



STAFFORD COUNTY PUBLIC SCHOOLS

Community Engagement and Profile Report August 10, 2021

**Presented by
Dr. Kevin Castner and Dr. E. Wayne Harris
BWP and Associates Consultants**

Stafford County Public Schools
Community Engagement and Profile Report
August 10, 2021
by Dr. Kevin Castner and Dr. E. Wayne Harris
BWP and Associates Consultants

The following report provides data and information gathered through a community engagement and audit process for Stafford County Public Schools. The purpose of this process is the development of a leadership profile which is represented by the qualities, characteristics, and desired skills identified through community input. Upon approval by the Stafford County School Board, this profile will be used as the basis for the recruitment, identification, and selection of the superintendent. A special note of thanks is given to School Board Clerk Missy Hall and Director of Public and Community Relations Sandra Osborn for their planning, support, and assistance.

REPORT FORMAT

| | | |
|------|---|-------|
| I. | Community Engagement Objectives | 3 |
| II. | Summary of Community Engagement Activities | 3 |
| III. | Feedback from Engagement Meetings and Forums | 4 |
| IV. | Utilizing Common Themes for Creation of Leadership Profile/Draft Leadership Profile | 5-11 |
| V. | Final Comments | 11 |
| VI. | Appendices | 12-94 |
| | Appendix A - Focus Groups and Community Forum Responses | 13-20 |
| | Appendix B - Division Website Responses | 21-94 |

I. COMMUNITY ENGAGEMENT OBJECTIVES

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

II. SUMMARY OF COMMUNITY ENGAGEMENT ACTIVITIES

BWP search team members conducted an extensive Community Engagement process that included focus groups with invitees that included: businesses leaders, parent groups, faith groups, staff, students, school board members and the entire Stafford County community. The information provided reflects the overall themes that emerged from input and feedback from the numerous constituent groups. Focus group participants were asked to serve as “search ambassadors” and use their contacts and outreach efforts to inform and encourage participation within those groups. The focus group facilitator team included Dr. Kevin Castner and Dr. E. Wayne Harris. All data and written feedback were gathered and analyzed exclusively by the BWP team.

On July 28 and July 29, the search team facilitated 16 scheduled interviews and meetings and three public forum meetings. Information was also gathered via a ZOOM interview with 62 district administrators on July 19. Approximately 124 individuals participated in these sessions. The district website listed a Superintendent Search link that included an SCPS Superintendent Search Feedback Form in which 573 people participated. It was available in six languages other than English: Spanish, Arabic, Dari, Farsi, Pashto, and Urdu). There was also contact information to send an email to a BWP search consultant. We received over 10 emails and letters. This multifaceted approach to community engagement reflects the Stafford County School Board’s commitment to receive input from students, employees, and members of the community. The process has yielded significant thought-provoking responses which provide clear guidance as the search process proceeds.

The qualitative information from 124 participants, paired with 573 responses from SCPS Superintendent Search Website Feedback participation, provided the consultants with information regarding common themes that emerged through this community engagement process and enabled the development of a draft Leadership Profile.

III. FEEDBACK FROM FOCUS GROUP MEETINGS, COMMUNITY FORUMS AND EMAILS

Qualitative data was collected from constituent participants which included ZOOM individual interviews, focus groups and emails. There were 23 interview sessions and three community Forums.

In summary, 16 constituent groups were represented throughout the process. Appendix A provides the feedback transcript of comments from all groups. While notes were taken, they were not meant to be provided as verbatim statements, but rather summarize while capturing the essence of the participants' perceptions as related to the question prompts. It is important to note that any references about specific individuals were not included. In summary through interviews, focus groups and community forums, over 697 people provided qualitative data by responding to the following prompts:

1. What do you see as the greatest strengths of Stafford County Public Schools?
2. What do you see as the greatest challenges faced by Stafford County?
3. What qualities and characteristics does the next superintendent of Stafford County Public Schools need to possess and demonstrate?

Below is a summary of "prominent" responses received. 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.

QUESTION 1 – WHAT DO YOU SEE AS THE GREATEST STRENGTHS OF THE STAFFORD COUNTY PUBLIC SCHOOLS?



- ❖ **Excellent teachers and staff** - excellent teachers and dedicated staff; highly committed teachers, staff, and principals; dedicated, exceptional teachers and administrators, parents and community members had praise for the work of teachers and administrators in the schools
- ❖ **Educational options and programs** - strong instructional programs; quality and variety of programs offered to meet students' needs; strong academic performance of students
- ❖ **Supportive Community** - community that values and supports its schools, caring community, parental involvement; great place to work and raise a family; support for students from involved parents and

community resources, community contributes to the well-being of students in many ways, including the Sheriff's Office working with the schools

- ❖ **Diversity** - multicultural connections; diversity of students and county; different types of students – a community that has a unique blend
- ❖ **District** - Location and environment of Stafford County are considered plusses, county offers its residents a unique blend urban, suburban, and rural lifestyles, Stafford is home of many military families, who often stay in or return to Stafford when they retire, reputation of district attracts families, community that values and supports schools
- ❖ **Other** - Stafford strives to maintain a small-town atmosphere even as it continues to grow; positive impact of current Superintendent and his visibility in schools

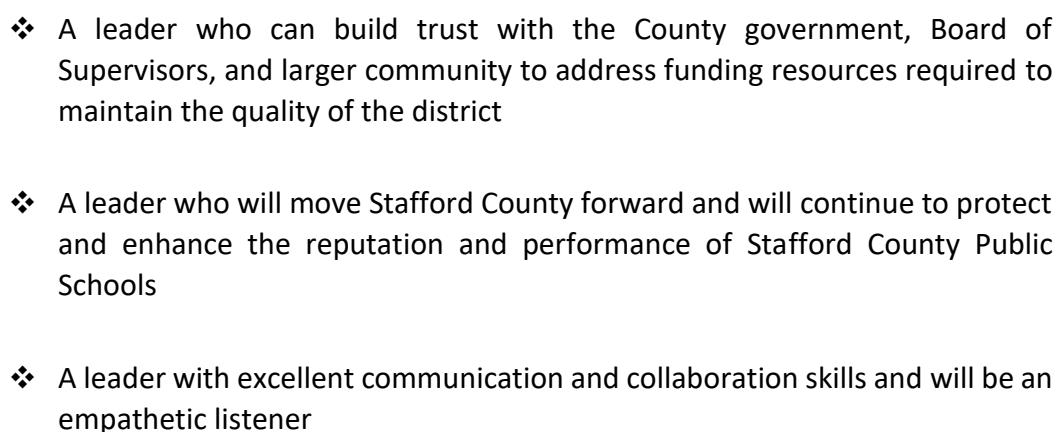
Question 2 – WHAT DO YOU SEE AS THE GREATEST CHALLENGES FACED BY THE STAFFORD COUNTY PUBLIC SCHOOLS



While a number of challenges were identified, the following list, which is not in priority order, summarizes the most prevalent thinking of the community engagement participants.

- ❖ **Funding** - challenge to have adequate funding to meet growing student population; high schools at capacity and the need for trailers; need to address competitive compensation for staff to support and maintain quality staff; bus drivers in short supply; attracting and retaining teachers; shortages of teachers in hard to find subjects such as math and special education are a great concern; funding shortage impacts ability to provide equitable learning experiences for all students and impacts quality instruction at all levels
- ❖ **Growth** - growth challenge; building the 6th high school, need proactive approach to address growth and overcrowding in schools and infrastructure needs; impact on transportation; increase in enrollment creates need for additional staff
- ❖ **Educational options and programs** - Because of COVID, figuring out how to open schools safely; challenge of moving forward with online learning and virtual schooling; expansion of rigorous academic options for underserved students; expanding opportunities for students of color and second language learners; promoting enrollment in CTE programs; preparing students for success beyond high school
- ❖ **Diversity** - Closing the achievement gap; increase the diversity of staff at all levels and participation in all programs; provide opportunities that meet student needs who are left out; engage with parents of students from all demographics and all parts of the community.
- ❖ **Equity** - Certain regions of the county are not always perceived as equally supported; absent from participations in certain programs and opportunities send subtle messages that all students are not valued and supported.
- ❖ **Other** - Strained relationship between the School Board and Board of Supervisors; need for more transparency regarding funding needs; must build and strengthen relationship among and between School Board and Board of Supervisors; need to continue to build trust in order to successfully address budget and facility challenges; concern about the continued change in

QUESTION 3 – WHAT QUALITIES AND CHARACTERISTICS DOES THE NEXT SUPERINTENDENT OF STAFFORD COUNTY PUBLIC SCHOOLS NEED TO POSSESS AND DEMONSTRATE?



- ❖ A leader who will be visible in the schools and community with an approachable leadership style that fosters unity and promotes trust and openness
- ❖ A leader who will make a long-term commitment to Stafford and who will live in Stafford and become deeply invested in the community and will participate in a variety of school and community activities
- ❖ A politically savvy leader who can negotiate the political environment of Stafford while forging good relationships with staff, parents, students, and the community. A politically aware, non-politician, who uses an objective view when listening to divergent points of view and will make decisions that promote the success and wellbeing of all students
- ❖ A leader who is transparent, and forthright when working with the Governing body. Will demonstrate courage of convictions when requesting support for necessary resources to provide opportunities for students to prepare for a successful future upon graduation from high school
- ❖ A strong, forward-thinking leader who has the instructional experience to maintain and build on what works and recognize existing strengths to support the needs of all students but will be courageous enough to deal with challenges to make improvements to move the district forward
- ❖ A leader with the sensitivity to and experience with issues of diversity and equity
- ❖ A leader with the confidence and experience to address critical issues related to budget and funding and growth as well as diversity
- ❖ A Leader who initiates contact with constituents in a sincere and open way to create and sustain relationships and open communication

IV. UTILIZING COMMON THEMES FOR DEVELOPMENT OF LEADERSHIP PROFILE

An analysis of the quantitative data collected from the community engagement process served as the basis for the development of a draft Leadership Profile for Stafford County's next superintendent.

We present this Leadership Profile to the Board as a draft and encourage review by Board members. When the Board is comfortable with approving it, we will proceed to add it to our website and advertising to let potential candidates know what the Board is looking for in its next Superintendent.

DRAFT LEADERSHIP PROFILE

Stafford County Public School Stakeholders have identified the qualities, which they believe will lead to success for the next Superintendent. All these characteristics are important and are not in any ranked order.

The individual appointed will:

- Have successful experience in a system similar to Stafford County, with a proven track record of managing resources effectively, promotes a collaborative style in identifying and seeking solutions to complex issues such as growth and facilities.
- Possesses a strong instructional background with documented success in improving student achievement, both overall and across student subgroups that demonstrates a reduction and/or elimination achievement gaps.
- Will make a commitment to Stafford County with the intention to stay for a long tenure and make lasting changes.
- Has the sensitivity to and experience with issues of diversity, equity and parity.
- Has the communication and collaboration skills to build productive relationships with staff, parents, and members of a diverse community.
- Is visible, with an approachable leadership style that builds relationships, increases unity, promotes trust, and exhibits transparency.
- Is a strategic, innovative, and forward thinker who has the experience to recognize and build upon existing strengths, determine what to enhance, what to maintain, and the insight to make sound decisions.

- Understands the issues facing schools during the present post pandemic and will plan and implement strategies to support student learning and wellness in a safe and appropriate learning environment.
- Has the political skills and integrity to build relationships that will facilitate cooperation among and between the School Board and Board of Supervisors and the entire community to meet the fiscal and operational needs of the schools and what's best for all students.
- Has demonstrated the ability to respond to current "hot topic items such as Critical Race theory" and will address concerns in a measured and appropriate manner.
- Demonstrates the conviction to follow the current guidelines regarding teaching approved history, civic, and social studies curriculum.
- Is politically savvy and non-partisan and has experience in supporting efforts of equity that is guided by what is best for all students.
- An inclusive and collaborative leader who understands issues around racism, social justice and cultural competency.

VI. FINAL COMMENTS

The BWP search team members have learned much about the Stafford 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. The Stafford community should be proud of the extent to which multiple segments of the population participated in this search process. We found the staff to be extremely capable and dedicated. We are hopeful that the next superintendent will take full advantage of community support and resources. The BWP Search team will use the final approved Leadership Profile to actively engage in the recruitment stage of your search process.

Thank you for the opportunity to work with the Board, the community and district employees in our collected efforts to find an outstanding leader for Stafford County Public Schools.

APPENDICES

Appendix A - Focus Groups and Community Forum Responses 13 -20

Appendix B - Division Website Responses 21-94

Appendix A

Interview and Focus Group Feedback Transcriptions

Board Interviews (9 participants) – 9 meetings, County administrator/ Local and State Elected Officials – 2 ppl

Strengths:

Quality teachers and staff, supportive community

Challenges:

How are we going to catch up coming out of COVID, growth, Board turnover, social emotional issues with students, building trust between Board and Supervisors, ability to secure adequate funding to support growth and competitive compensation, increasing staff diversity, redistricting

Characteristics and qualities desired:

Integrity, transparency, ability to bring in funding, trendsetter, ability to work with all Board members, ability to build relationships, building relationships with the Board and Supervisors, longevity, ability to address changing face of CTE, nonpolitical, will continue to focus on equity, strong instructional leader, value experience as a superintendent, confident, visibility

Local Faith Groups (9 participants) - 1 meeting – 5 ppl / Feedback Forms – 4 ppl

Strengths:

Traditional area with traditional values, strong community, diversity

Challenges:

Diversity is a strength and challenge, meeting the needs of old Stafford and new Stafford, competitive salaries to match the wealth of the county, growth, reactive versus proactive approach to growth

Characteristics and qualities desired:

Need good communicator with interpersonal skills, someone who is a good listener, longevity with commitment to the community, good track record, believes in collaborative approach versus I'm doing it, can connect the schools with the central office, teacher advocate, servant leader

Forums (11 participants) – 3 meetings

Strengths:

Excellent caring teachers, good core academic programs, strong schools, great place to live, progressive, strong program options that give students choices, educated and supportive community

Challenges:

Teachers do not reflect the diversity of the population, programs for all students, staff retention, growth, I 95 corridor, bus driver shortage and turnover, need to go beyond minimum standards, staff compensation to help address teacher turnover, overcrowding

Characteristics and qualities desired

Outstanding leader, unbiased, ability to handle difficult situations with calm approach, understanding of equity, supports the troops, can raise the bar for all levels of achievement, compassionate, will always put children first, ability to build relations with both staff and community, engaging and dynamic leader, decisive in decision making, excellent communicator, emergence management experience, people person, experience in larger system, visibility in the schools and community, understanding of both academic and vocational programs, strong track record of success, understanding of the role of the Board and Superintendent, courage, innovative, good judgement, will listen to the teachers, innovative

Students (13 participants) - 1 meeting - 5 ppl / Feedback Forms – 8 ppl

Strengths:

Like our schools

Challenges:

Not being with our friends during COVID; too much Virtual Learning

Characteristics and qualities desired:

Visible and approachable, someone that we can talk to, more snow days

Staff Groups (162 participants) – Teachers and Other Licensed staff, Phoenix Center (Alt Ed) Staff and Faculty, SPED Staff and Faculty and Members of Advisory Committee, Service Employees - 4 meetings15 ppl / Staff Feedback forms – 147 ppl

Strengths:

Diverse community that is unique – has people from all over the world; great community, quality teachers, strong central office, rural feel, large district but works on a small scale that brings a sense of belonging, it's about the students, adaptable, great leaders

Challenges:

Growth, competitive salaries, staff turnover, building new schools to help overcrowding, changing community - new Stafford (come here) versus old Stafford (been here), confronting status quo, impact of COVID

Characteristics and qualities desired:

Longevity, ability to work with the supervisors, loves Stafford, experience building schools, likes kids and will do best for kids, collaborative, need to develop long term vision, creative budgeting, confidence as a leader with the ability to make tough decisions, politically savvy, leader who can determine what works and what doesn't work and make changes, knowledge and understanding of SPED, can build quality relationships, will continue to support socio-emotional health, good communicator, visibility, not a change agent, supportive of nondiscrimination policies, will trust staff to do their job, ability to navigate large system and make it feel small

Administrator meeting via ZOOM (62 participants) - 1 meeting

Strengths:

Strong principal leadership, committed to educate all students – children with special needs and low SES, present focus on equity, large division but small division feel

Challenges:

Teacher/employee retention, competitive salaries, challenge of work load, management of growth which creates funding challenges, challenges on the operational side

Characteristics and qualities desired:

Need someone who is forward thinking, looking for long term commitment, leader who is culturally competent, will speak their mind to the supervisors of what's needed for the schools, visibility in the schools and community, has principal experience, been in the trenches, need to be strong advocate for kids, politically savvy, ability to work with the supervisors, commitment to CTE and second language learners, will support staff, confidence to build capacity to meet student needs and prepare student for the next level, lens of an educator

Staff Feedback forms (147 participants)**Strengths:**

Qualified teachers who deliver every day, greatest strength is our staff, variety of programs, quality facilities, large county with a small town feel, supporting the whole student, focused professional learning, quality instruction, superintendent who puts kids first, autonomy of schools to meet needs of unique populations, diversity, involved parents, strong leadership, forward thinking, great looking schools, great kids, diverse backgrounds and experiences of students

Challenges:

Competitive pay, hiring highly qualified teachers and retaining them, growing populations/limited resources, support increasing diverse population, getting back normal post COVID, pandemic learning loss, keeping Critical Race Theory out of public schools, continued equity in hiring practices, understanding the needs of a changing community, division data continues to point to equity gap across student performance, staff diversity

Characteristics and qualities desired:

Ability to deal with intense political interests in pulling people together, approachable, ability to use discernment when making decisions, open mind when making decisions, strength to stand up to School Board and BOS, active listener, courageous in following vision, track record in successfully leading change that benefits students and staff, experience in large and diverse county, great communicator, knowledge and practice in equity, strong community relationships, visible within the community, boots on the ground leader, culturally competent, someone who promotes equity and diversity, understanding of Stafford County culture and shifting demographics, making sure teachers have a voice, long term commitment to system, can relate to military population, experience and background as an actual teacher and administrator, skilled communicator, previous superintendent experience, will be a significant part of and invested in Stafford community, courage to do what is right and make right decisions for kids, strength of character, ability to bring diverse groups together, promoting restorative justice practices, passionate about public education, organizational skills, focus on socio/emotional learning and

lives, is invested in Stafford County, ability to think outside of the box, strong diversity, equity and inclusion lens, compassion, willingness to make long term commitment to position, not be a politician

Advisory Committees (10 participants) – School Board’s Advisory Committee, Superintendent’s Equity, Diversity and Opportunity Committee (EDOC) Members, Parents of CTE and Gifted Students and Members of the CTE and Gifted Advisory Committees, Head Start Policy Council Members, Local NAACP Chapter Members, Local Latinx Community Leaders - 2 meetings, Local Business Leaders - 8

Strengths:

Diversity, location, “the people”, variety of programs for students, available resources, progressive and forward thinking

Challenges:

Bringing together a different part of community – lifers, commuters and transient military, building 6th high school, post COVID recovery, mental health support for teachers, connecting with all parts of community

Characteristics and qualities desired:

Background as a teacher and administrator, management skills, collaborative leadership style which brings about buy in, engagement of parents – supportive of advisory committees, ability to learn the community culture, strong decision maker, interpersonal skills, will listen to parents, experience in CTE, will support partnerships with higher Ed, instructional leader who can provide leadership with current curriculum issues, will support the autonomy in schools, will have an awareness and will be supportive of mental health issues with both students and staff, strong administrator with ability to implement programs, track record of attracting and retaining staff, is knowledgeable of best practices for discipline that goes beyond zero tolerance but incorporates social justice, will empower administrators, strong leader who will address issues and make decisions in the best interest of students, innovative, deep understanding of equity, demonstrated track record of instructional improvement across all groups of students, will help make Stafford the place to be, track record of supporting teachers, integrity, ethical, open-minded, kind hearted

Parent Feedback Forms (386 participants)

Strengths:

