



PROVIDING DIRECTION FOR  
OUTSTANDING LEADERSHIP

**RWP**

Frederick County Public Schools Superintendent Search

**Community Engagement Report  
November 1, 2022**

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## **I. COMMUNITY ENGAGEMENT OBJECTIVES**

1. To identify perceived strengths and challenges of Frederick County Public Schools.
2. To identify desired qualities and characteristics of next superintendent.
3. To build community understanding and support for the superintendent search process.
4. To ensure broadest possible community participation in superintendent search process.

## **II. SUMMARY OF COMMUNITY ENGAGEMENT ACTIVITIES**

The BWP search team conducted an extensive Community Engagement Process that involved Frederick County employees, students, and the Frederick County community. The process consisted of an online survey and numerous meetings with constituent groups.

On October 10 - 12, 2022 the search team facilitated discussions that included 36 small group discussions, individual interviews and 2 community forums. Sessions were held with school board members, central office administrators and staff, school staff groups, students, governmental officials, and members of the community (Attachment 1).

Over 200 individuals participated in these sessions, and we received 35 emails.

The online survey, *Finding a Leader for Our Future*, was designed and posted on the school system website. The survey, was available beginning October 10, and closed on October 18, 2022. There were 2,002 completed surveys – 978 parents, 691 staff and 359 students (see Attachment 2 which includes number of surveys completed in English (2,002), Spanish (28) and student responses).

This multifaceted approach to community engagement reflects the Frederick County School Board’s commitment to seeking input from students, employees, and members of the community. The process has yielded a significant amount of thought-provoking responses which provide clear guidance as the search process proceeds.

## **III. QUANTITATIVE COMMUNITY SURVEY RESULTS**

Listed below are the three highest rated responses to each of the five non-demographic questions from the online survey, *Finding a Leader for Our Future*. Preliminary data were gleaned from 319 responses and Attachment 1 contains the survey results.

- A. Survey Question #1 requested responders to select the three most significant strengths of FCPS from the following list: Supportive community, Excellent teachers and staff, Size of district, Location of district, Available resources, School facilities,

Supportive parents, Reputation of district, Financial management, Technology, Effective leadership, Curriculum, Educational options and programs, Community relations/communications, and Other. The top three results were:

1. Excellent teachers and staff – 65 %
2. Supportive community – 28%
3. Educational options and programs – 23 %

B. Survey Question #2 requested responders to select the three important skills you would like to see in a superintendent from the following list: Communication skills, Instructional skills, Managerial skills, Financial skills, Organizational skills, Community engagement skills, Collaboration skills, and Other. The three top results were:

1. Communication skills – 75%
2. Community engagement – 46%
3. Collaboration skills – 41%

(3.) Financial skills – 40%

C. Survey Question #3 requested responders to select the three most important characteristics you would like a superintendent to exhibit from the following list: Commitment to the community, Commitment to students, Enthusiasm, Good judgement, Innovator, Team builder, Change agent, Risk taker, Negotiator, Visionary, Honesty, integrity, and character and Other. The three top results were:

1. Honesty, integrity, and character – 78%
2. Commitment to students– 71%
3. Good judgement – 36%

(4.) Teambuilder – 32%

D. Survey Question #4 requested responders to indicate whether you believe the item is either extremely important, important, or not important in the new superintendent from the following list: Doctorate degree, Experience as: a superintendent with a proven track record of success; superintendent experience in a similar size district; an assistant superintendent; district level administrator; a principal; a classroom teacher. Experience in or with: finance; personnel; instruction; facility construction and management; technology; a multi-cultural environment; strategic planning; Experience in Virginia. The top three results were:

1. Experience in instruction – 89%

2. Experience in strategic planning – 88%
  3. Experience as a superintendent with a proven track record of success and Experience as a classroom teacher – 84%/82%
- E. Survey Question #5 requested responders to select what they consider to be the three most important issues or concerns facing the district in the next five years from the following list: Community relations, Curriculum, Growth, Facilities, Funding, Educational options and programs, Instruction, Personnel, Technology, Overcrowding in schools, Student mental health, Culture and Other. The top three results were:
1. Funding – 45%
  2. Overcrowding in schools – 44%
  3. Growth – 33%
  - (4.) Student mental health/ Personnel – 31%/30%

