9.09%)

5. Respondents were then asked via constructed response to identify any additional qualities of skills they would like to see in their next principal. The following were identified:

1. Support & Caring – Terms such as c*aring*, c*ommunity*, s*upportive*, and p*atience* highlight a nurturing and inclusive environment.
2. Flexibility & Adaptability – Words like f*lexible* and c*ommitment* indicate an ability to adjust and remain dedicated despite challenges.
3. Small-Town Strength – Terms such as s*mall town* and g*reat kids* suggest a close-knit community that appreciates personal connections and local identity.

6. Respondents were next asked to identify from a list the top three areas of expertise or background the next principal must have? Results indicated:

1. Teacher & Staff Support – Effective experience with recruitment, retention, and professional development (81.82%)
2. Educational Leadership – Experience as a principal, administrator, or district leader (63.64%)
3. Community & Family Engagement – Demonstrated ability to collaborate with families and community stakeholders (54.55%)
4. Student Achievement & Academic Excellence – Focus on improving student performance and curriculum development (51.52%)
5. Career & Technical Education (CTE) & College Readiness – Innovative outcomes on preparing students for careers, college, and life beyond school (18.18%)

6. Equity & Inclusion – Commitment to diversity, equity, and ensuring all students have access to opportunities (15.15%)
7. Budget & Finance – Strong knowledge of school funding, budgeting, and resource allocation (6.06%)
8. Facilities & Operations – Proficiency in managing school infrastructure, maintenance, and safety protocols (3.03%)
9. Bilingual & Multicultural Education – Relevant experience supporting dual-language and culturally diverse programs (3.03%)

7. Respondents were then asked via constructed response to identify any additional expertise or background experiences they would like to see in their next principal. The following were identified:

1. Mental Health & Conflict Resolution – Terms like me*ntal health awareness*, c*onflict management*, and r*eflective supervision* indicate a commitment to emotional well-being.
2. Motivation & Inspiration – Words like *ability to inspire, motivator*, and *raising the bar* demonstrate a focus on uplifting others.

8. Respondents were next asked to identify three critical issues, from a list of 10, the next principal should make a priority. The results were:

1. Enhancing Teacher & Staff Support – Recruiting, retaining, and supporting high-quality educators through professional development and competitive salaries (66.67%)
2. Improving Academic Achievement – Strengthening core literacy, math, and science education to ensure student success (63.64%)
3. Increasing Family & Community Engagement – Strengthening communication and partnerships between schools, parents, and the community (48.48%)
4. Supporting Students with Special Needs - Strengthening programs and services for students with disabilities and professional development (24.24%)
5. Expanding Career & Technical Education (CTE) Pathways – Increasing hands-on learning opportunities that prepare students for future careers (21.21%)
6. Strengthening Mental Health & Wellness Services – Expanding counseling, social-emotional learning, and student support programs (21.21%)
7. Closing Opportunity Gaps – Ensuring equitable access to academic and extracurricular opportunities for all students (18.18%)
8. Improving School Safety & Campus Security – Enhancing physical security measures and protocols for campus access and activity (15.15%)
9. Investing in School Facilities & Technology – Upgrading classrooms, technology, and infrastructure to support modern learning environments (12.12%)
10. Supporting Bilingual & Multicultural Education – Strengthening dual language programs and celebrating cultural diversity in learning (6.06%)

9. Respondents were then asked via constructed response to identify any additional critical areas of priority. The following sole issue was identified:

    1. School Culture & Morale – Strengthening a positive environment for students and staff appears frequently.

10. Respondents were next encouraged to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:

    1. Tight-knit community
    2. Natural environment & outdoor activities
    3. Healthy lifestyle
    4. Small-town feel
    5. Great music scene
    6. World-class recreation
    7. Generally friendly people
    8. Beautiful mountains & landscapes

11. Finally, respondents were asked if there were additional things they thought the principal search consultants should consider while supporting the school district in this process. The most common themes arising from these comments included:

    1. Adaptability & Problem-Solving – Mentions of *ability to adapt*, *realizing challenges*, and *tough situations* suggest a need for resilience and flexibility.
    2. Community Connection & Engagement – Words like *friendly* and *school involvement* reflect the importance of working well with others.
    3. Leadership & Decision-Making – References to *ideal candidates*, *looking outside*, and *crucial considerations* suggest a focus on selecting the right leader.
    4. Challenges & Realities – Mentions of *not easy*, *realizing difficulties*, and *hard situations* indicate awareness of obstacles in this role.