Parent involvement, diversity is a strength but not always being used to our advantage, great staff in the schools, involved community, schools are clean and well maintained, putting the students first, broad and rich opportunities for learning experiences, diverse student body, diversity, good working relationship with the sheriffs department, sense of community, parental involvement, making the best decisions for students, variety of programs, the students, excellent communication from superintendent throughout the pandemic, strong military pride, quality of facilities, large county with small town feel, our family atmosphere

Challenges:

High teacher turnover, lack of funding, loss of great teachers to neighboring counties, keeping politics out of the classroom, no CRT, overcrowding, updating older schools, equity issues, promoting growing diversity in county, growth, ensuring that principles of equality and inclusion are promoted, diversity, inclusion and equity for students, diversity in hiring practices, how to catch up on learning that was missed because of COVID, responding to the new normal, how to support advance students, bus transportation issues, anticipated change in School Board and BOS, politics diverting education, rapid growth of county which is taxing facilities and funding challenge, poor test scores for minority students, how to serve a racially and ethnically diverse district fairly

Characteristics and qualities desired:

Building positive relationships with School Board and Board of Supervisors, actually live here, really own a home here, ability to build and maintain relationships, integrity, awareness of providing leadership to address social and emotional issues of students, great communicator, willing to think out of the box, integrity, strong advocate for teachers, compassionate toward all students, approachable, high emotional intelligence, ability to lead using an equity framework and practices, experience as a past teacher, strong management and leadership skills, team builder – ability to bring people together, strong background in leading/creating change in a large school system, visible and accessible in our schools and community, in the trenches experience as a teacher, ability to effectively communicate with all stakeholders, experience with county with growth issues, values that support the equity and support for all families and students, high caliber problem solver, experience working in a diverse system, transparency, experience in a district like us, commitment to longevity, excellent financial and management skills, backbone, politically savvy, common sense, unifying source in community

Community Members Feedback Forms (26 participants)

Strengths:

Dedicated and caring teachers and staff, strong academic reputation, commitment to all areas of instruction to include early childhood and special education

Challenges:

Need for more schools, budget challenges, too many people leave Stafford for higher paying jobs north of us, competitive salaries to retain staff, older facilities in need of renovation, defending us against political agendas – Critical Race Theory

Characteristics and qualities desired:

Innovative thinker, experienced in all areas of education, understands and serves people in county, non-political, experience in a rapidly diversifying demographic area, innovative thinker

APPENDIX 2 – Division Website Responses

| Row Labels | Count of I am best described as a: |
|--|---|
| Business Owner | 2 |
| Community Member - pages 6-8 | 26 |
| Faith Leader – page 9 | 4 |
| Parent – pages – 10-56 | 386 |
| SCPS Division Staff Member – pages 57-77 | 147 |
| Student – pages 78-79 | 8 |
| Grand Total | 573 |

Community Member (26)

Strengths:

- Teachers, Parent involvement, Strong academic reputation
- Equity, inclusion, progress.
- Hard to say since we've been hemorrhaging teachers for years now
- Educates kids, does not indoctrinate (i.e. No Critical Race Theory), 2. Close Community, 3. Highly rated
- family oriented, strong SPED and Gifted programs, fine arts departments
- Staff, administration, commitment to all areas of instruction to include early childhood and special education
- Still offers AP courses.
- I don't know whether it is a strength, but is a characteristic: its rural character, which is appreciated by a part of the population.
- Although more population growth is happening and probably will continue for a while.
- Funding, curriculum and balance in implementation
- Educators, facilities, and safety of employees and students.
- Great physical infrastructure, financially secure and competent employees.
- Embracing modern pedagogy and curriculum. Advancing diversity and greater honesty in educational materials. Inclusion of the arts as a priority.
- STAFF: They are amazing. We have the best teachers and staff in the whole state and they should be paid accordingly. Other counties are making staff pay a priority and poaching our good ones.
- ADAPTABILITY: We rolled into COVID year with a positive outlook and adapted multiple times to accommodate new and lessening restrictions.
- BUDGET: We should, theoretically, have one of the largest budgets in the State. This has and should continue to allow for innovative programs for students and multiple learning platforms to be available moving into the future.

Challenges:

- Board of Supervisors, Need to build additional schools, Redistricting
- Anti science parents, classrooms as political battlegrounds, not sliding backwards with its equity work.
- Teacher pay, the need for more schools, employee morale
- Teacher pay, the need for more schools, employee morale
- 1. Defend the SCPS against political programs and theories favored by the National teacher unions (CRT), 2. Ensure SCPS maintains or exceeds national scholarly standards, 3. Ensure the growing Stafford County is properly budgeted for over the next 5-10 years.
- proposed changes to the math program, teacher turnover increase, damage done to some programs/students/schools in the name of "equity"

- Competitive salaries to retain staff, school overcrowding/new construction, older facilities in need of renovation
- Push for wokeness & critical race theory, administrative demands on teachers, dealing with the lack of curiosity by kids to learn.
- Growth of the population because of rapid growth of new housing.
- That means, good planning of accommodation for more students.
- The proposed health mitigation plan, CRT
- Covid, politics and budget
- Overcrowding, Teacher Retention, Dealing with all the different factions of parents, school board members, and Board of Supervisors.
- Physical security, retaining and or introducing commonsense curriculum and retaining and or acquiring competent personnel with high moral standards.
- The next supervisor must keep Critical Race Theory and any other indoctrination out of our schools.
- CRT, Equity & Inclusion narrative, and mandate masking
- Growing community of transient residents affecting local culture and zoning negatively. Breaking away from romanticism of Americana. Pushing back against those who prioritize recitation over analyzing and critical thinking.
- **POLITICAL:** we live in a diverse community where discussions can become heated. There should be less emphasis put on Color and gender than there is put on the fact that students are supposed to be at school to LEARN in a safe and secure setting. This is not a place for show boating or making grandiose gestures. Leave the politics at home and make these kids accountable for their education.
- **GROWTH:** this county is in the middle of another huge growth period. We are building houses faster than we can make roads and water to get to them. We need someone with a logistical background that can forward think and plan at least 5 years out. It will become a crisis soon in the classrooms, with too many students and not enough room.
- **BUDGET:** we need to help shift the focus back to what's important. Great staff. Arts and sports programs. Dual enrollment and trade programs! Getting the kids ready for the real world. Again, we should have a HUGE budget (I know what my taxes are every year...) I think the school board and Super need to work more closely with the County supervisors to future plan and cross budget for things that will benefit both the schools AND the community. Parks closer to campus. Community functions using school venues. Student involvement in community betterment projects. Now that we are past the Covid, we should really have someone who will be focused on bringing those 2 aspects of Stafford together to help move this county forward as a whole.

Characteristics and qualities desired:

- Empath, Leadership, Vision
- Perseverance, open-mindedness, a clear plan to move us forward.
- Pro student, pro teacher, approachable
- Pro student, pro teacher, approachable
- 1. Believe and demonstrate in merit-based systems, 2. Understand s/he serves the people of this county, 3. Position is non-political
- someone who will not cater to every media driven whim, someone not too removed from the actual classroom, someone who keeps the best interest of staff along with students in mind
- Innovative thinker, good listener, experienced in all areas of education to include early childhood and special education
- Can fight back on pressures not related to kids learning academic classes, understands the importance of academics and civics (pulling kids up not down), knows the importance of social media management, mental health management & financial management that kids need to learn in today's education.
- For me, because i fear for the students and the future of this country, it is of utmost importance that he will have a clear view of what critical Race theory is, and opposes it. There are other ways to improve the scores if students, who need it.
- Also i find it important that he emphasizes that students learn those subjects that they really need later in life, not ideological
- Indoctrination like in critical Race theory and in the history curriculum: 1619 Project.
- There is strong push back, debate, conflict in several countries in the land between school boards and newly formed parent organizations, and to prevent this from happening here in Stafford, he should also oppose this false theory.
- honest, love of children, teaching truth
- The Superintendent must be a strong leader not afraid to make tough decisions that may go against media narratives or political pressure. He must be focused on the education of students and not get involved in novel educational fads or novel political ideas. He must use common sense and reason to solve problems while protecting the fundamental rights of ALL the students. We need someone who is middle of the road and not an activist.
- Transparency, fiscal responsibility, and keep work atmosphere of accountability for employees, parents and students.
- High moral standards, common sense policies and hands on approach to leadership.
- They must fight against CRT at all cost. They need to fight for the children to breathe without masks.
- Very high level of education. ZERO faith based influence in decisions. And I prefer a non-military background.
- Willingness to Innovate
- Strong Moral Constitution
- Should be REQUIRED to have children CURRENTLY ENROLLED in Stafford Public Schools... parents fight the hardest for their Own Children.

Faith Leader (4)

Strengths:

- Staff, Technology, Athletics/Clubs
- Commitment - Teachers/Staff - Relationship to Community
- 1. Quality of education
- 2. Quality of facilities
- 3. Quality of teachers
- Stafford is a growing and diverse community
- Stafford is a wonderful place to live because of its traditional values
- Our school system and teachers are really good!

Challenges:

- Overpopulation, Curriculum, Implementation of Vision
- COVID adaptations: shifting modalities of learning (virtual, in person, etc.) and how to maximize this safely for all students in varied backgrounds and socioeconomic situations - managing expectations regarding what the county can provide as well as what parents/families want/need - economic gaps
- 1. Budget challenges
- 2. Meeting the needs of people without forcing agendas (As a person of faith, I believe all people are created equal and deserve fair treatment. However, I also believe gender is easily identifiable at birth and anything else should not be promoted or encouraged.)
- 3. Recruiting quality teachers (pay challenge given the cost of living here)
- The infrastructure is lacking and not keeping up with growth (especially the rural roads that our teens must drive to get to school)
- It seems that a High School should have already been built in South Stafford/Rt 17 area to deal with convenience and over crowding
- Teachers pay should be higher

Characteristics and qualities desired:

- Leadership, Integrity, Approachable
- Relationship building - conflict management - vision/strategic thinking
- 1. Experience in a rapidly diversifying demographic area
- 2. Strong adherence to traditional family values
- 3. Openness to partner with the faith community to meet the needs of our community
- A person of integrity, transparency and character. No hidden agendas.
- A servant leader that communicates with the School Board, the teachers, the community and the families, along with the students.
- Experience in dealing with a growing community.
- Planning on becoming immersed in the community and staying long term.
- Aware of the tradition values of this community and desire to serve the interests of everyone.

Parents (386)

Strengths:

- Many qualified teachers, good facilities, variety of programs
- 1. Quality teachers
- 2. Technical support
- 3. Teachers who adapted to covid learning.
- Quality teachers, academic focus, family environment
- Community
- Funding
- Great staff
- Communication, Commitment to CTE, Course offerings
- current superintendent, teachers, administration
- 1. Growth -planning for future growth in the county
- 2. Community based - as a bedroom community to dc, and even more as a destination community for those who are leaving more urban areas, the identity of Stafford is growing each and every year
- 3. Diverse backgrounds and incomes, and family situations coming together as "One Stafford" and not as separate groups.
- New ideas clear leadership good schools
- Diversity, good schools, involved families
- Diversity, communication, special education
- Leadership at Conway Elementary, IAP meetings and happy teachers
- Communication, dedication, working during a pandemic
- Safe, concerned citizens and quiet
- Stem, quality teachers, great communication
- Strong teachers, curriculum and schedule
- Buen nivel académico; Buen proveedor de información; profesores atentos a las necesidades de sus alumnos
- Courage. Integrity. Commitment
- Special needs, communication, technology
- Smaller school district overall; taxes in county/funding; room for growth.
- Excellent teachers, local population fairly homogeneous in values so there is less conflict, leadership seems strong and accountable.
- Conviction in their decisions, willing to truly listen to parents and students, makes fact based decisions
- Informed, accessible, and programs
- Great staff at the schools, an involved community, ability to adapt.
- Communication
- support resources, breadth of academics, commitment to learning
- smaller classes, changing student population, facilities
- Adapted well during COVID; communication; technology

- Strong communicator with all types of people, broad world view,
- Well funded.
- Faculty, Community,
- Communication
- Great teachers
- Community
- Staff personnel in schools are typically caring and helpful, Schools appear to be clean and maintained, there are a lot of opportunities offered in the schools
- student focused for future success
- Decent Education, Busing, Communication
- Lots of parents. Nice facilities.
- Accommodating for lower level learners, opportunities to access special programs, good sports
- Diversity, Equality, Respect
- Hard working teachers, instructional aides in some classrooms,
- Offer William Boatwright the position
- Parents, students, teachers
- Knowledge of IDEA laws to be an advocate for our special education population.
- Patience and transparency when dealing with families in the community. Finally, compassionate towards staff, yet strong to stand up against any form of corruption and address it with immediately when she/he become aware of it.
- Social workers, caring staff
- Community Support, Emergency Help, Putting the students' needs first
- I can only say the early childhood education.
- Broad and rich opportunities for learning experiences; empowered staff; engaged parents
- Smart, Not Divisive (NOT CRITICAL RACE THEORY), determined
- Our teachers, and Our former superintendent
- Communication with community, Safety of students, staff and families during inclement weather, Involving community input when important decisions are made
- Transparency communication and Teachers who accel in their teaching IE Mr. Reichardt Ms Kruzel. They taught above sol standards and all their students did well No dumbing down Knows that children can and will meet challenges.
- Welcoming to all, wonderful teachers, challenging curriculum
- The quality of students, a strong community and a well funded county
- Outside the box thinker, solutions driven, experience working with diverse populations.
- Communication, Patriotic & Traditional
- Operating budget, local community, growth outlook
- quality of staff, curriculum, special needs support
- Knowledgeable of Stafford County school system needs
- Engaging/communicating with the community, varied curriculum and career tracks, caliber of teachers
- Caring administration, fair in all practices, on top of 21st Century Skills
- Caring staff, hardworking support staff, good teachers

- Vision, staff, budget
- Semester classes, lining up semester with winter break, focus on all paths for students not just college
- Good variety of class offering, gifted programs are great, CGS
- The teachers, the assisting staffing, and upkeep of the schools.
- Safe, involved, informative
- Student/class sizes are not overloaded, better testing metrics than Spotsylvania/Fred, good corps of Principals.
- Community, high standards, and Communication
- Generally engage with and listen to parent and community feedback; have some diverse academic programs; make an effort to work with parents and students
- we are new, we have two: the teachers, and the level of effort during the pandemic.
- 1. Mrs. Brannen is one of the best teachers. My daughter learned and gained a lot when she was in her class for kindergarten and first grade. She is very friendly and cares about her students.
- 2. Electives seem to really have everything in order
- Great teachers, students and communities
- Communication. Not political. Tough.
- Safe, empowering, and college readiness
- Communication, ensuring safety of the children, providing meals to students in need
- Several excellent teachers, opportunities for the kids to excel, extracurricular
- Time of school
- Teachers
- Dedicated employees, diverse student body, good working relationship with the sheriffs office
- Challenging academics, some teachers willing to go the extra mile to see students succeed, always willing to keep parents informed.
- Inclusion, family atmosphere
- Special education, school spirit, technology
- Education quality, commitment to sustain quality and timely communication with parents.
- Communication, school moral, education
- patriotic, flexible, informative
- Honesty, approachability, long term consideration of. Stafford's population growth.
- Good Staff, good at keeping people in the know, and virtual option for 2021-22
- Early Childhood Education
- *Overall integrity and support for the students & staff
- *Principal's and staff put the safety of students at the forefront
- *Ensured that students received their full education; for both mainstream and IEP students
- Great staff, anti bullying policies, and diverse programs at the high school level
- Transparency/Communication
- Ease of access to administration
- The curriculum
- Opportunity, growth, sense of community
- ECE/Head Start, attempts to make sure children are fed and

- Funding, teachers, athletic programs
- Caring teachers and staff, meeting & exceeding technology challenges, supporting families in need
- We are new to the county but have been pleased with the communication from Stafford elementary school.
- Communication, superintendent with good relationships with community, teachers care and work hard despite challenges
- Committed teachers who would do anything for their students, a strong sense of community within the schools, desire to achieve academic excellence
- Middle class community
- Parent Involvement, good academic programs, communication
- Diversity, access, varied course offerings
- Some PTAs are well-structured and active. Most teachers are dedicated and are highly qualified. The county seeks parent feedback.
- Helpful, quick to respond to parents, empathetic in my experiences.
- Organized, accommodating & prepared
- Grafton Village Elementary, Mike Sidebotham,
- Quality education, variety of opportunities for students, competitive sports program
- Newer Schools, Good families, College Bound Kids
- 1. Adaptación de la tecnología
- 2. Participación de los Padres
- 3 . Organización de actividades para todos los niños de acuerdo a sus capacidades
- Close proximity to historical landmarks/field trip opportunities; Covid-19 response (emergency stipend for staff); Distance Learning went well
- Communication
- Great teachers
- Community
- Great academics
- Excellent parent involvement & communication
- Staff (teachers), sports, our last SI
- The only strength I can mention is 1 - the staff is mostly kind.
- 2020 - 2021 is the first year we have been part of Stafford school district and our experience has not been positive. And more importantly, the quality of education is of great concern, especially with the announcement that math honors classes are being eliminated. It's clear this is a district that does not advocate for ALL students.
- It used to be the relatively high academic standards and achievements as compared to surrounding counties and city. There are many teachers who are committed to their students' success and engagement. There are some principals who shine brightly and others who do not.
- Looking out for the health and welfare for all, accommodating to parents and children, listens to both sides in a dispute and reacts both with logic and common sense keeping our children safe.
- Great teachers
- Great curriculum

- Friendly staff
- The teachers have great student focus, the community from the school to parents, and the school functions are great for moral.
- Sense of teamwork, support for parents, communication
- Academics, variety of classes offered in mid and high school, class size
- 1. Strong Community
- 2. Demonstrates Leadership within the VA schools.
- 3. Strives to set students up for successful futures. Providing a curriculum that looks towards the future.
- Great teachers
- Great students
- Great environment
- Additional academic advancement, community involvement,
- Great staff at the schools, an involved community, ability to adapt.
- Safe, involved, informative
- quality of teachers, academic offerings, safe environments with law enforcement available
- Advanced mathematics beginning in Middle School, IB Program, caring teachers.
- Caring and dedicated staff
- Academic rigor
- Athletics
- Parental involvement
- Teachers & principals that care. Good communication.
- putting students first, academics, professional administration and staff
- Great staff at the schools and great school board representation.
- Diversity, CTE Programs
- Perseverance. Resolution. Empowerment
- Teachers
- Responsive, opportunities, teachers that care and love what they do
- Opportunities for young learners to transition into school, communication to parents, friendly and professional staff
- Can't think of any.
- Teachers
- Communication, educational opportunities, qualified teachers and staff
- Organized, energetic, CTC
- Maintains teacher autonomy, strong relationship with sheriffs office creates safer schools, increased technology proficiency
- Cares what parents think, good place for kids to learn, Have excellent teachers.
- Supportive families
- Wide offerings for variety of families with frequent transfers
- Meeting students' needs despite circumstances, access to education for all, course options and programs to prepare graduates moving forward whether they are gifted earning college credits, Military bound following JROTC programs, or pursuing a trade.