#### **IV. QUALITATIVE FEEDBACK FROM OPEN PUBLIC FORUMS AND FOCUS GROUPS**

Listed below are the responses collected from the interviews, small group meetings and community Forums. Each session was structured to receive feedback related to three questions:

**What do you see as the strengths of the Frederick County Public Schools?**

**What are the greatest challenges in Frederick County Public Schools?**

**What qualities, characteristics, and experiences does the next superintendent of Frederick County Public Schools need to possess and demonstrate?**

Below are the three questions and “prominent responses” received from each session. Responses were deemed to be “prominent” when they were expressed multiple times during the sessions and/or when they were considered uniquely relevant and insightful. For organizational purposes, the “prominent responses” were organized using the relevant top-rated categories on the Community Survey.

##### **A. Question 1 (Q1 – Strengths) – WHAT DO YOU SEE AS THE GREATEST STRENGTHS OF FREDERICK COUNTY SCHOOLS?**

Prominent responses” from the Community Engagement Sessions include:

1. Excellent, teachers and staff (65%)

Strong central office and many caring and passionate teachers; quality teachers and principals; amazing staff across the board who want to do what's best for kids; dedicated and amazing teachers; best staff anywhere; supportive central office; school resource officers make a difference.

2. Supportive Community - (28%)

Great community; sense of community; close community; conservative values; community values and history; family oriented; great place to raise a family; higher ed support and partnerships; stable supportive families; location of community – close to metro.

3. Educational options and programs (23%)

Strong CTE programs; Arts – strong presence of Arts; multiple programs to meet student needs; Bright Futures program; extracurricular activities; Inspire 2025; project-based learning; innovative instructional practices; strong ELL program; Dual enrollment; excellent technology plan.

Additional comments

Excellent kids; forward thinking and innovative; academically strong; open to new direction and innovation; commitment to the community.

**B. Question 2 (Q 5 – Important issues) – WHAT DO YOU SEE AS THE GREATEST CHALLENGES FACED BY FREDERICK COUNTY SCHOOLS?**

Prominent responses from the Community Engagement Sessions include:

1. Funding (45%)

Funding challenges; support for teacher compensation to attract and retain good teachers; competitive salaries to attract and retain teachers, staff – bus drivers and substitute teachers; disparity in salaries; divisive budget process last year; concern for transparency in budget process; fiscal conservatism v. accountability to support schools, growth and needs of students.

2. Overcrowding of schools (44%)/ iii. Growth (36%)

Number of portable classrooms; adequate space for programs; overcrowding in high schools; need for new high school; facility issues and preventive maintenance

3. Student mental health and Personnel (31%)

Addressing mental health issues with students and staff; need more diverse teachers and staff.

Additional comments:

Recovering from learning gaps created during COVID; addressing trend data in SOL scores; expansion of students enrolled in private schools; addressing unique needs of students depending on zip code; providing multiple pathways for students – not just college; expand CTE programs; valuing education and support of school system; affordable housing; meeting needs of ELL students; resistance to change – keep things status quo.

School Board personal agendas and political issues hamper focus on what's best for students; divided School Board along political party lines; fractured Board – handling the backlash of the contentiousness of Board; elephant in the room – lack of trust between Board and Supervisors; Supervisors at odds with Board; new superintendent in the middle of the budget cycle; potential Board turnover.

### **C. Question 3 – WHAT QUALITIES AND CHARACTERISTICS DOES THE NEXT SUPERINTENDENT NEED TO POSSESS AND DEMONSTRATE?**

\*\*\*Please note that Survey Questions 2, 3 and 4 relate to qualities and characteristics of next superintendent and there is some degree of overlap in listing prominent responses.