- Community, student-focused, excellent staff
- Teachers
- Making the best decisions for the students
- Communication about school closings
- Diverse student body, wide variety of course offering in high school
- Parental involvement, dedicated teachers, highly funded.
- Communication, development of additional help for students during COVID, Resourcefulness
- Great education, teachers who truly care about their students, community support
- Keeping students' AND teachers' best interests in mind; adapting to the needs of students with flexible solutions; making carefully considered decisions without acting rashly in crisis
- Safety, subject variety and language classes
- Awesome teachers, Adaptive learning, Student are the priority
- While I have had kids attending since 2007 I honestly am not sure. I guess I would say that they have had some good teachers who challenged them and helped them to grow as well as some good experiences as student-athletes. There have definitely been caring people along the way who were helpful and responsive. But the system as a whole I cannot sum up or articulate. I will say that Dr. Scott Kizner had been terrific overall & I would love to see the next superintendent to be a lot like him. Progressive, fair, intelligent, thoughtful and respectful.
- Communication, concern and diligence
- Communication with families, learning environment (mostly), and listening to community
- Commitment to children's' wellbeing, good communication, great staff
- Teachers, support staff, and kids
- great technology, student opportunities for advancement (IB, AP, etc.), good elementary ed
- Pride, teachers, accessibility
- I'm not sure. My child is entering kindergarten this year.
- High expectations for student success, unifying force in the Stafford community, hardworking staff
- Size, flexibility, location
- Parent Involvement, good academic programs, communication
- Teachers, Programs, Locations
- Diversity, teachers/principals (Mr. Boatwright is one of the most amazing assets the county has), communication
- Commitment of the staff towards our children
- Professionalism of the staff
- Staff that knows the job
- My child is only in second grade and given the lack of a regular school year of the past two years it is hard to say.
- Good teachers, good principal, safe environment
- Inclusivity, Putting kids first, Great teachers
- teachers, administrators, communication
- Variety of programs offered to students (high school), existing staff is loyal, and ????
- Good teachers, good programming

- Quality teachers, good principals, accommodating
- 1- Dr. Kizner, who continues to stand up for his beliefs of equity and teacher valuation, despite that often being an unpopular opinion of the school board.
- 2- The students. They are such a valuable asset in SCPS and they are our largest strength.
- 3- Communication. Dr. Kizner and his office have done a good job of communicating what they know regularly and with consistency and expectations for follow up communication.
- Above average testing and scholastic results. Gifted/advanced study opportunities. A community willing to support schools.
- Nice clean campuses, buildings in good condition
- Focus on Division wide equity, strategic planning, leadership opportunities from within
- Great teachers, did well with flexibility during the 2020 school year, technology access
- Communication with families, accessibility to administrators, opportunities for students
- Communication, outreach and elementary instruction
- Communication, 360 Care for their Students, Keeping their buildings and equipment up to date and available to staff and students
- After Stafford County's Covid response. None
- Focuses on what is best for students, keeps it employees a top priority, actively communicates with parents and staff
- Diversity/representation, inclusion, passing rate/percentages
- Relatively safe schools, quality special education services & quality teachers, administrators & social workers.
- Empathetic, diverse, successful
- Inclusion, respect, caring
- Teachers
- Great teachers, highly ranked schools, has money to spend.
- Good teachers, excellent school-parent communication (Sidebotham), good buildings
- 1. They offer a wide range of classes and topics
- Close knit
- Diversity, opportunity, variety
- Available resources, pool of teachers in the population, Opportunities to excel
- 1. Communication with Parents
- 2. Access to technology (software & hardware)
- 3. Online parent accessibility to child's performance (parent view)
- Communication, extra-curriculum activities, technology
- The communication from the superintendent throughout the pandemic was wonderful.
- The collaboration to come up with a universal plan to teach all virtual children last year was also very good and appreciated.
- The assistance their teachers have provided to the students and parents throughout this pandemic was also very appreciated.
- Passionate teachers, opportunities to excel, school to parent communication
- Email communication, punctuation on start and release of school, bus system

- 1. Welcoming 2. Persistent (kept going during Covid) 3. Rocky Run principal & staff seem to care about the students
- School Spirit, Community Involvement, Communication
- diverse selection of classes, clean school, virtual learning via Google hangouts during pandemic
- Large variety of resources for students; diversity; skilled, caring staff
- Convenience, CGS, accessibility
- Many caring teachers,
- Always on point (2) committed to students welfare
- CGS, Focus, and starting the school year after Labor Day (formerly).
- Stronger curriculum, safe schools
- Individual teachers, engaged parents, special needs programs
- Educating children of all learning levels (including special Ed plans), health and safety for all (Covid), educational varieties (The Arts, traveling programs, variety of elective choices, language, etc) and helping all to learn (internet, food distribution, etc).
- Funding, Quality Facilities, variety of programs
- Flexible teachers and staff, involved families,
- Dedicated professionals, organizational leadership and for most part engaged students
- 1. The diversity of the student body, 2. The outstanding teachers and staff, 3. The involved and engaged families whose children attend
- SCPS provides an adequate education to most students; We have enjoyed positive relationships w the principals at Grafton and Dixon-Smith; Bus drivers and bus safety
- Communications, teachers, Principals
- Great teachers, good flexibility with COVID, Dr. Kizner...he has been a strength within the county!
- Communication, safety, educational resources
- Good teachers
- Teachers, Curriculum, Facilities
- Supportive staff, flexible with restrictions, listens to parents' wishes relating to getting back to in-person education
- Academic rigor and options for students, Fine and Performing Arts, communication with the community
- excellent challenging academic programs offered (advanced math starting in middle school), IB and AP programs, excellent programs offered for those students who need more help to meet needs (geometry 1 and 2, CTE programs), generally a good school system.
- Great school faculty, good communication chains, strong outreach programs
- Qualified teachers, diverse student population and strong parent involvement.
- Available resources, good facilities, good high school hours
- Great staff, dedicated community, and multiple academic opportunities
- Academics (some schools), good facilities, school-parent communication
- Quality of education, Special needs services, teachers and staff
- Student diversity; Dedicated staff
- Always responds to an issue, respectful, listens to concerns

- Integrity, honesty, equal opportunity
- 1. Able to receive the requested budget in full.
- 2. Allows community input on issues that impact children.
- 3. Provides school resource officers.
- Communication
- COMMUNICATION, COMMUNITY ACTIVISM, SAFETY
- Strong staff in Central Office, we have some great parent advocates, awesome students
- Organized, great communication with parents, responsive
- Great teachers, putting student and teacher needs first, not teaching CRT
- Great schools, good Staff, easy enrollment
- My kids love going there, teachers I've met are good people, my kids are learning
- Quality educators and staff, student diversity, and parental support
- Very diverse, good quality public education and great high schools
- Dedicated staff, music programs, open communication
- New to this county, transferring from Prince William County.
- SCPS has a diverse set of academic opportunities (vocational, advanced classes, Commonwealth Governor's School (CGS), collaboration between schools, and a large budget funded by the 17th richest county in the U.S.
- Great teachers, good communication with parents, kids receive great education
- Dr. Kizner, HES staff, Mrs. Marla Garcia
- Diverse student body, adequate student/teacher ratio, decent school facilities
- Technology, variety of classes, school spirit
- Communication
- I am new to the County
- Dedicated teachers, strong military pride, doesn't fold to political pressure
- diverse community, healthy school budget, strong parental involvement
- Great administration at schools, caring, kind teachers, and professional office staff
- Caring Teachers; transparency with parents; willingness to hear from the parents
- 1. Growing community 2. Willing to make change 3. Concerned about the wellbeing of children
- Integrity, teachers devoted to their students & strong academics
- That they truly support the students, the communication is good, and my kids seem to learn a lot.
- Curriculum, security, activity offerings
- Classroom excellence, caring teachers, positively involved parents.
- Community, patriotic,
- 1. Parents that care about their kid's education.
- 2. Newer, well maintained facilities.
- 3. Some teachers.
- (1) Commitment to Education, (2) class offerings to meet the needs of all students and (3) passionate teachers
- diverse, well-rounded, expansive
- Diversity, focus on education, concern for students and staff

- 1)although growing, SCPS still has a rather small town feel 2) many facilities are newer
- 2)generally speaking, a high performing district with student achievement
- Patriotism, STEM involvement, Support of extracurriculars.
- Patriotism, STEM Activities, Support of extracurriculars
- communication with parents, wise spending, sports programs
- I think on the elementary level, the schools are run very well. There is a strong sense of community on the elementary level. In the two school that my children attended the principals were very involved and the communication with the parents was excellent.
-
- Good teachers, good extra-curricular activities and a willingness to listen to parents.
- Many class opportunities, lots of sports offered, secretary staff at school is helpful.
- Nice high school buildings, a fair amount of good teachers, pretty great bus drivers
- The first strength of SCPS is its commitment to community schools. Many of the schools in Stafford sit within proximity of their next level providing a community feeling within the schools. The second strength has been, but may be waning currently, a committed teacher population. The faculties of the schools have been well trained and have been hired for their commitment to the community. A third strength is the location of SCPS. Due to the transient nature of the county population the county enjoys various perspectives on education.
- Some good teachers, strong extracurricular programs, communication
- Innovative, dual enrollment, care of students/families/community
- invested community, (mainly) caring teachers, strong academic opportunities for motivated students
- Teachers
- Talented educators, supportive individual school-level administration, ability to provide education tailored to specific needs of each child
- Funded, Sustainable, Parent Involvement
- Great communication, seems like all students matter,
- An engaged and educated group of parents, an energetic and driven group of students, Many AP and DE Course offerings
- Family, faith, friendship
- Teachers who care, we especially love RTMS and its staff and administrators; parent involvement; how they've handled Covid prevention and mitigation - my family was very pleased with Kizner and his staff
- Communication has been phenomenal.
- Adapting to changing societal needs
- Growing diversity in student body, passionate educators, growing commitment to equity
- It's employees, the county's economic situation,
- Focus is on helping kids learn and grow to be functional adults, including special needs kids.
- Providing food for those who need it - hungry kids can't learn.
- There has been an increased effort in providing more elective choices.
- Communication to families and quality education
- Its teachers

- Teachers seem to genuinely care for students. Wide selection of electives to choose from. After this year, they've shown to be adaptable.
- Class offerings at the high school level, sports program
- Great communication with parents, great opportunity for students to take advance classes, student safety
- Communication, sports, great programs in middle and high schools
- Don't know yet
- Teachers, Programs
- Strong sense of community, helpful to family and student needs
- Not sure I can name 3
- Community focused / Dedicated teachers / Diverse student population
- My children have had some great teachers; Principal Fitzgerald at MBES;
- Special education, hands on, focused on improving student's education and not considering them as a number.
- SCPS works for equity, inclusion, and innovation.
- Patience
- Experience
- Faith in God
- Communication, enough laptops for students, keeping kids safe (this is specifically related to Covid and my daughter's school)
- Stable, neutral, inclusive of all religious, cultural, and lifestyle backgrounds
- Good education, ability to adapt to change, positive leadership in schools
- Community engagement, curricular diversity, use of technology
- Diversity of student body, proximity to model public school districts, wealth of stay at home parents who could be involved
- Teaching fraternity + admin staff, Learning Opportunities and extra curriculum activities.
- They are very diverse, Dr Kizner was really supportive of teachers and students, and students are now 1:1 with computers
- Caring for our kiddos, great at identifying kiddos in need and assisting with solutions, approachable
- 1. Dedicated teachers (although we are losing them to other counties) 2. Ability to take advanced courses in high school 3. Technology for students
- Compassion, Rigor, Kindness
- Quality of elementary school teachers, availability of a variety of electives, availability of advanced classes
- 1. The teachers are so dedicated to their students
- 2. Dr. Jim Stemple and Mrs. Alexis White are 2 principals who build amazing community schools and should be commended for their positivity and community building.
- 3. SCPS offers choice to high school students such as IB program, AP classes, and career track programs.
- 1. We used to have very dedicated teachers.
- 2. We used to have rigor in our classroom.

- 3. Students have a lot of opportunities to pursue the classes that they're interested in.
- SCPS has a feeling of family--were everyone knows your name
- Amazing and dedicated staff
- They always keep families and staff in the loop and value our opinions
- Commitment to the well-being of all students.
- Teachers and staff.
- Strong support for students who have poor home environments.
- Invested teachers

Challenges:

- Cultural push on current social issues as being more important than basic educational skills, shortage of staff, need for more schools - especially a high school in the southern end of the county
- 1. School closures for weather or illness.
- 2. not allowing students to drive make it a privilege
- 3. Better understanding of parent need for childcare, from older siblings.
- Lifting all COVID restrictions and opening schools back to normal; educating and preparing students to enter ever-changing future workforce; stopping the relentless push from state and federal entities, mob pressures, and big tech to create a new world order that destroys opportunity for our children and the only beacon of freedom and opportunity in the world today, America.
- Post-Pandemic learning gaps
- Growing population
- Repairing buildings
- Too many people leave Stafford for higher paying jobs in counties north of us, continuing the momentum started by Dr. Kizner, building positive relationships with both the school board and board of supervisors
- the school board, retaining teachers, getting enough money from the board of supervisors and the school board to support a stellar school system
- 1. Preparing students for being a part of a 21st century workforce and 21st century higher education that is increasingly virtual and remote-based. With the state already having a fully virtual school division through DOE (VAVA), the question parents are asking is not whether students should have virtual education opportunities. Instead we should be asking "how much" and "how often". Fully virtual isn't good and neither is fully in person. COVID has brought virtual work to the forefront, and the governor's recent initiative to fund statewide broadband and have that by 2024 should be a wakeup call that this is soon coming to stay as an integral part of education. Investments in infrastructure shouldn't just be bricks and mortar but also technology, connectivity, and resources that are available both in and out of the physical classroom.
- 2. Planning for continued growth that could very well be faster than all previous projections. Covid has caused relocation from cities and more expensive urban areas, and these numbers are not reflected in federal census results. We should fully expect for school enrollment to be higher than expected.
- Virtual Class sizes spacing

- The diverse population of Stafford, covid education recovery, staffing
- Keep politics out of school
- budget, how to address massive learning loss due to covid, helping to bridge the gap between those who want to have their child vaccinated and those who refuse
- Special Education at the Middle and High School level, Gifted identification in transfer students, COMMUNICATION.
- Partnership with sheriffs office for more SROs, keeping teachers while maintaining current budget and hiring bus drivers
- Recovering from covid, academic gap, equality
- Not enough schools, low teacher pay, high turnover
- Hybrid school models without canvas so children can stay home and learn even while sick (but not too sick), teacher retention, and more challenging curriculum
- Special Education x 3
- Short staffed, low salaries and oversized class size
- Más accesibilidad de parte del personal de cada escuela; un programa más amigable aparte de Parent VUE; más personal IT dispuesto a ayudar ante cualquier necesidad.
- NO CRITICAL RACE THEORY TAUGHT AT ALL
- Masks/covid, teacher retention/hiring and catching kids up on their missed learning
- Issues with the board and lack of organization/agenda; keeping teachers who are strong in the county; use of funding appropriately
- Obviously the quarantine year setbacks and new normal, maintaining social harmony, and maintaining specialized gifted services while addressing racial issues.
- The need for new schools (overcrowding), the need for school renovations, Covid restrictions and protocols.
- Change of elementary kids home before high school
- Overcrowded schools, lack of extra curriculum, making sure we don't lose more great teachers and staff to neighboring districts.
- Teacher pay, Covid, retaining quality educators
- Keeping politics out of the classroom, ensuring more involvement by parents, overzealous teacher's union
- Combating radical political agendas/curriculums, efforts to undo advance classes, COVID fall-out.
- New State legislation (which I do not agree with); more unison/consistency within each school (high schools etc) and grades; continue to be competitive with surrounding localities to maintain teachers and programs
- Recognizing the urgent need for a diverse representation in the teacher and administrative ranks.
- Address homophobic attitudes, especially among students.
- Covid issues, budget, engaging the community
- Terrible parents
- Transportation
- Overcrowding

- Consistency between schools in the district, communication from schools across multiple platforms, clarification of “initiatives” proposed by the state and the truth behind them (ie math initiative, eliminating FOCUS programs, etc)
- Overcrowding, rating of schools against other VA counties, teacher salaries, why does SCPS families not have "choice" when it comes to their children's education? K-12 learning or homeschooling?
- Diversity, Zoning, Expanding School District
- Budget. Busing problems. Teacher turnover.
- Solid school counseling staff who respond to social emotional challenges that impact students learning and have an ability to impact change within the teacher student dynamic, limited enrichment beyond the classroom, qualified higher level teachers who also show care and compassion for their students.
- Diversity, Equality, Respect
- Favoritism in redistricting, non-flexible teacher support program, not enough buses and drivers
- He is an amazing leader
- Recovering trust/loss of learning during 2020/2021; covid-19 mask mandates of children under 12 and vaccinated children over 12; the divisiveness and racism of CRT
- Employees that refuse a new direction that MAY be best for the county. Board members who try to bully him/her. Angry community members when they don't get their way.
- Public/school health, inequities
- Covid 19, Transportation issues, providing better salary for reaching staff.
- Critical Race Theory being taught through the vehicles of equity, inclusion and diversity. Lack of parents having a say in what's being taught, political agendas and ideology being pushed into our kids.
- Allowing true diversity of opinion and preventing social populism from suppressing or marginalizing any student; preparing students with critical thinking skills, civic knowledge, and civil empathy using a balanced curriculum; teaching to standards, not feelings.
- Truth, No propaganda, Accommodating to everyone's differences.
- Virtual/hybrid teaching/large classroom population/keeping hood teachers
- Ensuring all Stafford county schools are given same funds, feel of importance and grabbing the communities wants to participate in making Stafford county the best county
- CRT theory I plan on being very vocal and an advocate AGAINST it.
- Dealing with Teacher unions
- Dealing with parents especially with the many different viewpoints to find middle ground.
- Overcrowding schools, covid restrictions, underpaid teachers
- 1) Teachers are underpaid and asked to do too much, 2) the school board is reactionary and out of touch with the community, 3) an over emphasis on equity is shortchanging students ability to learn
- Staffing QUALIFIED Special Education positions, addressing the growing ESOL population and hiring qualified staff, equity between the high schools.
- No more masks, Privacy & keep divisive CRT & Union away from school children
- Growth, school ratings, political climate
- diversity challenges, transportation needs

- Students returning to school, mask our children
- Overcrowding, promoting growing diversity in our area, hiring/retaining quality staff to keep up, not catch up.
- Covid and hybrid schedules, angry parents, getting teachers back to the classrooms
- Negative lunch account balances, TRANSPORTATION, need more schools
- salaries, equity issues, district lines
- Salary for qualified teachers, funding for technology, increasing site based management so needed delegation and tailoring of educational services can occur as the county grows in size, scope, and diversity.
- Preventing CRT
- Keeping the academic rigors of the schools intact/ie protecting gifted programs- Math and advanced diplomas
- Adding trade school and non-college tract curriculum
- Address the learning loss that has taken place over 2021
- Understanding the needs of each school community, enough teachers to meet the needs of the schools with student ratios, and school catchments zones that meet the neighborhood that children live in.
- Political divisiveness amongst parents/staff, budget constraints, equal distribution of students to schools.
- Growth, reasonable compensation, keeping politics out of a factually based, well-rounded education
- Community population growth (overcrowding schools and resistance to redistricting), teacher retention, and learning loss.
- Equity and Diversity in hiring practices
- Equity within student discipline and achievement
- Equity within inclusion
- Ensuring that the principles of equality and inclusion are followed despite some pushback within the community; continuing to assist and lift up lower income and less privileged families within the County (and to not redistrict so these communities are more excluded); addressing the transportation issues
- First: I apologize, I am not the smartest one in the family,
- One Issue Critical Race Theory:
- Coming from a completely integrated community from the north and being a blended family; we do not agree with how many school districts are addressing the push for Critical Race Theory. CRT states that the people in power have nothing to gain from helping those not in power, it also states that there are more people that are racist than not, and finally people only like to live around people that look like them. It was written during segregation and redlining, it has been found that supporting the whole community helps stabilize the whole community and reduces crime, and for the last 45 years everywhere I lived racists have been viewed as a pariah and have been made out as fools. I believe most people are not racist but there are racists.
- Schools around the country are taking observations from the 1960s and published in 1970 and viewing it through the lens of the antiracist writings of X Kendi and he states that only white people can be racist. It also floats the idea the people in charge of America are white. It's

ridiculous. The people in charge are just American people and the people not in charge are other Americans. Americans have all different experiences and culture and to view us as a color insults us all. I view us as Americans, we are neighbors, we are a community of multiple races and religions; we have different flavors backgrounds, and some have suffered. Races are not monolithic two-dimensional people. Every Catholic is not a copy of every other Catholic, nor is every Muslim a copy of every other Muslim. There is Americans descended from the Irish that are Democrats and some, Republicans.

- Applying a theory that was written 80 years ago when the government was segregating, and redlining is foolish. The authors from that time even mention that it was more of a class issue than racial, and racism were on the decline. There is racism, it's also important to know how we got to where we are but if some blond hair kid has to apologies to my children for slavery, or segregate the kids, or tell my children they can't do something because society isn't happy with their level of melanin, I'm removing my kids the school.
- 2: I would like to see a civics course if there isn't one.
- 3: Push as much STEM as possible
- 1. How to catch up on learning that was missed because of covid without bombarding the kids with too much work.
- 2. Time spent catching up on material not learned from the previous year should be timely instead of spending 5 seconds on a subject before moving to the next. It's something that needs to be discussed. My daughter did not get a lot out of her 2nd grade year. It was very stressful on her. She was even given work on things she had not been taught and expected to do it.
- 3. Finding a happy medium. What works for teachers and students? Teachers also get stressed because of the covid set back.
- not known
- Start schedule. Overcrowding. Re-districting
- Test scores collectively, outreach programs, and talent shows and ways for children to express qualities.
- COVID safety for children, loss of academic/learning, lack of funds for supplies
- Covid, High School hours, online/class room sizes
- Diversity of teachers, understanding the importance of teaching kids true history of the south and bullying.
- COVID, Critical race theory, quickly growing county
- Critical race theory, transsexual rights, law enforcement in the schools
- Bullying, Sexual-harassment and A new dress code one that is fair to both sexes
- Bus shortage, field trips and lunch (healthy)
- Bullying, security, health
- Discrimination based on race,
- Covid safety
- Uplift of extracurricular activities
- Clubs and sports at the elementary and middle school level
- CRT, freedom of choice regards to vaccination, teacher retention
- Encourage population growth,
- Quality teacher hiring and retention, transportation

- SPECIAL EDUCATION and EQUITY, population growth, staff shortage
- Children's psychological and physical health from wearing masks all day, bus tracking technology and timeliness, the extraordinary lack of attention to the dilapidated Drew Middle School building and grounds
- Getting more money from the bos, teacher retention, employee retention
- *Having to deal with the SCPS School Board
- *Independent thinkers look to be shunned; SCPC Board wants someone who is in lock step with their ideals/talking points
- *Must be a forward/independent thinker; someone who will ALWAYS follow the science to ensure that safety is at the forefront when having thousands of student & staff under their care
- Retaining experienced teachers, overcrowding/rezoning, updating older schools i.e. air quality, poor water conditions etc.
- Post COVID expectations of parents
- Budget, aversion to change, staff retention
- Backlash from parents if equity and diversity practices are implemented and especially if it excludes/negatively impacts any child, getting rid of mask mandates for a virus that is no more harmful than the flu to children under the age of 19(according to the CDC) especially since most adults are vaccinated
- CRT, covid policies', political pressure
- Physical Health for students and staff needs improvement: ex no shade for students on playgrounds which doesn't meet their physical development needs. Water in schools is suspect. Teachers are expected to take a 15 min lunch break after helping their students get fed. Teachers deserve at least 1/2 hour lunch break (not including prep for classes). Often teachers are expected to take on additional jobs at the school which they are NOT compensated for (ex after school clubs, before school meetings, committees to better the school). This, obviously affects their physical health. Chronic underfunding of the school system by the board of supervisors. School class sizes are also increasing but there isn't a long term plan to address growth.
- Divisive political climate; focusing on the kids and making up learning loss; streamlining schedules to help parents with new school start times
- LACK OF FUNDING, loss of great teachers & staff to neighboring counties, overcrowding due to lack of planning and lack of funding
- Lack of Parent involvement, which can sometimes bring data/results that "look" lack inequity, when in fact it is lack of support from home causing the issue. Overworked teachers who are burnt out and need more support. A school board that doesn't understand what students/ staff need because they've never taught in a classroom or haven't taught in a very long time. There is a major disconnect there because the school board "doesn't know from a firsthand perspective". That is a major problem!
- Raise teacher pay raise teacher pay and raise teacher pay.
- Population growth, Bus routes, teacher recruitment
- Communication, overcrowding, zoning
- Desire to keep racial concepts out of school curriculum (critical race theory). Desire to allow the freedom to not wear a mask. Concern of transparency of curriculum.
- Budget and teacher salary.

- Scheduling of students, virtual teaching, not reactive
- Discrimination, inclusion and political pressure
- Overcrowding, teacher retention, special education program, bus driver shortage
- Developing a plan to aid students in catching up from last year, build the trust of parents again,
- Low Pay for Teachers, large Class Sizes, Over-crowded schools
- 1. Participación de los padres
- 2. Tomar decisiones en situaciones difíciles
- 3. Transmitir confianza en la comunidad ,ante la situación continúa del Covid
- Advocating for teacher pay against Board of Supervisors; Dealing with a staff that has become used to having frequent turnover of Superintendents; Increasing diversity among staff
- Terrible parents
- Transportation
- Overcrowding
- Dealing with anti-vaccine, anti-mask parents.
- Overcrowding of schools
- Improving relations with the Board of Supervisors
- Overcrowding, start times, transportation
- how to support advanced students, bring an open mind to new ways of doing things, improve quality of education for ALL students
- Teacher and staff retention; greater support from leadership to meet the needs of staff to effectively educate and reach students; the seemingly increasing "bloat" or number of staff at Central Office who do not understand and/or support those on the frontlines of working with students
- 1. Keeping our kids safe, healthy during Covid. Understanding there are needs and concerns on both sides of the back to school protocols, stopping the rapid spread of the variant. Keeping masks on is important to people sending their child back to have a normal year. 2. Create procedures to stop the spread (temporary virtual capabilities) and not keep sending them into the classroom to see who gets it next. There must be a solid plan in place due to the rapid spread of the new variant. 3. People are very concerned about the curriculum change, if it doesn't go thru maybe then consider recommending teaching kids respect for one another, care and compassion. It is sad but reviewing the past generations and the present it is quite obvious parents are split on these issues and not capable of teaching this at home for the better of our present generation and next generation's future. (We do Sex Ed so maybe this idea should be incorporated into the curriculum the same) If the past is not what people want on the new curriculum to teach them then maybe paving a path to the future should be.
- Giving students the option of wearing masks.
- Giving the students the option of denying to be vaccinated.
- Hiring Bus drivers, upgrading schools to accommodate the increase of housing in Stafford, and focus on bullying in the schools.
- Continue the teamwork, support and address behavioral challenges in certain schools while continuing to put forth efforts to expand mental health
- Increase in class size due to houses being built faster than schools, discipline of kids especially on buses, CRT

- 1. Biggest challenge to make up for lost education for all students over the last year and half. Close the gap so students will have a thriving future!
- 2. Change the curriculum to focus on important education so all students can succeed at their full potential. Focus on reading, writing, math & STAT. Stop wasting precious time during school hours on electives. Students need all their time focused where it counts to make up for setbacks in their education.
- 3. Provide resources where it counts and can make the most impact. Stop wasting precious resources on students/ programs that don't work. Students must learn responsibility. Why should a majority of resources go towards those who fail and don't work hard all year? While those that work hard are limited.
- Teacher pay, Teacher retention, Hiring more bus drivers
- Over population of schools, teacher & bus driver retention, lack of effective administration involvement in issues (i.e. bullying)
- Overcrowded schools, lack of extra curriculum, making sure we don't lose more great teachers and staff to neighboring districts.
- Political divisiveness amongst parents/staff, budget constraints, equal distribution of students to schools.
- getting back to "normal" and following actual science, negativity that former superintendent put out regarding SCPS being racist environments, keeping teachers with better pay
- School overcrowding, teacher recruitment, teacher retention
- Bus service. And zero bullying and no drugs can be offered neither vaping on schools
- New high school
- Getting back to normal after COVID
- Debate over critical race theory and equity instruction in the schools.
- Growth in the county, a new high school and teacher pay
- curriculum, growth, handling diverse populations
- 1) Keep politics out of the school 2) Flip the school schedules back 3) Accelerate real learning so students can get back on track for time lost during COVID.
- Special Education bridge from Elementary to Middle School, Middle School needs to have all subjects every day and then once in high school can be taught on an xy schedule. Central Office needs to make mandatory visits to the schools and sit in the classrooms so they see and feel what is going on.
- The push of cultural change into the school system. Stop making the education system political. School is all about the children.
- Full time school, why are we shorter hours than other schools, our children are already behind due to the pandemic.
- Children safety with full schools. Masks, Covid outbreaks, informing parents
- More detailed information and plans sooner. Things changed last year last minute, not helpful.
- COVID-19 and kids returning to school without vaccination, teachers who are vaccinated, and will Covid 19 vaccination be a new requirement, masks being worn during school
- Inclusion and diversity, integration of modern/online and traditional learning methods, increased county population growth

- Teaching the three r's and American history that doesn't make this generation feel guilty about what their ancestors may or may not have done. Forget mumbo jumbo critical race theory.
- Full time school, why are we shorter hours than other schools, our children are already behind due to the pandemic.
- Children safety with full schools. Masks, Covid outbreaks, informing parents
- More detailed information and plans sooner. Things changed last year last minute, not helpful.
- Covid, equality,
- Post COVID recovery, overcrowded schools, teachers shortage
- Partisan politics dominating class discussions and teachers pushing personal agendas, low achievement scores, retaining strong teachers and administration.
- Stop the new schedule, change it back to what it originally was high school first, then middle school, then elementary school. If it ain't broke don't fix it!
- Teacher attrition, future school overcrowding, unhelpful school board/BOS
- Keeping academic standards strong with growth in area
- Overcrowding, low wages compared to surrounding counties, learning loss due to covid
- Inclusivity, gifted education, teacher salaries
- Covid
- CRT
- Un-involved parents
- Continued complications brought along by COVID-19, teacher retention
- Academic success on the basics, recognition that academic success is the most important, loss of progress from COVID lack of learning.
- Quality Staff Retention in an area that is increasing the cost of living. Commitment to education values that benefit and keep the child at the level they should and could potentially achieve. Avoid popular programs like CRT that are festering and spreading amongst other districts.
- Transgender policy, especially in the elementary school. As a parent I am HIGHLY concerned about my K5 child, being exposed to transgender children/ or adults.
- Understaffed, overcrowding at most schools.
- A lot of children are left alone at an earlier age these days, I feel that leads to bad choices made by the kiddos.
- Bullying, depression, and sexual habits are starting so early in the kids. Let's teach them the right's and wrong's at an earlier age.
- Eliminating standards-based grading at the elementary level so families can better understand student progress; streamlining the course offerings for middle and especially high school students (all high schools should have the same programs and basic course structure so students don't need to travel except for special programs like STAT and Governor's School); standing up for increased teacher pay consistently to retain high-quality teachers and counselors
- Competing with other jurisdictions for quality teachers, COVID guidelines, reversing the "restorative justice" idea that allows potentially violent students to remain in the schools.
- Diversity and Inclusion (Race Theory and Gifted Program), School Overcrowding, Shortage of School Bus Drivers
- Responding to the "new normal" that we are all coping with as we continue to live through and with Covid-19 is one HUGE challenge. Related to this, the immense skepticism toward systems

and processes that so many feel and act upon going to be a big challenge. The new superintendent is going to face science deniers who don't want to comply with masking or vaccinating rules, but who want everything to go "back like it was." Mental health challenges among our students were already huge prior to Covid and have only exacerbated.

- Keeping children safe, bridging learning gaps from COVID-19 and capacity
- Teacher shortage due to underpayment, curriculum changes within the county to make us more comparable to surrounding counties, Covid
- Competitive pay for employees (especially teachers and bus drivers), equity across schools (especially with Standard 8 coming for teachers), Best practices for addressing unfinished learning and trauma from pandemic
- Public pressure to act on baseless conspiracy theories driven by right wing political agendas; expanding civil rights to LGBTQ+ children, including trans children; keeping children and staff safe from COVID by requiring vaccinations.
- politics, parents, and aging infrastructure,
- Talent Acquisition (most of the teachers are less than competent and always changing), communication needs to improve between educators and parents, college prep/planning
- Pushback for lifting covid 19 restrictions, school safety (keeping SRO's), unwanted curriculum ,
- School start times - the schedule change for elementary school children has created a no win situation for both them and parents in that there is almost no way for child to avoid 10+ hour day unless one parent is a stay-at-home parent.
- Overcrowding- my child is assigned to a school in north Stafford, instead of either of the two elementary schools less than 2 miles from our house (and where his preschool classmates are attending) because of years of overcrowding.
- Engagement- schools must find a better way of keeping children engaged in learning. Teaching to a "test" stifles curiosity, creativity, and fun. And in doing so, children are learning less.
- Growth, attracting and retaining talented teachers, addressing diversity and inclusion
- Diversity, inclusion and equity of students, teachers and leadership incorporated into the Curriculum while recruiting and Attracting a more diverse staff at all levels
- Population growth, Bus routes, teacher recruitment
- CRT (eliminating it), Smaller Classrooms, Less Work at Home
- 1. Keeping CRT out of school whole making sure American history is thorough, honest, and inclusive.
- 2. Protecting and educating all children and not just current intersectional groups because that is what is politically popular (Each child in an individual and shouldn't be given resources based solely on a couple of demographics).
- 3. Lastly remembering that education is the goal...not equity. Each kid should be given resources to challenge and engage them and help them be their best or public school will no longer be for everyone. I was told meeting minimum standards was the goal for my child at an IEP qualification meeting. Gross and unacceptable.
- Keeping our children safe (vaccines, masks, etc) for as long as Covid is around.
- Masks, CRT, filling teaching positions
- Crowded schools, awful school board members, terrible school schedule, lack of programs
- Trans/LGBTQ rights, Continuing the free meals for ALL KIDS indefinitely, school safety

- classroom sizes, continued covid issues to include health strategies and curriculum/learning loss
- COVID restrictions, Zoning, and Teacher retention
- Hiring/retaining good teachers, keeping CRT out of schools, returning to normal (no masks), transportation
- Lack of schools, lack of bus drivers, board of supervisors
- 1-School board's lack of professionalism and commitment to teachers and students
- 2-low community support of schools
- 3-staffing issues due to funding for teachers and programming comparable to local districts. Many people are tempted to move one school district north to seek higher salaries.
- School/classroom overcrowding. Budget constraints to include quality teacher retention and maintain programs while looking to add where opportunities arise. Keeping politics out of the classroom.
- Children learning social and academic skills with no political indoctrination. Classroom size, overcrowded schools.
- Teacher retention, HS 6 & new Elementary school, transportation
- Teacher shortage due to underpayment, curriculum changes within the county to make us more comparable to surrounding counties, Covid
- Bussing, school size, and continued COVID safety efforts- PLEASE keep up mask requirements! Elementary school children are too young to be vaccinated still and thus are vulnerable.
- Mask wearing/vaccinations, practice of not allowing students to fail, school board members
- Teacher pay increases, student access to technology and school zoning
- Politics, Not having the ability to take action without approval of the Board, Uncertainties of the global health concerns still ongoing and affecting the area
- Start and stop times, early start dates and co-bathrooms.
- accommodating the ever growing student population in Stafford County, addressing the special requirements of special needs students, putting the focus back on learning while supporting the requirement for testing
- Mask mandates, funding and CRT
- Protecting and continuing to progress in equality and equity.
- Pay raises, teacher retention, overcrowding
- safety, transportation, materials
- Bus transportation issues, better course choices at each of the high schools
- The budget, the horrible transportation issue, and teacher retention.
- Deficiencies in quality of learning (varied curricula, influence of poverty, etc); media fueled policy debates, social trends
- 1. Training teachers on continued usage of technology to minimize downtime during class.
- 2. Avoiding controversy over what should be taught in classrooms.
- 3. Open communication with teacher's to make-up not only for the challenges of COVID, but also to make up for your predecessor's failings.
- Change the school board, student support is a priority, include parents in decisions
- Diversity and inclusion, health safety, teacher pay
- Equity of opportunity for ALL not some, critical race theory concerns, reward and promote good teachers to keep them here

- Ensuring our students are challenged according to their abilities, Improving academic rigor, Preparing our students for future challenges
- 1. Political & ideology activism in schools
- 2. Teaching to the lowest standard and ensuring children reach their potential
- 3. Outdated curriculum and teaching practices
- Not holding kid's potential back to teach to lowest standard, political activism, outdated curriculum and teaching skills
- The way the home schools and counselors will assist those students attending virtual Virginia classes this year as well as keep these students involved in order for it not to affect their success.
- The safety of the students attending school in person as the pandemic measures are lifted in order to keep them all safe and comfortable being in school as well as the parents having them there.
- Not sure if other parents opting to utilize the Virtual Virginia school this year feel the same but though we were very thankful to be given the option we are disappointed with the lack of electives being offered. It would have been nice, knowing this, if the county would have considered having at least a few of the school electives offered virtually through the school as they took classes this year. I do understand it was difficult to teach this way, especially core classes, but in the opinion of our household the teachers did wonderful and our children learned a lot. This may affect some students focusing in trade areas.
- A state and local school board not in touch with parents desires, transparency to tax payers, resisting continuous good ideas from the board
- Masks, Covid 19 Vaccination whether it be mandatory or not
- Post-Covid catch up, defining appropriate curriculum, technology transitions
- Anti-Americanism, Political Tensions, Technological Adaptation, Information Management
- more equal opportunities across all sports (e.g., equal number of training/practices off season and games each season); finding teachers interested in connecting with students and parents (not just sending them to work independently), treating all students fairly and as adults (e.g., not providing special treatment just to CGS and favorites)
- Anti-vaxers, anti-maskers, national political divide
- Standing up against CRT, politics diverting education, equality NOT equity
- Teacher morale/retention, overcrowding, STUDENT DISCIPLINE
- So little can't identify
- Lengthen the summer back to 12 weeks, diversity, maintaining standards.
- Stop the practice of letting students turn in homework and projects whenever they want for the same grade, hold the students accountable, make tests count for more than class work and homework
- Prioritizing education over politics, prioritizing education over Marxist narratives, teaching to all students vice just the vocal few
- Education in time of a pandemic that is still ongoing but transitioning out of said pandemic with vaccine availability, transportation issues (including retaining bus drivers), keeping excellent teachers (we keep losing amazing teachers).
- Overcrowding, COVID, standing up against CRT
- Transportation shortages, school start times, funding

- Pretty green school board and the experienced ones are still living in the past, need more vocational opportunities for students only a small portion of student populations can get into career training everything is focused on college, board of supervisors that think everything is just fine.
- 1. The rapid growth of the county and school system, which is taxing the facilities, 2. Budget constraints that make it difficult to address the growth issues, 3. Teacher and staff flight to better paying jobs
- continuing to address systemic inequity based on student race/ethnicity; removing upper administration and building leadership who are not for ALL kids; improving instruction and expanding program offerings
- Continuing pandemic, parent/guardian involvement, infrastructure
- People who speaks Spanish
- Updating and modernizing schools within the county, getting us up on par with schools in the area (Stafford County used to be the top, not sure if it is anymore), going up against the Board of Supervisors to fight for our schools, and figuring out how to have a continuous virtual/hybrid plan for students that may have extended absences due to illness or to ease overcrowding within the school system in the upper grades.
- Covid restrictions, sanitization, consistency on procedures and processes
- Stop redistricting, continued development with no immediate plans for much needed new school
- Competitive Salaries that keep our teachers in Stafford County, Post COVID19 challenges/virtual vs. in person, competitive and encompassing curriculum
- Bringing together a school community after Covid, closing achievement gaps, making students and faculty feel valued
- The efforts of federal government pushing Critical Race Theory, the continued challenge of responding to the never-ending CDC restrictions, and striving to eliminate teachers pushing their own personal agendas/political beliefs.
- Increased enrollment and crowding of schools and meeting the needs of the increased diversity in our community
- Overcrowding, teacher pay, and the horrible WRITING program that starts in elementary school and produces kids who cannot write or spell by the end of high school.
- Standing up for the best interests of students, fact and science based decision making to include options instead of forced decisions for all families, UNMASK OUR CHILDREN
- Good communication skills, a clear vision for the district school board and achieving educational goals.
- Successful reopening of the schools; improving communication between the school leadership, teachers, students, and parents; EDUCATION, EDUCATION ONLY, PLEASE DO NOT ADOPT POLITICAL AND CULTURAL ACTIVISM
- Giving students their freedom back (do not require masks), putting yourself in parents shoes, not being popular but making right choices.
- New timings of the schools, too much testing
- Poor organization; Lack of true inclusion (not just diversity) with student and staff; Difficulty retaining talented staff
- Parent choice, No CRT taught in our schools, transportation