#### **I. Prominent responses Qualities (Survey question 2 – Leadership skills) from the Community Engagement Sessions follow:**

i. Communication skills (75%)

Excellent communicator; good listener; approachable; will value student voices; cares about and will get to know students; ability to build relationships and engage the community; ability to relate to staff; strong people skills; transparent; work to build relationships with “the Board” and Supervisors; people person; will get hand in dirt – boots- on -the- ground; open minded – ability to listen to all sides.

ii. Community engagement– 46%

Experience working with Elected Officials-School Board and Board of Supervisors; will proactively engage parents; ability to engage parents and community as partners; visibility in the schools and community; strong messenger – ability to build community support; ability to engage community and create community buy in; ability to continue to build relationships with community agencies and the Foundation.

ii. Collaboration skills – 41%

Collaborative style; ability to negotiate and bring people together and create trust; ability to delegate and build strong administrative team; coaching mentality – effective in working with and bringing people together; forward thinker with the

ability to bring people together; politically savvy with ability to be diplomatic in dealing with aggression and attacks by those opposed to public education; experience with political divides and bring people together.

(iv.) Financial skills – 40%

Strong financial background; astute with finance and budget; transparency in the budget process; experience in growth and growth- related issues; ability to work with the Supervisors; ability to address tension over funding issues with the supervisors; successful financial background and how it all fits with instructions; ability to review existing resources and marshal equitable resources for supporting student success; knowledge and awareness of management, personnel and financial policies and procedures.

Additional comments:

Ability to work with fractured Board.

**II. Prominent responses Characteristics (Survey question 3 – Important characteristics) from the Community Engagement Sessions follow:**

i. Honesty, integrity and character – 78%

Integrity; credibility; open and transparent; will battle to do what's best for all; fairness – will patiently listen to all sides before making final decision; slow to anger; caring and understanding

ii. Commitment to the students (71%)

Always will be guided by making decisions in best interests of students; can stand ground what's best for students; ability to promote what's best for students in face of challenging opposition; student engagement – will recognize student voices; experience in addressing and supporting student mental health issues.

iii. Good judgement – 36%

Problem solver; politically savvy; thoughtful leadership approach; demonstrates high expectations and holding people accountable; not afraid to handle the hard stuff; ability to take on issues and fight for what's best for students; can make tough calls; data informed approach in making decisions.

Additional comments:

Strong backbone; sense of humor; even keeled; servant leader; open-minded

**III. Prominent responses (Survey question 4 – Extremely important/important) from the Community Engagement Sessions follow:**

- i. Experience in instruction- (89 %)  
Strong instructional leader; will continue to build upon Inspire 2025; knowledge and understanding of SPED and ELL students; understanding of the dynamics of technology in today’s world; strong focus on teaching and learning; insight and awareness to lingering impact of COVID on student learning; ability to address and improve SOL scores; will expand CTE offering.
- ii. Experience in strategic planning - (88%)  
Visionary and innovative; will think out-of-the-box; understands structures and systemic systems and can work to make measured changes as needed; visionary – will be on the cutting edge to make system better; ability to continue implementation of strategic plan – Inspire 2025.
- iii. Experience as a superintendent with a proven track record of success- (84%)  
Experience in documented student achievement; experience in addressing growth related issues; success in serving a diverse population; ability to identify and select talent; can make schools better; skills and experience to deal successfully with issues coming from state level – transgender, sexually explicit material, library books; ability to understand and navigate diversity.
- iv. Experience as a classroom teacher – 82%  
Connected to the classroom; sound K-12 experience; building level and central office experience; has come through the ranks.

**Additional comments**

Has “Valley values”; thick skinned; do not need a yes person; will live in the community; experience beyond FCPS; champion of public schools.