- Teacher Tenure, equal opportunity vs. equal outcome (CRT), keeping education of children as priority not focusing on political trends or political stances.
- 1. Teaching children about character over skin color.
- 2. Allowing children to not wear masks since children have a higher survival rate of COVID.
- 3. Developing 1 year, 3, year, or 5 year planning so that funds can be appropriated to maintain buildings and provide better pay to teachers.
- Not wearing face masks; negative impact of critical race theory; getting families back to normal routines in regards to school
- equity, curriculum, finance
- Competitive Salaries to retain quality staff, a board that doesn't always seem to value the professional opinions of that staff, redistricting and building needs
- Children with special needs (IEPs), Overcrowded classrooms, qualified teachers for special education and general education
- ongoing Covid, outside pushes to teach CRT, outside pushes to teach about LGBTQ+ issues
- How to carefully return students to school during pandemic. Staying out of politics. Improving communication from schools to parents.
- Communication why Is it so hard to know about virtual enrollment, more wifi access, too many changes and site is hard to use!
- Politics in school, Corona virus policy/safety of students & faculty (across the board. Not just with the virus), keeping CRT out of schools, making sure kids are getting educated properly.
- school overcrowding, diversity in teacher retention and recruitment, and Covid
- Poor test scores for minority students, how to serve a racially and ethnically diverse district fairly, engaging all stakeholders in the education of our kids
- Teachers teaching without imparting personal opinions. Encouraging school programs to be education based and other programs to be separate from schools. Reentry to a more normal school year after a year+ of very lax school policies.
- I can't say until after school begins. I need to learn the system first.
- The incoming superintendent needs to address discrimination and biases by school personnel towards students of color and with disabilities, ensure programs such as CGS, International Baccalaureate (IB), and numerous vocational classes remain fully funded and properly staffed, and address teacher and support staff salaries that are not competitive with nearby school districts or other school districts of comparable socioeconomic statuses (e.g. Fairfax County)
- Political influence (vaccines, things like critical race theory), the balancing act of inclusivity, the fact that the majority of residents don't believe the same things as social/mainstream media would make you believe
- Inclusion of special education students, moving to a collaborative model for MOST SpEd students, more opportunities for SpEd students
- Unprofessional and racist educators and administration, implicit bias among school staff, unmotivated and lackadaisical educators
- Teacher pay, safety of all students, academic rigor
- Unmask our kids, do not mandate vaccines, do not push political narratives on students
- COVID-19 impacts on education; Critical Race Theory; Growing classroom size
- CRT pressure, LGBTQIA+ pressure, gender dysphoria pressure

- CRT/politics in the school, bad/lazy teachers, overcrowding
- Classroom sizes are too big, not enough aides, social workers and special needs staff, plan for maintenance and improvements to older buildings (water testing on older wells) and we need to add more stem programs.
- COVID, Masks, Transgender Treatment
- Support NOT Wearing Masks indoors and outdoors; NOT teaching Critical Race Theory; NOT imposing Transgender Policies allowing transgender individuals to use the restroom of their gender selection
- Middle school age children are extremely vulnerable and influenced by many factors, and they spend most of their day with teachers who have the privilege to teach our children on the required academic subjects not their own opinions and/or beliefs. The teachers and staff are entrusted to keep our children safe and this is a huge responsibility. Don't let the county school system get pressured to succumb to the "Woke" ideology.
- 1. Tenure staff and school board members who are not willing to make change as society is changing, which is not healthy for the new incoming staff --FAIRNESS and equality will be a challenge.
- 3. Although the Evergreen was completed. As well as SCPS to be the largest employer in Stafford County, and for Stafford to be the 9th richest county in the US. The staff is grossly underpaid. This needs to be rectified.
- Teachers union political intervention, CRT avoidance & reintegrating students into a face to face learning environment
- Bus transportation, COVID, and the fact that the school board seems to do whatever they want.
- Facilities in disrepair, retaining faculty/staff, Supervisors catering to "elite" citizens
- Finding a long-term, suitable solution to the overcrowding in the schools; if another redistricting takes place, to solve it in a more equitable manner, where some kids don't end up traveling far when they have a school next to their house.
- CRT (not for it, it's taking us backwards and creating hate), keep politics out of schools and hold teachers accountable when they teach their political views. COVID (missing school, cruel mask mandate, and difficult environment for learning), depression/ suicide and anger and hate (don't bring back racism and don't teach kids to see color, but teach to see integrity).
- 1. Focusing on education and not social experiments.
- 2. Transportation. For some reason getting kids to school on time via bus has proven too complicated for the previous administration.
- 3. Liberal slant of counties to the North is not in line with family values of the majority of parents in this county. If they can leave their politics at the door and focus on education, fine. If they want to put boys in the locker room with my daughter or other nonsense like that, please tell them this isn't the place for them.
- (1) Maintaining a high standard of excellence and resisting the call to "dumb down" education.
- (2) Not giving in to political pressure to change our History and teachings to fit political narratives
- (3) Maintaining fairness and equality for female students in light of the transgender movement while providing opportunities for the transgender students
- ridding the school/curriculum of issues related to current social climate, refocus on core educational issues rather than issues of political advancement, reintegrating and not excluding

parents into/from the informational process and keeping them aware of all issues pertaining to their child/children

- Retaining focus on inclusion and respectful behavior/treatment for traditionally ignored students and staff - those within our LGBTQ+ community. They deserve respect and equal treatment, not to be singled out, ostracized, or maligned.
- 1) growth-too fast and SPCS can't/won't keep up with the needs 2) not innovative enough -it took a pandemic to get SCPS to accept that our students needed to be 1:1 with technology 2) teacher quality and retention - recruiting from out-of-state does not cut it because many of those OOS teachers jump ship as soon as they can break into the system in the states they were recruited from.
- Eliminating Critical Race Theory or it's variations, Equal opportunities and treatment for each student, Focus on excellence
- Elimination of Critical Race Theory and it's variations, Equal treatment of everyone, Focus on excellence
- making timely decisions (especially about the school calendar/hours), ideological differences between parents/teachers, finding employees
- The changing population of the county, overcrowded schools, underperforming schools. Also, on the middle school front the communication that comes out of the middle school (at least the one that my child attends) is horrible. During the entire pandemic the principal rarely reached out to families with pertinent information that we as parents needed to know. I had to get most of that information from the Facebook PTO page for the school which should not be the main source of finding out what is going on in the school. We are a week and a half from the year starting and the principal has not even sent out an email about open house. I understand that as our children get older we as parents will be getting less involved in aspects of their schooling, but since some of these students have been out of school for 1 1/2 years, you would think that the principal would reach out with an email blast welcoming students back to the school.
- Technology and how it is used in the classroom is another struggle that will need to be addressed in the coming years. We were very dismayed during distance learning that websites were being assigned as work to our students that had advertisements on them, were not designed to have a large group of people using them at once, or were not age appropriate for the student using the site. It is great that teachers want use different resources to help teach the students, but I noticed that they were not using the text books that the children were given, which would have been better than the other materials that they were using. If the teacher feel that the textbooks are not sufficient to then they need to communicate this to the school board and the superintendent. This is not just a last year problem, I have noticed this since my children started attending public school. At the end of the year most of the workbooks are empty and put in the recycle bin and are unused.
- Just focus on the three R's, keep personal and political biases out of the classroom and boardroom, and allow families to make personal health decisions with their doctors.
- Bathroom debate (girls and boys should only be going into bathroom of gender BORN not that identify with), buses are a HUGE issue, and getting teachers that are not politicizing classes. Getting teachers that are able to teach. My daughter had IB teacher that would ask the class how to do problems or for answers as she did not know how to do them and had never been taught how to teach IB. Then had 2 year IB courses that had classes offered at the same time so

daughter could not finish them her 2nd year so she wasted a full year of school in a couple of classes and will get no college credit...very disturbing. Who is making schedules!! Education is supposed to be priority and it has been failing on many levels. If they would prioritize and make education about education rather than political agendas it would be a lot better for all of us.

- Learning loss from not having full time school, the “Demanding Me, Me, Me” syndrome of teachers unions and keeping a clear separation from teachers unions - not sucking up, restoring the faith in smart spending/budgeting vs. unlimited pie in the sky asks for funding from County Supervisors (will need to demonstrate Immediately they can eliminate the heavy wasteful spending of programs that are underused, overlapping and principal pet programs and reduce costs from within before asking for more). Will need to overcome very visible overly liberal bias of the last Supt.
- Maintaining a well-trained and cohesive workforce; providing leadership with a hostile school board; supporting a staff that at times appears demoralized by various factors
- Keep politics out of school. Your job is not to indoctrinate children like school systems under totalitarian regimes. English classes should be focused on reading and writing... NOT woke politics. Keep COVID restrictions to a minimum. Kids are immune to the worst side effects of COVID. Facts on the ground are proving that masks have no impact on the disease. However, we do now know they are having MAJOR psychological effects on the kids. Stop hurting the children.
- Increasing dual enrollment options, competitive pay for employees/staff/teachers, traffic & growing student populations
- are schools supposed to teach morality, rapidly growing population, budget
- Improving BoS Trust of needs put forth by School Board, Teacher Retention and Pay!!
- Being responsible for a very diverse community, balancing parental rights with the need for educating children, not allowing the desire for equity to be detrimental to any child
- Declining academic interest among students
- Political Tension
- Lack of Character among students
- Not allowing Critical Race Theory or any other racist hate (abolitionist teaching network) to be taught in schools.
- Eliminating the ineffective block scheduling.
- 1- Focusing on academics, instead of Social Justice 2- Bringing the School System into the modern world and making the students marketable for either college or trades. 3-Take the distraction off of race, and focus on equality and hard work
- No critical race theory
- Dealing with angry parents particularly around Covid mitigation’s strategy and diversity training, increasing pay for teachers and staff to better retain them, building of a new high school
- Bus driver shortage, raising teachers’ salaries, and COVID policies. It would also go a long way to calm people down if the administration would share what they mean by “equity training” so that people would stop freaking out about “CRT” being taught in schools.
- Large class sizes/overcrowded schools, communication, and a lack of diversity in the staff
- Enforcing equity despite some parents loudly clinging to their privilege

- Lack of diversity in staff, inconsistent efforts to send out communication in multiple languages, teacher pay and retention
- Better Math programs, transportation and race relations
- Diversity, inclusion, special education
- Stopping critical race theory, ending the use of masks in schools, increasing teacher pay
- CRT - please don't handcuff teachers and allow them to teach real, not whitewashed, history. Keep it appropriate for the grade level (as they have been doing).
- We need more teacher diversity in schools. My child's current elementary school has mostly white teachers.
- Current pandemic - I would love to see the daily cleaning measures remain after the pandemic is over.
- To improve diversity of educators to meet the makeup of Stafford county schools
- The wearing of masks in school, the teaching of critical race theory, and the issues related to transgender students (e.g. sports and bathroom choice)
- Diversity of teachers, paying teachers a livable wage so we can retain talent, low quality school lunches need to be updated
- Crowded schools, classrooms, and buses. Teacher retention and diversity. Challenging classes for kids that don't make the "focus" cut off.
- Diversity, inclusion, and special education
- Lack of diversity is teachers at all grade levels, rezoning every year due to schools being over crowded, lack of school bus drivers
- 1. Retaining quality teachers, 2. Improving parent/community engagement, 3. creating a more racially diverse teacher workforce as well as hiring more male teachers
- Equity, inclusion, equality
- Equity, inclusion, relevant education
- Board member Ms. Yeung, lack of bus drivers, teachers wanting to go north
- Extremely low wages for SCPS staff on all levels. Especially bus drivers, paras, food service ext.
- Overcrowding and assuring students of all walks of life and income level receive the same opportunities
- Diversity, planning, funding
- Class sizes too large / Disproportionate resources and programs between schools (ex. top ranked such as Windy Creek Elementary & Colonial Forge vs. Park Ridge Elementary & North Stafford) / Develop a more robust online learning platform
- Standing up to an ever increasingly over reaching federal government; transgender policies; making sure the kids are learning/excelling in STEM and not what current pop culture considers relevant.
- Teacher Diversity, more after school programs, IB programs
- Ensuring our students overcome the effects of the pandemic academically, socially, and mentally. Continue to the work of Dr. Kizner to ensure the rights of the LGBTQ student population. Help Stafford lead and not follow Prince William in decisions.
- The safety of children
- Keeping good morals and values
- Keeping male and female genders separated as they should be

- Lack of diversity in staffing, teacher and support staff pay, Student centered spending
- Maintaining compassion and respect for ALL students regardless of religion, political beliefs or lifestyle decisions, balancing the political climate, encouraging students with socioeconomic challenges to rise above their obstacles
- Teacher pay as compares to surrounding counties, negotiating with the BOS, maintaining a moderate agenda - not too liberal.
- Addressing socio-political issues while remaining politically neutral, hiring processes (speaking as a person who has applied to SCPS in past), health crisis and mitigation strategies with rapidly changing COVID numbers
- Covid-19, lack of adequate funding for teacher salaries/infrastructure, pressure to tailor curriculum to appease racist and queermisic parents and community members
- Class Room Size, Curriculum Selection Options and Teachers for the same.
- Equality/equity for students/employees who are different (on a number of levels); not enough teachers/bus drivers/paraprofessionals and huge classes and low salaries;
- Masks in schools, continuing to find and keep quality educators, keeping up with our growing numbers.
- 1. Poor student test scores after Covid 2. Low teacher morale (no follow through on initiatives, low teacher pay, recovery from Covid teaching) 3. A Focus as a county
- Critical Thinking, Diversity of thought, Demonstrating that SCPSS is a community open to diversity
- The next Superintendent must resist pressure to implement curriculums that teach children that peoples' character is defined by their race or skin color. The next Superintendent must ensure U.S. history is taught accurately without encouraging children to hate or be ashamed of their own country. The next Superintendent must ensure advanced classes, especially advanced science and math, remain available.
- Transportation issues including driver shortage and pay, continued covid issues and school/class overcrowding vs. teacher shortages and pay.
- 1. Dr. Kizner made emotional, not rational, decisions.
- 2. Dr. Kizner was a weak leader who easily bent to parent demands.
- 3. Dr. Kizner talked out of both sides of his mouth and could not be trusted.
- These three things have perpetuated an image that the central office has incompetent leadership that is unwilling to listen to teachers.
- 1. Declining rigor in the classroom 2. Retaining staff 3. Ensuring all students feel safe and comfortable in the classroom. Not allowing students to behave in ways make their peers feel uncomfortable or unsafe.
- Must be able to address the constant AP, teacher and specialist turn over in large part due to workplace bullying by some of the principals
- Focus on making SCPS more diverse and have the teaching staff reflect the student body
- The dysfunctional school board and the out of touch board of supervisors
- The wants of the parents being at odds with what can realistically be provided by the system.
- Teachers leaving in droves.
- Returning to the normal role of school post Covid

- Student achievement, holding on to good teachers, parent and student accountability, parent involvement on all levels

Characteristics and qualities desired:

- Desire to see students excel academically regardless of whether or not they are pursuing college or a career following high school, strong leadership focused on academics, desire to listen to and work with school administration as needs may vary
- 1. Faith and understanding
- 2. Compassionate
- 3. Well educated and financially stable so can't be bribed.
- Integrity-must speak the truth and be clean cut; Wisdom-must be wise and capable of resisting agendas, Family values
- Experience as a teacher
- Be a parent
- Have previous success in education reform
- Someone who is very aware of the social and emotional issues of our students; is well balanced between an educational leader, politician, and finance minded; has a student focused mentality.
- Guts to stand up for what is right even when others are against them, extensive education knowledge to include classroom experience, empathy
- 3. Someone who understands "agile" workflows and methodologies. This is an approach that looks at managing change, accountability, transparency, and a team approach. While these values are often present, someone who has implemented this methodology in the educational setting would greatly benefit continued progress in Stafford County.
- Credentials experience enthusiasm
- Diverse, current, not necessarily connected within community
- Must listen to the needs of the parents, focus on children, strong
- Great communicator, strong advocate for teachers, experiences with diverse populations
- COMMUNICATION, COMMUNICATION, COMMUNICATION. Ability to think through problems.
- Humble, a armed forces veteran, and a student of leadership
- Commitment, passion, Best interest for all
- Communicates well & often, stand up to school board fair board,
- Teaching experience, very organized and progressive thinking, willing to think outside the box
- Knowledge of special Education technology budgeting
- Open minded, teaching experience and determination
- Dispuesto a atender las necesidades de los padres
- Courage integrity commitment
- To have been a teacher or principal
- To have a parental view
- To be able to make quick decisions
- Independent of school board; strong communicator; moving forward in this county in a positive direction for our children's education.

- Stable, dedicated, good listener.
- The ability to not get overcome by angry parents, ability to cooperating with different personalities of board members, the ability to appear authoritative but likeable.
- Awareness of all kid's needs
- Being inclusive, being forward thinking and value equality.
- Actually LIVE in Stafford county (maybe someone from IN county!), NOT be at the end of their professional career and just here to get the high pay for a few years and bow out, be committed to educating the whole child.
- non-partisan, education-centric focus, servant leadership
- transparency, fairness/neutrality, humility
- Ability to manage change; experience in schools with Stafford population and culture; innovative learning ideas/curriculum
- Understand the world climate. Diverse. Understand education needs of diverse populations
- Believe in science over political beliefs. Be compassionate towards all students and staff. Be supportive of equal rights for everyone, regardless of gender identity, race, religion, etc.
- Visionary
- Multi-Skilled
- Communicative
- Ambitious
- Committed
- Patient
- Affirmative
- Decisive
- Special Ed knowledge, willingness to listen to staff and community, approachable
- Experience, not within 5-8-yrs of retirement & knowledge of how SCPS work & how to deal with the BOS
- Competence, Compassion, Integrity
- Integrity. Listen and hear parents. Problem solver.
- Driven record with furthering opportunities for higher level students, understanding of and attention to social emotion L learning, and backbone. Would be good.
- Empathy, Intelligence, forethought
- Flexibility, good listener, not afraid to break with tradition
- He will do right by our kids. He did for my son for 3 years.
- He or she must recognize the important and primary role parents have in their child's education, empower teachers to teach, and be able to build/maintain trust, transparency with the community.
- Honesty, fiscally responsible, and have a family first mindset.
- They must be able to say in public - Black Lives Matter. They need to be able to support teachers and not enable helicopter parents. They should have had time in a classroom and consider requiring principals and VPs to teach 1 class per year (middle and high school).
- Compassion for community staff and students, have a background in education, and understanding the needs for Stafford County not just for today but the future as well.

- Someone who is firm and fair. Someone who sees the value in other methods of education beyond high school (like trades, military service, public service, ETC). Someone who isn't a political pawn.
- High emotional intelligence; mature approach to embrace varying perspectives without snark, elitism, or disdain; energetic!
- Strong, Cares about what is being taught to our children, Determined.
- A decent school board and board of supervisors would help. The time to listen and understand what teachers need, as well as students.
- Community involvement, continued clear communications with community and must be ready to have Stafford county as his or hers main focus
- HONESTY INTEGRITY AND A BE ABOUT IT NOT TALK ABOUT IT ATTITUDE
- Listen to teachers not just parents and school board, be open to diversity, be understanding to the needs of the community.
- 1) Needs to be dedicated to learning, 2) avoids political leanings (the last super spoke at a BLM rally and denigrated his own teachers) and 3) do not sacrifice curriculum and learning for social justice campaigns. It is counterproductive and causing families to seek out private education options.
- Problem solver, relatable and innovative.
- Proud American, Common Sense & Courage
- Integrity, servant leadership, sense of humor
- good communicator, multicultural views, open minded
- Willingness to look ahead and embrace change, understanding the growing diversity of our area, putting student and staff needs first, not parents' wishes are important. Should have experience with a larger and growing school system similar to Stafford County's demographics, not coming from a large city/urban area or a rural area not experiencing community growth. Also should truly understand how investing in the school system now is crucial for future needs and not waiting to try to catch up later while understanding the role the school system plays in the business growth of our area.
- Integrity, emotional intelligence, patience
- Clear relevant ideas, new paths of thinking, reach out to the community
- patience, empathy, determination
- Creative problem solving even if it isn't a traditional educational solution, hands off with building admin allowing them to shape individual schools, working with school boards to lessen micromanagement on their part.
- not Politicized- not a member of the NEA-
- Willing to address learning loss/
- Focus on all students learning not just certain groups
- Willing to take on the bus issues
- 1) They should have been in the classroom within the last few years. The longer they have been away from the classroom the more they may not understand the daily struggles of a teacher. 2) There are a lot of kids that had issues during the pandemic and are behind in learning coupled with the mental health issues of isolation. 3) Strong leadership to assist teachers to think outside the box to teach in an environment where kids are constantly challenged by outside influences.