**V. COMMON THEMES ACROSS SURVEY RESPONSES TO QUESTION 2 – Three most important leadership skills you would like a superintendent to have.**

**QUESTION 3 – Three most important characteristics you would like a superintendent to exhibit.**

**QUESTION 4 – Indicate whether you believe it is extremely important/important in the new superintendent.**

## **COMMUNITY ENGAGEMENT GROUP RESPONSES TO What Qualities and Characteristics Does the Next Superintendent Need to Possess and Demonstrate?**

Following a thorough analysis of the data collected from the Community Surveys, Public meetings, Interviews and Group discussions, we have developed a Draft Leadership Profile.

To organize our thoughts, the BWP search team focused on four major descriptors that we believe capture the most frequent themes from the Community Survey and Community Engagement Sessions and emails we received.

These include:

- Visionary Instructional Leader
- Effective Communicator
- Collaborative Manager
- Personal Qualities

## **VI. DRAFT LEADERSHIP PROFILE 2022**

The recommended draft Leadership Profile describes the qualities, characteristics, experiences, and skills the next Superintendent of Frederick County Schools must demonstrate and possess. This document helps clarify the type of leader who is the best match and fit to lead Frederick County Public Schools forward.

# **Frederick County Schools** *Superintendent Search*

### **DRAFT Leadership Profile**

The Frederick Board seeks an outstanding visionary and instructional leader who has a successful record of a commitment to excellence. The successful candidate will demonstrate ability and success in visionary instructional leadership; curriculum and instruction; building positive relationships among community, higher education and intergovernmental partnerships; administration and organization of short-term and long-term strategic planning which will include the continued implementation of Inspire 2025, budgeting, personnel and facility management; strong communication skills; procuring additional funding; visibility and involvement in community activities; and leadership in maintaining safe and orderly school environment.

### **VISIONARY INSTRUCTIONAL LEADER.**

- A forward- thinking progressive leader who has a solid understanding of teaching and learning and will initiate multifaceted educational programs that prepares each student for post-secondary education and career readiness.
- Demonstrate support for and collaborate with school-based staff.
- Demonstrate courage to implement initiatives that expand students' opportunities

### **EFFECTIVE COMMUNICATOR**

- A visible and approachable leader, an effective communicator, who is committed to working cooperatively with the School Board, Supervisors, staff, students, parents, and community.
- An excellent collaborator who will bring all segments of a diverse community together.
- An active listener who understands, and values transparency, and builds trust throughout the community.
- A confident decision-maker who will listen to divergent points of view before making a final decision.

### **COLLABORATIVE MANAGER**

- A leader with strategic planning expertise who will use all available resources to address growth and district infrastructure needs.
- A leader who is strategic, innovative and demonstrates the experience to build upon existing strengths, will enhance areas needing improvement, and will make sound decisions.
- A politically astute leader and manager, who can move Frederick County forward and navigate change by building and sustaining positive relationships with the School Board, County Board of Supervisors, parents, and community.
- A leader who will create and implement a plan, which includes the necessary fiscal and human resources, designed to increase staff diversity at all levels, and establish programs and facilities that benefit all students.

### **PERSONAL QUALITIES**

- An approachable leader who is politically savvy and has successfully distributed resources that support the implementation of initiatives for all students.
- A transparent personable leader who is a measured, thoughtful decision maker with the courage to address necessary issues for the benefit of all students.
- A student-focused leader who is ethical, dedicated, has authenticity, thick-skinned and who is visible in the schools and extended community.

## VII. FINAL COMMENTS

The BWP search team members have learned much about the Frederick County School System and community and were very impressed with the willingness of participants to share candidly. The team enjoyed meeting key community, school, and district leaders. We found the staff to be capable and dedicated. We were pleased to hear about the variety of program offerings, especially the amount of technology available to faculty and students. We are hopeful that the next superintendent will take full advantage of community support and resources. The team will use the approved Leadership Profile to actively engage in the recruitment stage of the search process for selecting your next leader

# Appendix A

## Interview and Focus Group Feedback Transcriptions

### Board Interviews – 7 meetings

#### **Strengths:**

Community values; heritage; people care about kids; great community; teachers passionate about children; Inspire 2025 Vision; location; university; strong CTE; Arts; community support.

#### **Challenges:**

Coming out of COVID; competition with salaries; budget challenges with supervisors; expansion of CTE; addressing trend data in SOL scores; potential Board turnover; school construction; trust issues with supervisors.

#### **Characteristics and qualities desired:**

Ability to work with county government; people skills; honesty and integrity; problem solver; visionary and innovative; vision seeker; politically savvy; passionate about what's best for kids; continue to build upon implementation of Inspire 2025; will embrace Portrait of Graduate; inspirational leader; collaborative style; connected to the classroom; committed to expand CTE programs; transparency in the budget process; can address challenge of 4<sup>th</sup> high school and growth issues; has understanding of construction; ability to hold staff accountable; has "Valley values"; excellent communication skills; good listener; emphatic; will learn about Frederick County; can stand ground on what's best for students.

### **Community Forums - Sherando High School and James Wood Middle School - 27 people**

#### **Strengths:**

Great teachers; excellent principals; strong presence of arts programs; supportive community; buildings well maintained; educational opportunities; parental support; project-based learning; Inspire 2025; dedicated caring people; higher ed support.

**Challenges:**

Funding challenges; need more competitive salaries – retaining teachers; expansion of students enrolled in private schools; indicators suggest lack of confidence and trust in public schools; need to improve SOL scores; building maintenance; concern with transparency with budget.

**Characteristics and qualities desired:**

Transparency in budget process; ability to work with the supervisors; ability to negotiate and bring people together and create trust; can address growing concerns of district; growing culture of lack of trust at administrative level; has understanding of the culture of the community; can address decline in academic rigor; strong financial background; strong instructional background; strong personal skills; strong communication skills – active listener; experience in documented student achievement; will think out of the box; will always make decisions in the best interest of children; will respect the boundaries of the Frederick County community; will proactively engage parents; will rewrite the strategic plan and take out social emotional learning; ability to delegate and build strong administrative team; will look at home school parents not as competition but as partners; will be engaged; visibility in the schools and community; will get hands in the dirt – boots on the ground; people person; ability to engage parents and community as partners; will continue to build upon strong community partnerships.

**Principals - 18****Strengths:**

Students first; excellent kids; culture of trust and academic freedom; academically strong; support in buildings; instructional coaches; supportive central office; people.

**Challenges:**

New superintendent coming in middle of budget cycle; staffing; attracting and retaining teachers; competition with salaries; pressure of growth and number of portable classrooms; addressing increasing mental health issues with students and staff.

**Characteristics and qualities desired:**

Excellent communication skills; politically savvy; good negotiator; thick skinned; student- centered; kind and compassionate; ability to bring people together; needs to address tension over funding issues with the supervisors; visionary; will continue with Vision 2025 and supporting a progressive school system.

## **High School, Middle School, and Elementary Students - 38**

### **Strengths:**

Teachers supportive; use of technology; hands on learning; flex time to explore self - determined learning; elective classes; different points of view; learning games; encouragement in subjects; field trips; hands on activities; team activities; make learning fun; doing independent work.

### **Challenges:**

Need more diverse teachers; overcrowding in schools; taking care of the environment – need more recycling; not enough diversity in some schools; building relationships with students; need better behavior – students not fighting each other; expansion of programs for more advanced students; create more independent time to read and do class work; need to know we are safe.

### **Characteristics and qualities desired:**

Can make schools better for students; will get to know students, visit the schools and talk to students and get to know us; cares about students; will do what's right for students; someone we can trust; open-minded – will take ideas from students and parents; will stay for the long haul; personable and admirable; values educators; will make schools safe; is a parent of someone in schools; will help provide more electives; better communication with parents; more study halls; not homophobic; will address dress code issues; will work to hire good educators; will listen to teachers; provide extra help for ELL students and students with disabilities; will make changes; will accept exchange students.