- Diplomacy, strong leadership skills amidst some divisive parents, ability to stretch the budget to retain quality staff.
- Professionalism, Sincere belief in the importance of education, willingness to get input from a myriad of stakeholders.
- Previous teacher, community minded, and leadership and integrity
- Growth mindset
- Diversity
- The ability to lead using an equity framework and practices
- Patience; action-oriented; open-mindedness and insistence on serving everyone with equality
- Fair, non-partisan, he or she needs to care about the kids
- 1. Organized
- 2. Caring
- 3. Thinks of the kids and teachers and how stressful it is on them to try to play catch up.
- Leadership, Empathy for all, Listening to others
- Experience in large district. Long term contract. Penalty for leaving early.
- Great communication skills, the fearless ability to ensure students are treated equally across learning disciplines, and intentions to hold parent town halls to discuss concerns and upcoming events.
- effective communication skills, leadership, assertiveness
- Compassion, equality, flexibility
- Multicultural background, well versed in addressing difficult subjects and younger in age to provide fresh ideas.
- Compassion, logic, communication skills
- Committed to doing what's best for students, not what is politically popular (non-political approach). Prior superintendent experience in a similar sized district. Prior experience as a teacher
- Must be willing to Listen to parents as well as students, Must be very open minded to all suggestions to help the entire school district, must be willing to except change even if they feel it's not beneficial but I understand that it better for the students.
- They must denounce Critical Race Theory. It should not be taught in schools.
- Anti-bullying, safety, enhanced special Education
- Devoted to improve diversity, available to parents for concerns, taking covid issue seriously.
- Flexible, compassion, and drive
- patriotism, USA history preservation, dignity
- Area growth experience, open to change, willing to take flask to be on the side of global understanding.
- Open minded and someone who can think out of the box, a go getter, and someone who can show kindness to all.
- Common Sense, She/He should be able to make sound and logical arguments when she/he makes decisions that impact my students, she/he should be focused on student's academic education and not try to implement DEI into academic coursework like we've seen across the country (it's ok for high schoolers to discuss it, but should not be required for teachers to teach. It's best for parents to instruct their children in this.)

- Traditional values,
- *REQUIRE a modification of the Superintendent role that would give the position sole decision over the status of SCPC schools daily operating procedures; deeming the rate of infection in county and states, he/she should bestow the ability to determine whether schools are virtual/in-person
- *Morph of Dr. Kizner; he cared about the safety of the students & staff
- *Someone that would bestow integrity & independent thinking from the SCPS School Board; would ALWAYS follow the science & the evolutions of the coronavirus
- *No-nonsense person that would take an independent stance from SCPC School Board
- *Puts safety of students & staff ahead of SCPS School Board talking points/ideals
- *Person that will standup for their principles; even if it means walking away from the position
- Experience as a past teacher familiar with the current educational system, have a strong growth mindset, strong management and leadership skills
- Transparency
- Flexibility
- High expectations of teachers, parents, and students
- Articulate, persuasive, creative
- Reasonable, a parent themselves, politically neutral and less likely to cave to pressure from activists like a lot of schools across the nation
- Faith in God, common sense, protecting freedoms
- Loyalty to teachers who are putting in the back breaking work of making the school system what it is, student centered to help address the change in demographics and someone who will address the challenges of learning loss.
- Focus on the kids above all else; diplomacy, bringing people together and a history of results; staffing retention strategies
- Ability to effectively/positively communicate/create pro-educational changes with the Board of Supervisors, ability to effectively create and implement a strong strategic plan to help deal with the needs of our schools now and into the future, must have a strong background in leading/creating/changing a large/average school system into one that is flourishing/cutting edge/providing strong educational opportunities for students/providing staff funding they need to be successful
- Supportive, engaged, and equitable to ALL - not just the low socioeconomic groups. I'd also like to see a superintendent who doesn't just want to meet the needs of some special needs kids but ALL special needs kids (including the gifted kids who have all but been forgotten about).
- Willing to raise teacher pay.
- Empathetic, caring, flexible
- Inclusive, approachable, knowledgeable
- Desire and respect for the freedom of parent choice
- Desire to protect student/parent rights
- Adequate business skills regarding the management of staff and communication (this is the most disorganized county we've ever lived in).
- Must be caring and empathetic to parents. Smart in not bringing in subjects that should not be taught in school. Have incredible patience. Dr.K was amazing!

- Stronger organizational skills, proactive
- Common sense, dignity & honesty
- Leader, does not give into parental demands, Communication, visible and accessible in our schools and community
- Perseverance through adversity, ability to listen to parents requests and suggestions, look out for best interest of students
- Honest, Demonstration of Need to Update Pay to compete with other districts, Need for smaller classes
- Humildad
- Honestidad
- Carismático
- Conciliador
- Longevity-Stafford has a high turnover rate for Superintendents; "In the Trenches" experience as a teacher-ability to relate to the daily challenges that teachers face; Kid-centered and focused on the success of all students, but especially minorities and subsets of our population
- Patient
- Affirmative
- Decisive
- Putting the needs, interests, and well-being of students above the wishes of those who downplay Covid.
- Improving pay for teachers and all school staff
- Retaining good teachers in the county
- Grit, a backbone, stamina
- Demonstrated experience improving quality of education for all students, demonstrated experience implementing progressive educational tactics, demonstrated ability of supporting teachers and staff while keeping students best interests at heart
- Clear communication of goals and strategies; a commitment to staying the course (staying in the community longer than 1-3 years; not afraid of addressing challenges and making SCPS a place that parents want to send their children to and teachers want to teach in.
- Compassionate, understanding, bring people together
- Common sense, experience in education, and less talk and more action.
- Down to earth, supports mental health and retaining staff
- Must be able to effectively communicate with many shareholders including parents, teachers, school board and local politicians; Ability to plan for the future in curriculums and technology; Experience with a school district larger than Stafford as we are growing quickly.
- Intelligence, flexibility & empathy
- 1. Leadership- must have the ability to lead and not follow.
- 2. Must be focused on the future of education. Someone who thinks outside the box.
- 3. Must wholeheartedly want all kids to succeed. Must demonstrate passion and the willingness to listen to the opinions of parents who live in the community and incorporated ideas.
- Must be a parent
- Must have previous experience teaching at public schools and/or being a public school administrator

- Must be extremely dedicated to constantly improving education
- Integrity, Transparency and able to adapt to change.
- Being inclusive, being forward thinking and value equality.
- Diplomacy, strong leadership skills amidst some divisive parents, ability to stretch the budget to retain quality staff.
- Looking out for ALL kids, someone that doesn't take offensive political positions, someone who understands what is best for the kids and doesn't side with teachers unions
- excellent communication skills, ability to advocate for both students and teachers, ability to see both sides of an issue
- I can't think of any.
- Integrity
- Transparency (clearly state your beliefs and philosophy)
- Communication
- To be able to understand all sides. Experience with county growth Issues.
- Kind but able to make important decisions and to be able to explain how they made them
- Value students first, value parental input
- They need wisdom, wit, and a backbone for this role. They need to place value on being upfront and honest with parents, even if it means having hard conversations. This will foster trust in the community and enable us to make more informed decisions on behalf of our children.
- Leadership by example, sense of humor, I'd like to see that he/she was a classroom teacher at some point in his/her career.
- Keep WOKE ideologue out of the school system.
- Keep politics out of school.
- Always keep parents informed of what goes on with their children in the school system.
- Organization and understanding that our children are behind, we need a structured catch up plan to help students and parents at ease. Honesty in regards to health/Covid concerns. Informing parents or risks and not hiding statistics.
- Willing to do the right thing for the community as a whole, address the difficult concerns of Stafford, be available for the everyday parents and community
- Values that support the equality and support for all families and students, support for educational experiences that support students of all learning capabilities, support and advocacy for teachers and staff
- Willingness to listen to parents. Understand the needs of the students, mental, physical and emotional. Don't be judgmental.
- Organization and understanding that our children are behind, we need a structured catch up plan to help students and parents at ease. Honesty in regards to health/Covid concerns. Informing parents or risks and not hiding statistics.
- Involved, honest, fair
- Bipartisan, Proactively seeks parent feedback, ability to grow fiscal responsibility (spending should yield greater rewards- Stafford wastes money on bloated district positions and)
- Wisdom, compassion, love.
- business acumen, analytics, leadership
- Academic rigor,

- The next superintendent needs to be a high caliber problem solver, an effective listener and communicator amongst parents, school board members, and county officials, and student-centered. A great experience would be a time where he or she was able to work a compromise between two governing bodies. It is common knowledge the Stafford County Board of Supervisors and School Board do not see eye to eye and the county and students suffer as a result.
- Diversity, research-based pedagogy, classroom experience
- Bravery
- Must not give into every complaint
- Have children and know how to make the best decisions for the students
- Superior communication skills among parents, teachers and students, experience at all levels as well as experience with general education and special education students/classrooms
- Focus on academics and helping students catch up what was lost. Acknowledging and having available help for the students that are struggling academically as well as emotionally as a result of the isolation and academic loss caused by COVID.
- A parent. Educational teacher in various grade level settings and experienced with leadership of a large group of teachers and staff.
- Patient, committed, disciplined.
- Experience with a fast-growing district that has changed from rural to suburban; compassion for students, families and teachers; excellent communication skills with colleagues and the community
- Has lived here and had children attend our schools, will continue to enforce school rules and hold students accountable, will make school about learning facts, not liberal teacher's ideology.
- Worked with a diverse school system, Receive feedback from the stakeholders (round tables), and cares about students and staff
- They will need immense patience. They will need the ability to build consensus and community. They will need the ability to develop and share a vision for the future of SCPS that is inclusive and respectful while communicating that we each have to give a little and pull together toward our common goals. Finally, they will have to remind constituents that that the loudest voices can't bully their way into getting their way.
- Strong communication skills, leadership under pressure and desire to keep a Stafford County on the cutting edge of education standards
- We need someone who will fight to her our teachers paid. We need someone who will implement researched based instructional techniques for k-5 especially in the area of reading (science of reading) - every elementary school needs more training.
- Experience negotiating difficult decisions with board members, Stakeholder-driven (communicates enthusiastically and regularly; is visible in schools and community), Understands and values a rigorous instructional program PK-12
- Compassion, courage to stand up to parents that make demands based on political agendas, and commitment to children's education and safety.
- 1) Follows and discusses trends in teaching, psychology, and social issues to ensure a comprehensive understanding of what teachers and support staff are dealing with; 2) steadfast in removing politics from decision-making and places pragmatic leadership of children's health and

education over everything; 3) ability to communicate effectively in order ensure guidance, policies, and decisions are clear in their intent and implementation.

- The importance of integrating special needs students with the general Ed program as much as possible.
- implementing educator accountability, financial effectiveness, and high standards for students (stop passing everyone)
- Focus on OUR school district, understanding our community, actually listening to feedback
- Diversity (two/single parent working families; disparity in income; different background and teaching experience; not just racial diversity)
- Understanding the unique struggles of this area in regards widely varying income and educational levels, as well as number of commuting parents.
- Solution oriented.
- Experience working at the building level, understanding of how our community is changing, knowledge of our competition with northern districts
- Minority, global perspective, younger
- Empathetic, caring, flexible
- Integrity, Boldness, Focus on Kid's Futures
- Political neutrality, backbone, tenacity
- Have the heart of a teacher.
- Compassionate.
- Committed to our children.
- Fairness, willing to bring and keep TRADITIONAL teaching methods in schools, identifying and hiring teachers that share those same values
- Genuine, answers emails, talks to the community to find out what they want. Works for change that needs to be done, helps with overcrowding
- Kind, Patient, well educated in childhood development issues
- Experience in Education, to include classroom experience; negotiation skills, neutral views in order to hear all sides of any changes or issues presented; emphasis on students not assessments
- Served in a school system similar in size to SCPS, Parent, and impartial
- Unafraid to stand up to woke culture, willingness to do the best thing for the greater good
- Needs to be able to stand up for the school system to the BOS, someone who can fight for more schools, and have integrity
- Collaboration, open-mindedness, and ability to work together with people who do not support your vision. From the meetings I have seen, the school board appears very difficult to work with, and we do not need a superintendent who is a YES man/woman. We need someone with a backbone who will stand up against the school board when necessary, or help educate them to better understand the superintendent's position and get on board with his/her vision. There is a great divide in our community regarding opinions on what is best for students, and as long as the new superintendent always has the frame of mind to choose the best course of action to always act in the best interest of ALL students (without any caveats added), then that will be the way to succeed in this position.

- Strong personality with a high degree of moral fortitude. Creative thinking with private sector as well as public policy experiences. Willingness to a long-term commitment (not retire in 3 years or pad a resume) with possible ties to the area.
- Spend time in the classrooms, being a good listener and communicator, being accessible to parents
- Ethical, positive upbeat demeanor, new superintendent (as in, moving up, not over). Can we please not hire someone of age to retire.
- We need someone who will fight to her our teachers paid. We need someone who will implement researched based instructional techniques for k-5 especially in the area of reading (science of reading) - every elementary school needs more training.
- Supporter of science, resourceful, takes COVID seriously
- Diplomacy, ability to stand up to school board members that don't stand for what parents stand for (sup. will need to be aware of what parents desire and balance that with the school boards desires), willingness to LISTEN to parents and hear our concerns about our child's education.
- Accessibility, transparency and a background as a classroom teacher and school administrator
- Determination, Empathy, have been a teacher and Principal and preferably some experience working with a School Board
- Must have school age children and common sense.
- progressive, compassionate, open-minded & curious
- Courage, sensible, resilient
- 1. Education or experience in mental health and understanding how supporting a student in this area can positively effects a student's ability to succeed academically.
- 2. Prioritize equity and equality among students and staff.
- 3. Have an understanding of how to implement of trauma informed care, support and education of all students.
- Empathetic toward teachers/students, strong backbone to stand up for his/her beliefs, good communication
- Hands on, empathetic, residence of Stafford
- Goal oriented, motivated, persistent
- 20+ years experienced educator, not afraid to challenge the school board, and common sense.
- Level-headed, able to analyze based on facts not hysteria/media/social trends, excellent communication skills
- 1. Not being entrenched in an ideology, but rather adhere to the student's need to learn critical thinking at every age level.
- 2. Firmness in the face of vitriolic and possibly violent responses to issues that were previously not politicized.
- 3. Creativity and perseverance in problem solving
- Back-done, care about safety of kids, integrity
- Leadership, equality, critical thinking
- 1. Must exemplify personal accountability for all stakeholders involved in the educational process. 2. Must be willing to enforce rules and standards that protect ALL students in a fair manner. 3. Willingness to hold stakeholders accountable for their actions and inactions through equitable consequences. (Ability to do what is right and not popular)

- Understanding of individual accountability and responsibility, conflict resolution, and true passion for the enhancement of education
- 1. Non-political partisanship or public affiliation with political groups
- 2. Vision and experience in innovative learning
- 3. Leadership role in non-academic career field
- Leading modern and innovation learning, change/transformation management, non-academic executive leadership role (such as Chief Learning Officer)
- Understanding as a parent of children of all ages during this pandemic.
- The desire and ability to be transparent and communicate in a timely manner with the community.
- The willingness to accept criticism, suggestions and feedback from the community and respond.
- Assertiveness, ethics, leadership
- Punctual, Good Communicator, and understanding of differing opinions, taking everyone's opinion and concerns into consideration.
- Must understand appropriate curriculum for age groups (college theory isn't appropriate for secondary & primary students), be driven to do what is right for kids, not politics, understand health needs as they evolve
- Tact, Community Engagement, Information Management
- strategic vision (thinking out of the box), evaluating and changing existing policies as needed versus accepting things as they've always been done, patience
- Independent thinker, apolitical, good listener
- NO CRT garbage regardless of rebranding. Teach 1776, not 1619. Transparency is super important. Parents WILL make a stand and funding will get pulled (by students and teachers leaving) if propaganda is being taught.
- Good judgement, good leadership, concern for students
- Leadership, multiple experiences, long term interest.
- Strength, strong leadership, put power back in teacher's hands
- Balance decisions with all students in mind, prioritize education over political indoctrination, courage to push back on power in Richmond or media
- 1) Cares about children and understand they can change the world no matter what background they come from including those who are BIPOC and LGBTQIA+. They all deserve a rich education. Help with parental support may be needed to facilitate care for the children.
- 2) Dedication to excellence in all areas.
- 3) Team player. Shows Emotional Intelligence. Can express their faults but also show a willingness to learn and grow even if they have years of experience.
- Leader, organizer, attention to detail, experience in a growing community
- Diligence, resilience, Understanding of county and more rural areas of the county
- Strong leadership that will keep school board out of trying to make educational decisions education professionals must make the decisions, improve and complete what current superintendent has started , continue to weed out poor leadership at principal levels, awareness of what we need to prepare students for jobs of the future.
- 1. A great listener, 2. A creative, innovative problem solver, 3. A hands-on manager
- Social Justice, empathy, instructional excellence
- Has experience with same size school system or larger, has to be innovative, be accessible

- Courage, commitment, communicative
- Strong people skills, strong conflict resolution skills, great communicator
- Compassion, good negotiation skills, ability to direct school board
- Leadership, Effective Communication, Vision for the future of our schools
- Leadership, strong listening skills, it would be great if the new superintendent wasn't at the end of a career
- Must be willing to remove teachers/staff who have past disciplinary records that merit dismissal, emphasize the need for improved security measures to protect students, and reward teachers who display exemplary instructional practices.
- Commitment to longevity in Stafford County, focus on what is best for the students and community
- Solid decision maker (ability to not make rash decisions (and consider both the pros and cons of all issues), must be fair to ALL students, hopefully experience with a larger school district.
- Common sense, intelligence, and experience sorting through facts vs. propaganda
- A great superintendent is an instructional leader, effective communicator and will seek to improve the educational standards of ALL students.
- Integrity, transparency, excellent financial and personnel management skills, and genuine interest and passion in educating our students
- Attentiveness, integrity and personable
- Addressing forced declines in academic standards (have a plan to prevent this), encouraging parental support/involvement in student academics, non-supporter of CRT
- Leadership, honesty, understanding of how teachers and staff work to help the children
- Transparent; social justice minded; inspiring and innovative
- Putting children first for their best interest, addressing a parents concern, dealing with different types of personalities within parents.
- Integrity, proven record of education success, someone who is no on the fringe- Stafford county should not be an experimental educational theory county, we should be utilizing proven educational principles. Someone with sound educational principles who make the hard decisions such as redistricting based on data and not parent feelings.
- A detailed review of the candidate's record is paramount. How did a school district perform prior to their arrival, during their tenure? And after they left. Stafford County cannot have another Kisner, as the county schools have plummeted in rankings and performance in his short time. The county must hire hard and then manage soft. Put in the necessary time and effort.
- 1. Work with parents to foster parent led educational environment.
- 2. Have children who would be part of the school system. A superintendent needs to have buy in of the community they are serving.
- 3. Apolitical. Willing to review information objectively and willingness to work with teachers
- A backbone to not curve under political pressure and do what is right and makes sense based on facts; ability to communicate; ability to understand multiple complex view points
- Democratic approach to education, honest even in the hard times, willing to approach education dealing with today's information.
- personable, instructionally focused, be able to communicate and collaborate with the board
- Education, experience dealing with over reaching school boards, strong willed

- not influenced by political groups, always putting students and teachers first, listening to parents
- Place needs of students and parents above all. Stay politically neutral.
- Open, understand health risks, fund after-school programs
- Leadership, strength, & common sense
- Intellect, Experience working with diverse staff and students, and Flexibility
- Ability to engage stakeholders in doing what is best for all students; ability to oversee a racially and ethnically diverse student and teacher population, experience in managing fiscally recourses in a way that best benefits the students.
- The new superintendent should be open to listening to all the community, not just the platforms they want to hear from. Public education DOES mean equality for all students, so taking in consideration ALL views before making big changes and finding a middle ground will be essential. The willingness to go to "battle" for schools to get the improvements they need to help ensure the students across the county have the same style environment and access to programs. Example, my child's school should not still have a cockroach infestation that has gone on for years.
- Family first, able to communicate, role model, personable
- The new superintendent needs to believe in open, honest, and transparent dialogue, not only with SCPS staff, but with parents, students, and the community. The superintendent should have a background not only in education, but have experience with special education and human development. The superintendent should be open-minded and make decisions using evidence-based practices and facts.
- A logical thinker, put the kids before any and all outside influences, maintain high standards of all under their care (teachers and students alike)
- Leadership that includes all students, good communicator, actively promote inclusion
- One who promotes diversity-staff makeup should be just as diverse, if not more than the student body; One who is engaged-it is important to have more of a presence; One who is capable and willing to invoke change- not afraid of transformation
- True listener, track record of increasing reading and math levels, protecting freedom and safety of all individuals
- Have the WISDOM and COURAGE to unmask our kids and not mandate the Covid vaccine. Be HUMBLE and allow parents to make decisions for their children.
- Competent/Experienced; Strong caring leader; Courage to resist Cancel Culture and other fringe movements
- Stands up to political pressures, stands for community values, safe, in person, teaching
- Transparency, Good planner, adaptable.
- Someone who is unifying focusing on the school community as a whole. Someone who is hands on and willing to building relationships with staff, students and parents alike. Someone with extensive, proven budget/finance experience that can lead the district into the future, providing the best educational experience we can on the budget that we have. Also, someone who has not posted any divisive rhetoric on social media platforms that could cause our school district problems in the future that discusses any political group or affiliation in a negative light.
- As a mom of a transgender child I expect the Superintendent be accepting and make reasonable accommodations. Reading some of the backlash from Religious/non-accepting Stafford citizens'

concerns me that some believe their beliefs are more important than the treatment of human beings.