## **FCPS Department Heads, Superintendent's Cabinet - 11**

### **Strengths:**

Commitment to the community; stable supportive families; people- talent we have; heads in right place; focus on what's best for children; strategic plan – high

expectations; excellent technology plan; dedication of people; staff commitment to the kids and community; innovative instructional practices; always thinking to move forward; stability among top staff; caring community; size of district; student focused – family friendly.

**Challenges:**

Funding and growth; lack of funding; growth and need for new construction; elephant in the room – lack of trust between Board and Supervisors; overcrowding in high schools; lack of will to invest in schools; small, vocal minority spreads harmful misinformation about schools; politically toxic environment; mistrust among school board members; staff turnover – need to attract and retain staff; Board is a challenge - lack of trust by board of top staff.

**Characteristics and qualities desired:**

Building level and central office experience; courage to address misinformation and personal political agendas; must be politically astute; strong back bone – will do what’s best for students; understands structures and systems and can work to make measured changes as needed; visible and approachable; ability to identify and select talent; will be measured in addressing change; strong in building relationships; sense of humor; visible and approachable; coaching mentality – effective in working with and bringing people together; will have knowledge and understanding of SPED; will demonstrate high expectations and accountability; ability to motivate and inspire; has understanding of technology dynamics in today’s world; unifier and strong ambassador to FCPS; skill and courage to push back to Supervisors; can work effectively with school board; ethical and professional – will do right thing for kids; knowledgeable in field of education; genuine, authentic concern for students and families; successful financial background and how it all fits with instruction; operations experience with facilities; vision to see what is working and help get us where we need to go.

**FCPS Admin Building Staff - 11**

**Strengths:**

Forward thinking; growing and becoming more diverse; student centered; family oriented; relationships across board; strong staff

**Challenges:**

Retaining staff – salary issues; need greater consistency how schools operate – scheduling as an example; need system-wide expectations and guidelines; cohesive clarity of roles and accountability; need community support for budget.

**Characteristics and qualities desired:**

Successful serving a diverse population; strong messenger – ability to build community support; interpersonal – approachable; caring and understanding; even keeled; instructionally sound K-12 – experience in different school settings; strong focus on teaching and learning; skills to support multiple opportunities for all students; ability to continue to move FCPS forward; data informed approach in making decisions; negotiator with skills to effectively work with Board of Supervisors; continually learning; service oriented – servant leader; ability to review existing resources and marshal equitable resources for supporting student success.

## **Faith-based/Non-Profit Organizations/Bright Futures - 5**

**Strengths:**

Family oriented; people speak their mind; good place to raise a family; sense of community; collaboration with schools and parents and community.

**Challenges:**

Uncivil discourse – social media; kids over involved in technology – interpersonal relationships challenged; impact of growth; fiscal conservatism v. accountability to support our schools and needs of students.

**Characteristics and qualities desired:**

Open-minded – ability to listen to all sides; thick skinned; integrity – high character; will not come here with fixed agenda; community involvement; will value community partnerships; ability to make difficult choices.

## **Business Leaders - 6**

**Strengths:**

Supportive community; strong school system; strong CTE foundation; partnerships with higher ed; Bright Futures program; facilities.

**Issues/challenges/concerns:**

Affordable housing; attracting and retaining teachers; mental health issues; providing multiple pathways for students – not just college.

**Characteristics and qualities desired:**

Champion of public schools; ability to understand and navigate diversity; proven record of successful leadership; collaborative approach; civility; will value community partnerships; visionary; experience with growth.

## **Past School Board Members - 6**

**Strengths:**

Meeting children’s needs where they are; CTE certified programs; forward thinking; Inspire 2025; great staff; quality of teachers – other staff good too; authentic learning experiences; preschool programs; ESL strong; Dual enrollment; strength in leadership; gov. school participation; emphasis on culture; student ownership – “advocate for themselves – accountability for own education”.

**Challenges:**

Fractured school board – conflicting messages; handling backlash of contentiousness of board; lack of trust in leadership; discipline is an issue; increase salaries to attract and retain teachers; mental health challenges of students; lack of student engagement; growth and overcrowding; pupil teacher ratios high.