- Integrity - do the right thing because it is the right thing to do especially in the best interest for our children; Communications - continue keeping the parents apprised of what is going on in the classroom and school district as well as asking for parent involvement/opinions and taking action on it; Safety - keep our children safe from teaching harmful ideology like Critical Race Theory, imposing Woke ideology, and protecting the kids from bullies.
- 1. Strong emphasis on diversity to support ALL students but especially the black and brown children, those with special needs and the homeless population.
- 2. Someone with a strong background in hiring a diverse staff, so the students who are being served can see themselves in their educational environment.
- 3. Be a good listener to the parents, and staff
- Transparency, tell it like it is, deep experience
- Patience, willingness to fight for what's best for the students,
- Fairness, decisive, transparency
- Honesty by communicating with parents and being transparent with them (allow parents to opt out of topics that are being taught that may be political or against a parents values and religion), courageous and brave (stand up for our kids by not allowing critical race theory in our schools and keeping politics out of schools and not buy into this political correctness). Be the parents' voice, not have your own agenda.
- Dedication to education, willingness to listen to parents, and trustworthiness.
- A dedication to teach American History and not Critical Race Theory. A strong commitment for higher learning and standards. A willingness to "buck the trend" of the current political environment.
- someone with a focus on core education, someone who is apolitical, someone who is patriotic
- Compassion, empathy, and the strength to speak truth to power (especially when strident voices are calling to roll back gains in diversity and inclusion).
- 1) innovative-must want to see SCPS and our student's learning in new, creative and exciting ways (there is not enough of that in our schools) 2) work well with the SC Board of Supervisors (purse strings) to ensure that SCPS get well-funded and that we can keep up with the demand for facilities/staff/resources 3) committed to staying no matter what - too much change, and expense put out by SCPS to search, acquire superintendents in recent years.
- Patriotism, Brave leadership, Ability to inspire and motivate
- Patriotism, Leadership, Ability to inspire and motivate others
- fiscally responsible, politically moderate (bi-partisan, unbiased), planning to prevent future issues
- 1. First and foremost the next superintendent needs to be a diplomat. With the population of the county ever changing the next superintendent will need to work with conflicting ideologies and be able to work to come up with a solution that meets the student's needs. 2. The next superintendent needs to be able to do what best for the students, not the parents necessarily or even the school board. I guess what I am getting at is having the ability to be objective. Many times we all of us (parents and school board) push agendas that all think are the best without giving a true comprehensive thought as to what would be best for all of the students. 3. The next superintendent must have a thick skin and be able to stand up to the members of the school board

and community. We cannot have someone that bends to the will of the masses. Sometimes decisions need to be made, even if they are unpopular.

- An ability to keep personal and political opinions to his or herself, an ability to keep personal and political opinions out of the classroom, and an ability to stand up for the kids and families of Stafford County by allowing them to make their own health-related decisions.
- Ability to prioritize education and not politics. Being a nurse I can make decisions for my child's health and don't need him/her determining what is best. He needs to stick to education and let me as a healthcare provider be in charge of my child's health and wellbeing.
- Must be A-Political, must have a business or financial background, must not be local
- Someone with knowledge of Stafford, caring and willing to get out of the office; solid background in working with diverse groups.
- (1) Keep politics out of school. (2) Don't impose psychologically destructive and ineffective COVID regulations on children. (3) Focus on the three Rs.
- Integrity of character, honesty amongst students/families/community members/staff/educators; moral conviction & wisdom
- integrity, financial experience, proper understanding of role of schools
- Leadership, Honesty, integrity, relationship building and collaboration
- Ability to listen to and carefully consider parent input in making school policy, be committed to the children's best interest not the current trend, having prior experience with a school community as diverse as Stafford County
- Has served in a branch of the armed forces (it's time for the families of Stafford to have a leader who shares and knows their sacrifices)
- Individual not influenced by the crowd
- Coaching mentality to achieve lasting performance
- Patient, listens to all sides of issues, and understands that EDUCATING (not indoctrinating) kids is #1 priority.
- The new Superintendent should focus on academics and excellence; both in the classroom, as well as athletic programs and clubs. Mediocre is no longer acceptable. The new Superintendent should be positive, uplifting, and energetic. He should encourage this positivity throughout the entire school system. The students should be aware that the Superintendent wants them to strive to do their very best each day. Patriotism and love of country should be a necessity!
- Just teach the kids.
- Follows the scientists and educational experts in making decisions for our students, strong believer in diversity and inclusion, ability to collaborate well
- A desire to bring diversity to the teaching and administrative staff of SCPS. Transparency. Willing to personally communicate with the community like Kizner did during this last year.
- Diversity and inclusivity, and a plan to bring the quality of education up to the levels of similar counties in the area
- Advocate for equity
- Advocacy for equity, willingness to stand up against the racist underbelly permeating into SB meetings and influencing decision making, collaborative approach to leadership (get departments and members throughout SCPS
- Collaborating), understanding of the value of instructional coaching

- Offer more opportunity for the children, Transparency with parents, work to get parents involved
- Respectful, patient, understanding
- Apolitical, willing to make decisions, use of empirical data
- Care and concern for children of all races, backgrounds, orientations, ethnicities. Welcomes diversity.
- Strong leadership qualities and skills: is able to listen, open to discussions, take pos/neg feedback, doesn't point fingers when things go wrong
- Experience from the public school setting: teaching, administration, school. Board,
- Experience in working in diverse school systems that are equitable
- The ability to listen to the community and enact policies in line with the desires of the community.
- Empathy, courage, stamina
- An open mind to diversity and equality among kids/teachers, good communication, the ability to sway the board of supervisors
- Great communication, diverse, be a part of the community
- 1. An understanding of equity and its importance for our children's education and our community. 2. A strong leadership background in working with diverse groups of people with differing opinions. 3. Great at communication and engagement.
- Empathy, understanding, innovation
- Patience, forge a relationship with the teachers/parents/school board, problem solve and make solid decisions
- Must be dedicated to the growth and positive forward thinking expansion of SCPS. . DIVERSITY! Must come from an accepting and diverse school district where they can lead SCPS in diversifying our schools & staff creating EQUITY and EQUALITY for every student and staff member
- Organized, Prepared, Educated
- Open-minded / Strategic thinker / Decisive
- Integrity, courage, common sense
- Strong, decisive leadership. Listen to experts and gather data when making decisions. Passion for the work.
- Christian, caring, educated in this field
- The ability to make tough decisions that take into account the ever broadening and diverse (racial, ethnic, socioeconomic, religious, gender, etc.) of student and staff population in the county, someone who values and supports fairness (fair isn't equal), someone who will treat staff with respect and value
- Compassion, empathy for all(not just the loud ones), and a willingness to stand in the face of adversity
- Moderate in agenda, good negotiator, excellent in character
- 1. Neutrality in the midst of a deeply divided socio-political divide in our county, 2. Active, clear communication with constituents, even when you may not know the answer immediately. 3. Presence and visibility in the schools
- Progressive (anti-racist, pro-science, supportive of queer and trans children), knowledgeable about public health OR ability to interpret accurately and respond appropriately to scientific

literature, ability to work with teacher's union to ensure we can attract and retain quality educators

- Engagement with all stakeholders, Leadership and Walk the Talk
- Must have experience working with a diverse population and supporting students and teachers, must be willing to stand up for what's right against detractors
- Caring, knowledge of educational systems, a character of service to others
- 1. Commitment to live/work in Stafford County 2. Age (must not be ready to retire) 3. Be teacher/student friendly (ability to realize the struggle teachers/students have)
- Academic achievement at an accredited and respectable institution (e.g. PhD or EdD preferred; someone who can actually engage with critical race theory and not resort to jingoism), demonstrably non-partisan and free of religiosity or political influence (e.g. no MAGA partisans), and someone with prior experience working with or within communities of color.
- The next Superintendent must have significant work experience outside of academia, few or no connections to politics or unions, and must demonstrate that he or she values the concerns of students and parents.
- 1. The new Super should have a background in a STEM field to be more logical.
- 2. The new Super must not bend to complaining parents.
- 3. The new Super needs to build a positive atmosphere, not a fearful one.
- 1. The ability to consider other people's opinions. 2. Budgeting skills 3. Experience teaching in a classroom that required academic rigor.
- Firm but fair
- Not easily swayed or influenced
- Patient and intentional with the decision making
- A strong commitment to creating unity as much as possible and not dividing the community.
- Someone with experience standing up for educators and students to those who do not understand the goals or limitations of the educational system.
- Clear and concise about expectations and goals and keeping a clear and engaged line of communication with staff and the community.
- Upfront and honest, has a backbone, listens to others

Stafford County Public School Division Staff Member (147)

Strengths:

- Dedicated teachers; dedicated support staff; dedicated administration
- Working to value all stakeholders, valuing the usefulness of technology, and attempting to plan for the increasing student population.
- Strong, qualified teachers who deliver every day, variety of programs to prepare students for their future, quality of facilities
- 1. Dedicated teachers and staff 2. Dedication to the growth and professional development of teachers and staff 3. Roll with the changes
- Great teachers/staff who work really hard to do their job.
- Great students and parents.
- Supportive community
- Active support systems for new teachers
- Diversity, parental support, school loyalties
- Relationships, loyalty, student diversity
- Community involvement, staff support, creative
- Community, Size, Students
- Community engagement, support across levels, and the leadership of the Chiefs.
- family engagement; maximizing small allocated budget from BOS each year; out front on appreciation of diversity
- Community engagement
- 1. Shared Vision
- 2. Working towards a pay scale to keep good teachers
- 3. Communication
- Community Engagement, Fostering relationships, Supporting the whole student
- Community engagement, supporting the whole student, fostering relationships
- Large county with small town feel
- Front edge of social emotional learning
- Responsive to special needs of students
- community support/involvement, commitment to the students, willingness to move with the times
- Community involvement, diverse students, equity work.
- High expectations, whole child support, professional development
- Relationships, Community Engagement, Strong Connections to Students/Families
- Academics, technology, and community engagement
- 1) Diverse student population.
- 2) Community and stakeholder support.
- 3) SCPS offers a variety of opportunities for our students and staff to further their education.
- Empowering our students to become tomorrow's leaders, varied student opportunities for students, focus on equity
- Greatest Strength is our Staff and our family atmosphere - they are here because they love children and making a difference in the lives of each and every child. We have moved so much in

the past 3 years in equity and inclusiveness. We must continue this work. We are one family and still have the ability to do what is best for our community at our schools with great support from our Superintendent.

- 1. Being so close to a military base, we are a transient neighborhood and have many new ideas that flow into the community.
- 2. We have building administrators that are dedicated to growing the whole student.
- 3. It amazes me that we have found a way to do so much and excel, with so little funding from our Board of Supervisors.
- Dr. Kizner was able to move us forward in many many areas. As a result, staff pay improved, resources at the school level have been more accessible, trust in school leadership has greatly improved, and many bureaucratic barriers that were once there have been removed or greatly improved because of Dr. Kizner. We came through this pandemic with far less impact than other divisions because of the leadership of Dr. Kizner and all that he did as a supt.
- Diversity, Community Involvement, Small School Feel
- Level of care for students. Progressive-minded.
- friendly, caring people
- desire to help all students be successful
- Focused professional learning - don't need a superintendent to come in and change our focus.
- 1) professional learning, instructional resources 2) innovative/best practice instructional design and processes 3) school-level and instructional leadership dedication and care for students
- Good leader, considerate of staff, education is no 1
- quality of instruction; commitment to safety; highly-qualified staff
- Funds, teachers, opportunity
- Student support, teacher support, and how the pandemic strategies were handled
- Professionalism, administration, and expertise of staff.
- Community, Enriching, Understanding
- communication, support of students and families, dedicated staff
- Very community driven, one of the top counties in the state, diverse
- 1.) PLCs - one of the reasons I came and stayed at my school (for the past 8 years)
- 2.) The variety of clubs, activities, sports, extracurricular programs, is extremely impressive, makes students feel included and makes it seem like they all have options to be engaged.
- 3.) Vocational Schooling options - students know that college isn't the only option after HS, between Vocational schooling, Military Programs, and job fairs, students have options to be successful.
- compassionate superintendent who puts our students' needs first, strong special education programs, dedicated staff
- Inclusive, Caring, Small size of the school district.
- 1. Our teachers and staff
- 2. The opportunities offered to our students (both inside and outside of the classroom)
- 3. The sense of community among our staff members
- Communication, safety, and protocols
- The staff. People go the extra mile and work very diligently.

- A love of learning, a love of teaching, and the ability to communicate openly and honestly with integrity.
- Modes of communication, bus service, and adaptability of teachers.
- 1. Autonomy for schools/admin to meet needs of their unique populations. 2. Supporting programs to help out under served families. 3. Opportunities for parent involvement in planning
- Hires qualified staff, the staff cares about our students, specialists are excellent
- SPED services support, Student-first, Top Down support of Teachers
- Variety of programs and extracurriculars
- Fairly new facilities
- Amount of money it has. Current course offerings, Support of stakeholders (Families and staff)
- Community/family feel of schools, innovation
- Community resources, teacher commitment, the BOS
- 1. Committed, hardworking teachers
- 2. Strong support staff
- 3. Effective building level administrators
- Flexible - communication - diversity
- Inclusiveness, community engagement, safe
- LOD, equity and diversity, and family atmosphere
- School admin loyalty to staff, the students, adaptability of teachers.
- Focus on kids,
- student-centered, commitment to excellence, communication
- quality of education, diversity, opportunities for growth
- Dedication to equity, community involvement, technology integration
- Supportive Parents
- Inclusive Schools
- Good Facilities
- strong teacher commitment to excellence, care and concern for students' wellbeing, strong vision to really achieve great things for our kids under Dr. K's leadership
- Motivational leader, Advocate for Equity in all aspects of education, and a supporter of Social Emotional Learning.
- Involved parents, dedicated teachers, many new facilities
- 1.) We have a diverse staff and student background 2.) We are a growing school division 3.) We have the ability to creatively problem solve to meet the needs of students and staff
- Good teachers. Dr Kizner as superintendent. Special programs such as Governors School and IB
- Concern for student's well-being, supportive and respectful of staff, and sharing of fundamental values (i.e.; respect & appreciation).
- 1) SCPS supports the local community through many different outreach programs and supports students and families in need.
- 2) Under the current school superintendent many issues have been corrected from previous years and hope to see that continue in years to come.
- 3) SCPS has in the past has been 1 of the premiere school systems in the region and would like to see it return to that.

- Communication, Community Involvement, Student Care
- Staff and admin are hard working
- Considers students first, cares about the community, has strong leadership through Dr. Kizner
- 3 strengths;
- Community
- Building Equity
- Changes have been made and continue to value staff (salary) and hiring incentives
- family atmosphere/loyal staff, at an innovative point in our school Division's history, diverse student body
- Ongoing evaluation of programs, staff commitment, Engaged parents
- Invested Leaders, Incredible Teachers, Student Access to Opportunity
- Community, Academic Achievement, School Spirit
- Ample resources--technology, textbooks, Smart boards, etc.
- dedicated and passionate staff members
- (approaching) competitive pay scale
- progressive, caring, community involved
- Diversity,
- Strength of staff
- Community interest in education
- Diverse population
- Family Centered culture, Exemplary academic programs, Focus on Academic Achievement for ALL students
- Inclusive, forward thinking, supportive
- Committed to excellence of all students, equity, collaboration of all stakeholders
- High Expectations; perseverance, family inclusion
- Staff support, working for better pay, pro active
- teachers feel valued by the current Superintendent- please continue to advocate; administration and central office staff are approachable and always willing to help as best as they can; QUALITY education for our students
- 1) Commitment to equity and inclusion for all students
- 2) Excellent facilities and sufficient resources
- 3) Well trained professional staff
- every child matters, CTE programs, safe working environments
- leadership, student engagement, direction
- Continuing to build schools, transportation, dedicated teachers
- Community-Feel; Open to Change; Less transient than further north
- Continued learning for students and staff, equity, and tiered instructional support
- Student Centered, High Academics, Diverse population
- Mentors, teacher work week, North Stafford HS
- Salary is decent, Co-workers are kind, diverse population of students at all schools
- Student-centered decision making.
- Emphasis on culturally responsive and equitable practices.