**Characteristics and qualities desired:**

Strong people skills; visible in schools; integrity; will demonstrate support for teachers and staff; slow to anger; effective communicator; instructional leader with focus on education; forward thinker with ability to inspire; has bold ideas to more system forward; ability to engage community and create community buy in; ability to work with Board of Supervisors; skills and experience to deal successfully with issues coming from state level – transgender, sexual explicit material – library books; balance of empathy and focus what’s best for students.

## **Elementary Classified Staff/Advisory Committee - 19**

**Strengths:**

Staff has passion for children; strong people; people, staff greatest strength; home grown quality teachers; partnership with hospital; great place to live and raise kids;

small close- knit community; location – close to metro area; FCPS 101; people work together; multiple programs for students – choices.

**Challenges:**

Low compensation for support staff; losing good people to other districts; disparity in salaries – Dunkin Donuts – \$17/ hr. – classified staff \$14/hr.; staff shortage and having to do coverage for absent staff; budget challenges; lack of training for new programs; continually bringing in new programs – to much and then many go away; need to improve communication; challenges of student behavior – students need consequences; out of date testing; expand CTE programs; mental health challenges with students and staff; facility issues and preventive maintenance

**Characteristics and qualities desired:**

Children as first priority; open and transparent; humble; willing to dig deep and ask tough questions; can articulate clear vision; hands on approach; strong leader; good listener; good communicator with all constituents; honest and trustworthy; approachable; visibility in the schools; tough skinned; do not need a yes person; teacher experience; visionary – will be on cutting edge to make system better; ability to empower without micromanaging; ability to build positive relationships with community and Board of Supervisors; will live in our community; will fight for kids and staff; has vision to lead us in the direction we need to go; has come through the ranks

## **Secondary/Elementary Parents - 18**

**Strengths:**

Dedicated and amazing teachers; loving teachers who care; innovative programs; community college; growth and maintenance of schools; teachers help every child – learning takes different approaches; nurturing school environment; extra- curricular activities; schools foster pride in schools; Bright Futures program; safety protocols; administrative staff support teachers; principals have autonomy for program initiatives; nimble enough to initiate new programs; size of district; close community with much history; administration open to new ideas.

**Challenges:**

Loss of teachers; attracting and retaining teachers and bus drivers; divisive budget process last year; growth; class size issues; need more programs to address student needs; overcrowding in some schools; growth – need new high school; recovering from

learning gaps created during COVID; COVID challenges – parents not being heard by superintendent; expand CTE staffing; professional development of staff; kids with disabilities struggling; not enough down time for kids – need more recess time; need more SPED and gifted opportunities; changing demographics; increase in mental health issues; lack of funding for schools - resistance to raising taxes; issues with HR; need to improve community engagement – enhance communication;

**Characteristics and desired skills:**

Ability to bring people together; ability to proactively address issues and challenges of our community; innovative and supports innovation; will expand CTE offerings; classroom and boots on the ground experience; ability to partner with the community; experience dealing with growth and overcrowding ; experience with political divides and bring people together; insight and awareness to lingering impact of COVID on student learning; effective communicator; will listen to parents; has expertise in dealing effectively with budgets – astute with finances and budgets; must understand the make-up of our community; will focus on what’s best for students that is not based on politics; ability to create positive working relationship with Supervisors; hand on approach as a leader; will hold people accountable; knows and understands the culture here and has courage to make needed changes; advocate for resources to support students – can address student mental health issues.

## **Secondary Teachers - 12**

**Strengths:**

Culture of doing what’s best for students; amazing teachers; unique personalities for each school; administrative support – strong principals; involvement of the business community; support for CTE programs; multiple programs to meet student needs; pride in schools; innovation encouraged – willingness to try new things.

**Challenges:**

Need greater support for teacher training for new programs – need for greater consistency; growth; maintaining facilities infrastructure; addressing unique areas depending on zip codes; discipline in schools; continue to expand CTE programs; valuing education and support for the school system.

### **Characteristics and qualities desires:**

Visible member of community; visibility in the schools; will continue to support thriving athletic programs; management skills; experience as a classroom teacher; ability to decide what works and what isn't working before starting something new; will continue to expand CTE programs; integrity; will not support "failing up"; integrity; good communicator – good listening skills; will support teachers; will stop putting more on teacher 's plates – need to review current programs before starting something new; strong backbone; innovative change agent; will hold people accountable; will address civility at Board meetings.

## **Frederick County Govt. Liaisons/ General Assembly Representatives/ Supervisors - 6**

### **Strengths:**

Strong partnerships; good working relationships with system; passion of staff for students

### **Challenges:**

Financial support for documented needs; staffing – ability to attract and retain teachers and bus drivers and substitute teachers; transportation challenges; hostile environment with supervisors; support of community for education; need greater respect for teachers; adequate space for programs; divided school board; addressing substance abuse – vaping; parental involvement in curriculum; school choice; being in touch with community; political attacks damaging to public schools; challenge of too many programs; student discipline issues greater challenge coming out of COVID.

### **Characteristics and qualities desires:**

People skills; transparency; will value staff opinions; visibility; community focus; ability to continue and build relationships with community agencies; proven track record; teacher experience; ability to bring people together; values the importance of school safety; will support Bright Stars program; can address and improve SOL scores.

# **Frederick County Educational Foundation/ FCPS 101 Alumni/Frederick County Educational Association - 6**

## **Strengths:**

Continued improvement; best staff anywhere – teachers have passion kids; students first; Bright Futures program; Inspire 2025; scholarships for students; strong CTE programs; dedicated teachers; innovation – open to new ideas; diversity; full day kindergarten; educators promote success for students; vision for programs to support students in need; risk taking; resources for students; shift towards Inspire 2025; meeting needs of families; great place to raise a family; school resource officers make a difference with kids; sheriffs dept. takes pride in serving schools; good facilities;

## **Challenges:**

Anger among parents – transgender and bathroom issues; lack of support of schools from Board of Supervisors; divided school board with differing agendas – not always in best interests of students; lack of support and understanding of role of schools; addressing racial, political and economic diversity; relationship with Board and Supervisors; competitive pay scale; overcrowding in schools; mental and emotional health of students needs to be addressed; Board has caused nightmare last two years.

## **Characteristics and qualities desires:**

Classroom experience in education; courage to have tough conversations; tough skinned; focus on growth and plan strategy to address needs; ability to promote what's best for students in face of challenging opposition; politically savvy with ability to be diplomatic in dealing with aggression and attacks by those who are opposed to public education; willingness to work with all stakeholder groups; can promote student preparation beyond high school; student engagement – will recognize student voices; visionary with proven accomplishments; knowledge of management, personnel and financial policies, practices and procedures; even tempered; ability to deal with fractured Board; will demonstrate support to teachers and staff; ability to be even tempered, reasonable and keep their cool; will support Foundation; ability to make people feel heard; inspirational leader.

## **Faculty Advisory Committees, PTO/Booster Group Leaders - 5**

### **Strengths:**

Best staff anywhere; dedicated staff; put students first; shift towards Inspire 2025; resources for students; Bright Futures program; risk taking; meeting needs of families; open to going in new direction – innovative.

### **Challenges:**

Retention of staff – disheartening to see staff leave because of salary; professional development for staff; meeting needs of ELL students – need more resources; need more mental health counselors; resistance to change – keep things status quo; politicization of education among boards.

### **Characteristics and qualities desires:**

Servant leader; experience as classroom teacher and administrator; wholeheartedly believes in public education; experience beyond FCPS – fresh and openminded; ability to bridge gap between Board and Supervisors; visibility in the schools and community; presence in community – athletic events, arts; strong leadership skills; courage to hold people accountable; astute, business sense.

## **Emails - 35**

**Appendix B**  
**English, Spanish**

# **Appendix C**

## **Students**