- Initiative to increase pay for all staff.
- Communication; teacher/student ratio;
- Ability to provide accommodations for students and staff during epidemic.
- Technology forward, great looking schools, many community offered programs outside of school.
- SCPS had an Equity systematic belief and assurance that all students have access to diverse educational opportunities.
- Students and staff receive fair and impartial treatment.
- Educators work collaboratively on curriculum and solutions to issues, resulting in systematic equitable opportunities and outcomes for all.
- 1. As a teacher I appreciate the curriculum choices.
- 2. Unlike many counties, Parents do have a voice. We serve their children with their tax dollars so their should be heard and mostly are.
- 3. The commitment to connect as a leadership community.
- equitable for all, good technology now
- Excellent School Administration. Strong faculty and staff relationship. Great students and teachers relations.
- Small, Access to Board
- Great kids and Hardworking staff.
- 1. small community 2. Between two major cities. 3. School system
- Staff is united, students come first, positive outlook on education
- Committed staff, high expectations for students, diverse backgrounds and experiences of students
- diversity, flexibility, variety of programs
- 1. The growing and changing dynamics of the county that provides our schools with diverse families and community members
- 2. The potential for a more inclusive and vibrant community with a strong leader
- 3. A positive shift in growth mindset
- Quality professional leadership, quality professional teachers and staff, and strong community relationships.
- Instruction, family involvement, professional development
- Dr. Kizner brought a lot of great things to our schools including respect for teacher salaries at all levels of experience, training on equity is beginning, and new middle school classes are awesome.
- Technology, a willingness to continue learning
- Diverse, persistent, welcoming
- Family Feeling, generous with time off for staff, provides quality education for our students
- Elementary school enthusiasm, focus programs, STEM classes
- Family engagement, equity training, taking care of teachers and staff
- The dedication of the teachers and the support staff
- It's finally trying to get the people in the middle of the scale the salary they deserve after years of no raises or minimal raises
- Large district so there's an opportunity for diverse student populations, most of the people I've met have been very friendly and welcoming, and the pay is nice.
- Staff, taking care of the children, Kizner's leadership

- Our commitment to our students, our support of our families, and our love for our fellow colleagues.
- Reputation. Academics. Community
- Teachers, Extra Curricular Activities opportunities for students, Facilities
- Diversity of types of programs for students (CGS, STAT, IB, APEX, Culinary Arts, etc.); Presence/Utilization of academic specialists (Math Specialist, Reading Specialist, Gifted Resource Teacher, ELL Teacher); Focus on diversity and equity
- strong teachers, receptive students, funds to be successful
- Excellent teachers despite low pay, caring teachers, care about student success
- -- Clear communication
- -- Support for new teachers
- -- Strong leadership
- Public Communications, Student Accommodations, Active Parental base
- 1. Focused on student-centered learning 2. Accepting and nurturing 3. dedicated to providing opportunities for success for all
- many choices of programs/electives, community engagement, caring teachers and admin
- libraries, Governor's School, teachers

Challenges:

- Hiring qualified teachers; salary and benefits for all staff; listening to the people IN the classrooms.
- Rapidly increasing population and issues with overcrowding, lack of retention for qualified teachers, ensuring differentiation is taking place to promote at least one academic year of growth for all students.
- Competitive Pay for all, Retention & Recruitment of Quality Employees across the board, Developing School for the Future-- Pandemic has only brought the need for this to the forefront
- 1. The varying opinions of community members and staff members regarding returning to full-time, in-person learning 2. Learning and understanding the positive changes made over the last few years and keeping that understanding and momentum 3. Staffing needs and retention
- School board/Board of Supervisors who don't think schools are really important to county attracting business.
- We need a superintendent that is willing to stand up for teachers/ staff and their needs.
- Not enough money, not enough schools, we need more schools for all the new families moving into Stafford.
- growing population/limited resources, diverse population, high staff turnover rate
- Regain high academic expectations in all schools, bus transportation (bus drivers), community trust (as we have had too many superintendents come and go quickly)
- Changing demographics, staff retention, resources
- Transient, constant change, return to school after COVID
- Pay Raise, keeping administration in County, Pay Raises
- Community engagement and trust

- Teacher retention; many needs with a small budget; addressing mental health
- Supporting the whole student
- 1. Recruitment of highly qualified educators
- 2. Not prepared for increasing enrollment
- 3. Class size is too high
- Constant change, keeping up with the progress that we have already made and not taking us in another direction, community relationships - trust
- Behavioral concerns and restorative justice, BOS vs. BOE, community perceptions
- Morale; retention and recruitment
- Pay, retention, issues coming out of the pandemic
- Hiring highly qualified teachers and retaining them, increase meaningful professional development, quick growth and overcrowding in schools
- teacher and bus driver shortage, continuing the whole child approach, continuing to increase the cooperation between the School Board and Board of Supervisors
- Overcrowding, Teacher Retention and Talent Recruitment, and Continuation of Educator Pay Increases
- Equity, Salaries, and Teacher Retention
- 1) Attracting and hiring qualified teachers, many who we offer often take positions in other counties.
- 2) Retaining faculty in all positions.
- 3) Managing the rapid growth and overpopulation of our schools.
- Rapid growth, teacher hiring/retention, salary
- Must be willing to stand up to both Board of Supervisors and School Board to do what is best for students and may not be politically easy.
- Staff Hiring and Retention in all areas in our division is a struggle and we need help!
- Continue to advocate for salaries that are compatible to our neighbors to the north. We lose so many teachers to PWCPS and FCPS as they can make \$10K-\$15K more a year to support their families.
- Per-pupil expenditures is another area of concern. We are a wealthy county yet have low spending on students.
- 1. The Stafford County board of supervisors and the mentality of this county to try and grow its population but with no evident plan of increasing our recurring revenue.
- 2. Competition with hiring employees as compared to surrounding counties that can offer more financially.
- 3. The impending overcrowding of our schools with new schools being built too far into the future.
- Equity - equal access to all opportunities and success for all students; digging our division out of the pandemic; continuing the major work that Dr. Kizner began here.
- Transportation Issues, Funding, Attraction/Retention of Teachers & Other Staff
- Pockets of communication challenge.
- low funding - impacts salaries, building schools, etc. and as a result impacts teacher retention

- 1) A brand new board as of Jan. 1, 2021 2) Turnover (supts, leadership, and teachers) due to stress related to being the 2nd fastest growing school division and staff membership 3) Political (e.g. Equity) & 'recovery' environment: local, state, national, global levels
- Staff pay and not just teachers, growing county, special education
- RETENTION OF QUALITY STAFF, student / staff morale, training principals and leaders to be effective and empathetic
- A portion of the community that sees nothing was good about 2020-2021 school, Retaining teachers, special ed at all levels
- How hybrid was handled, lunch debt, and the equity issues that students have faced, especially with learning loss, during the pandemic.
- CRT, DOE policy, equality for all students.
- Covid, Parents, online school availability
- the pandemic, learning loss, funding
- Getting back to normal post COVID, keeping Critical Race Theory OUT of public schools, staying longer than two years
- 1.) LGBTQIA+ community - needs to be accepted by SCPS so that ALL students feel welcomed. Teachers and staff across the county need more training and PD on this.
- 2.) Teacher Pay - since I have started in SCPS 8 years ago, things have become better, but still not where it could be when compared to counties around us.
- 3.) Retention - teachers don't stay as long in SCPS - how can we better this?
- *hiring and retaining quality educators
- *low salaries for staff which has led to low morale
- *obtaining appropriate funding from the Board of Supervisors
- Covid Concerns, Class Sizes, Inclusiveness
- 1. The political climate of Stafford County
- 2. Ensuring our teachers and staff members continue to receive compensation that is closer to other districts in Virginia and to other states
- 3. How education is going to evolve as a result of COVID-19
- Virus, no CRT in school. Don't take the American flag out of school.
- Retention of employees. We are paid less than other districts and time and time again people leave.
- Never losing site of the fact that we are there to serve the students and do everything we can to ensure their success.
- Working with the county to bring school district funding up to the level of other districts in the area.
- Keeping critical race theory out of the classrooms. Keeping the focus on diversity out of the classroom Simply focusing on teaching children to read, write and do math (the basics), and then providing opportunities to be prepared to learn a trade or pursue further studies at a college or university.
- Covid protocols, students' transition back to school, and sustaining a quality teacher workforce.
- 1. Class sizes in kindergarten (and other grades as well) must be addressed. 2. Truly analyzing curriculum to ensure it teaches our children positive ideas about our country and the people in it. 3. Much more transparency about where all the money goes.

- Significant increase in staff pay, staff retention, new staff recruitment
- Pay, Teacher Shortage, Parent Demands
- Pay gap with counties further north
- Rapid Teacher turnover/Retention
- Overcrowding in schools, Equity for students, Pay scales in comparison to Counties to North and South
- Population growth, teacher retention, new and old buildings
- Attendance rates, parental involvement and accountability, salaries
- 1. Working with both the school board and board of supervisors who are more interested in political gain than representing the interests of the school division.
- 2. Leading the division level staff who can be out of touch with what the realities of teaching are in the current climate
- 3. Advocating for fair salaries for teachers so we stop losing quality staff to other countries because they are compensated more fairly there than here.
- Salaries - technology - class sizes
- racial and cultural inclusiveness
- Pandemic student learning loss, cultural diversity changes, and staff stress as we support students with learning loss
- Employee retention, communication, political agendas by the board members.
- Equity, diversity, inclusion/belonging
- competitive salaries to retain young teachers, the 2021-2022 school year logistics, prove they plan to stay for the long-term (lots of turnover in the Superintendent position in the past decade)
- teacher pay, crowded schools, social issues Ex) LGB acceptance (staff and students)
- Continued equity (especially anti-racist) efforts - especially in hiring practices, transparency to staff and families, advocacy for new schools to address overpopulation
- Transition back to school after the pandemic, accomplishments of educational skills lower because of the pandemic, supporting teachers and staff as they try to help students learn after the pandemic
- Employee Pay
- Chromebook obsolescence
- Vocational Programs
- inequality in students' backgrounds, continued pandemic response and safety of students and staff, budget and staff pay for retention and overall morale
- Keeping Students and Staff safe from disease, bridging the learning loss gap, preventing teacher turnover within this county
- Overcrowded schools in older buildings, morale - employees are tired and did not get enough of a break after 20-21, pay is not comparable to surrounding counties
- 1.) As a growing and diverse school division, we struggle to hire and especially retain appropriate staff 2.) Classroom sizes and building capacities need to be addressed, as well as appropriate zoning districts for schools to prevent overcrowding 3.) Mediating ideas and concerns among our community
- Overcrowding. Leftover effects of COVID. Teachers leaving for other districts

- (1) Balance of parental and teacher involvement. (2) Continuing a fundamental educational foundation, and (3) supporting values of stakeholders.
- 1) Continue to adapt to changes in the school environment due to the COVID 19 pandemic.
- 2) Offer more effective incentives to get and retain quality teachers and staff members in the future.
- 3) Push for the transition of the school bus fleet from diesel to more reliable gasoline powered school buses.
- Employee retention, return to school policies, funding for schools
- Get rid of masks and social distancing, go back to the normal school schedule, less testing for students
- Growth in the county and overcrowded schools, adjusting to new learning models and challenges after the pandemic years, teacher retention and supporting teachers
- Keeping pushing for equity
- Understanding of the needs of the community since so diverse
- Being able to adapt since larger county and growing.
- (1) Equity and diversity - our school division data continues to point to an equity gap across all areas (student performance, staff diversity, etc.) This must continue to be the #1 priority of the school division.
- (2) New Superintendent every 4 years - the staff is tired of investing so much in new initiatives only to have them stop with the induction of a new superintendent (i.e. - teaching and learning summit, Antonetti, etc.) The next Superintendent will have the challenge to balance the great work taking place right now while making their mark on the Division.
- (3) Continuing the courageous and bold budgets that honor our staff and provide funding to the initiatives that are necessary to move Stafford forward.
- Funding, Hiring of new staff/teachers, facilities
- Overcoming salary deficit, While Students are #1 Staff also needs to be a priority to keep good people working in our division, and prioritizing spending.
- Employee Pay, New High School, Zoning
- division-wide effort/consistency to meet the needs of students, particularly after the pandemic
- cultural shifts/social pressures that may result in knee-jerk decisions to pacify various factions
- staff fatigue resulting from frequently-changing leadership--superintendents have differing priorities, and it creates professional whiplash as staff must adapt
- equity, covid complications, pay scale/raises
- Lack of respect for teachers, weak administration, pay scale for teachers
- Getting schools fully funded
- Attracting and retaining teachers
- School board and BOS relationships
- Learning Loss due to COVID restrictions, hiring and retaining highly qualified teachers when surrounding counties pay more, ensuring equity for student access to rigorous instruction
- growing diversity and acceptance, competition with local school divisions, differing strong opinions of stakeholders
- Continuing the path of ensuring equity, compensation of all staff, retention of quality teachers

- Drugs in school. Managing those students who are lagging behind due to having less in school opportunities due to Covid. Really dig into those "middle of the road" children that are getting left behind (not the Governor's School, or 504 kids - but everyday just trying to make it kids) . These kids get ZERO attention in school and it is sad.
- Leadership. equality, opportunity to except different ideas
- Employee morale, overcrowded schools, covid in schools.
- Supporting staff with better, competitive pay; showing the not only school board the importance of education, but the county supervisors- unite the two; NEW SCHOOL BUILDINGS- we are overcrowded;
- 1) Navigating challenges of COVID-19
- 2) Managing and serving the varying educational needs of each community within Stafford County
- 3) Attracting and retaining high quality teachers and leaders across all schools in the division
- Covid, teacher turnover/moral/pay, and keeping class sizes reasonable (school expansion)
- The changing dynamics of schools, keeping up with technology and how it is used in the classroom, budget
- Competitive Pay for ALL staff, discipline, dress code
- Equity and Diversity (diverse hiring practices); Misinformed School Board and Board of Supervisors; Continuing to create a "team" culture
- Rebuilding community partnerships, social-emotional stress from the pandemic, and recovering from the learning loss of this past year
- Teacher retention, Increasing population (building new schools, more staff, more resources), continuing communication (with staff, parents, community, BOS)
- Pay scale, staff retention, travel programs
- Central Office Leadership communication to buildings and how Leadership makes uninformed decisions/don't listen to the people on the ground; lack of accountability for students (no retention), staff (evaluation is needed from supervisees), and programs (SEL- No one follows through); staff retention
- Equitable practices in hiring/assigning staff (objective rather than subjective in nature).
- How to equip teachers and school leaders to support students with the trauma they have experienced over the past 1.5 years.
- Realistic expectations for school staff and their duties and responsibilities. This pandemic has exposed some significantly unfair and unacceptable practices, including unrealistic expectations for school staff, especially from parents.
- Teacher pay via COLLECTIVE BATGAINING; technology; bussing
- Discipline of students and not allow CRT to be taught in our schools.
- Hiring Diversity. Consistency amongst schools. Diversity training.
- It will be challenging to say and do what is right, against opposing viewpoints.
- It will be challenging but necessary to prevent the CRT from changing the education within SCPS schools.
- There are not enough SRO to have one at every school.
- 1. I feel that defining "equity and inclusion" needs to be clarified. Most parents do not want critical race theory taught to their children and I as a teacher feel strongly that students should not

be made to think they are oppressors or victims based on history or their skin color. Our next Superintendent needs to be more conservative in his views than Dr. Kisner was. Our county needs to teach history and civics so students respect and love our country not feel ashamed of it especially given that we are serving those who serve our country. There was a speaker from Ithaca N.Y. who out loud said white teachers were a problem when color of skin should not ever be a point of judgment. The new superintendent should focus on academic issues not hot button divisive ones.

- 2. Bathroom issues: If a student feels they want privacy using the bathrooms they should be respected not counseled to feel differently. This is important to avoid sexual abuse and law suits. There was way too much talk and emphasis on the "transgender" issue.
- 2. I was talking to school board members in Spotsylvania and there a big issue is making sure the county lives within their means and more money goes to the students and teacher salaries. More money does not equal better SOL test scores.
- COVID, diversity education, teacher appreciation
- School safety. Keeping good teachers and staffs. Modification of programs to meet our student's needs.
- Learning loss. There were great intervention plans put in place due to covid. I would like to see this implemented all the time.
- Purse strings and relationship with the County Admin, lack of salaries given to staff and teachers (losing teacher/staff to other counties), Teambuilding
- 1. Pay scale. 2. Lack of leadership development 3. Diversity
- getting us a pay raise compared to other County area is, the budget, staff retention
- Teacher recruitment/retention, focus on equity, growth/facilities
- Disseminating evidence based practices used in schools to teach students; increasing teacher pay; retaining employees
- high dropout rates for ESOL learners; navigating extremely polarized community; recovery from 18 months of disrupted learning during the pandemic
- 1. Helping to move the county forward for all families
- 2. Ensuring clear forms of communication are equitable for families and staff members
- 3. Working with all staff members and families to proactively address the learning loss from the last year and a half
- Willingness to fight for fairness for children and staff, ability to keep up moral during rough times, and willingness to respect our ever changing diverse communities of the children and families we serve.
- Staffing/teacher retention, need for new schools, proving our needs to the BOS
- More diversity needs to happen in hiring practices, more innovation needed in teaching practices at the high school level, rebuilding after the pandemic
- Creating a better developed and accepted diverse curriculum that is used district wide along with addressing underlying issues that exist currently, such as not providing translations to schools in multiple languages, and allowing holidays to be celebrated without recognizing the holidays or needs of all religions (other than just Christianity)
- Recognizing the needs of families with households that are not the stereotypical by providing wider internet access and other technology access and training in forms that are accessible to all.

- Providing professional development for staff that goes beyond the surface to have staff recognize biases or choices they may make that are detrimental without them realizing. Providing authentic and deep learning even for those who may be resistant.
- Regaining trust of the teachers, bringing the community together, rebuilding the community of students
- 1- Diversity within the school administrator roles, 2- "snow days" we used to have the day off during inclement weather, now will we have to work virtually? 3- Growing interest of teachers in union representation and how we will address the topic/why do they want or need a union in the first place??
- Bullshit CRT, equity versus equality, and valuing objective academic achievement
- -Continued equity training and moving us forward with the core value that ALL students deserve every opportunity to succeed and be treated with respect.
- -Continued support of teachers and staff.
- Retaining staff, competitive pay for staff students falling behind
- Getting us more equal pay to surrounding counties, getting more schools built soon (we're way over capacity), getting us up to date with the times (ex. We don't need new textbooks that cost millions and sit on shelves, we need resources we'll actually use)
- A lot of school counselor turnover, SEL buy-in from non-mental health qualified staff, and communication within the county as a whole - it's seriously lacking.
- Moral, South Stafford feels forgotten, growth (more schools)
- Supporting how we reach and engage our students during such turbulent times. How we meet the changing needs of our students (increasing special education, 504's, etc). Lastly our ability to work effectively with the school board.
- Pay. Desire to teach. Continuity at the top
- Ineffective Leadership, Engaged/Disengaged Parents and Students, Funding
- Covid-19 public health situation; academic learning losses due to Covid-19 pandemic; licensed employee retention and compensation
- significant decrease in reading, English and math skills over the tenure of the previous superintendent, teachers spreading their political and social agendas in the classrooms, emotional and physical wellbeing of students and teachers due to isolation and masking as a result of covid
- Demanding parents that tend to sway opinions and decisions of school board, an increasingly growing county that isn't keeping up with the growth, losing amazing veteran teachers to counties north of Stafford because the pay is so much higher
- -- Teacher burnout
- -- Navigating COVID
- -- Maintaining strengths county exhibits.
- Competitive wages and benefits to compete with NOVA, returning the system back to pre-pandemic normality, ensuring radical and critical ideologies stay out of our schools.
- 1. Financial needs and requirements 2. Repairing and bridging the pervading public misconception of learning and how educators provide instruction in the public school setting 3. meeting the needs of students and staff as we slowly transition from the alternative instruction during the pandemic into a more normal, yet never the same, mode of learning

- Returning to classroom after pandemic forced virtual/hybrid learning, maintaining/creating a strong emphasis on the support for diversity and inclusion for staff and students, increasing needs of mental health support for students.
- inequalities within the division's schools--SBM doesn't always work and sometimes pits employees against each other; diversity in hiring; standing up for our marginalized student populations

Characteristics and qualities desired:

- Willingness to listen to staff; ability to compromise to achieve goals; standing firm for quality education.
- Passionate about the quality of education being provided to our students, transparency/visibility, strong leadership
- 1) The ability to use discernment when making decisions-- not just listening and acting in the interest of those who are the loudest or complain the most. 2) The division needs STABILITY. This school division goes through superintendents at an unbelievable rate. Think about hiring from within, or at least someone who has been with the division before and understands all parts of this community. Don't think the most important reason to hire someone is because they are not connected here. Plenty of talented and forward thinking people are here already-- or have left for elsewhere. 3) Require that the superintendent establish residency in Stafford County (or already live here) as part of the contract.
- 1. Open mind regarding how support positions provide differing services (and how that may be different from their current or previous district) 2. Dedicated to supporting staff 3. Knowledge of Special Ed, 504, and mental health of youth
- We do not want a Superintendent like Benson who tried his best to destroy our school system.
- We want a Superintendent that has come up as a teacher/principal/ central office pathway who really wants the county to be successful and is willing to fight professionally to get the schools and staff we need like our current Superintendent does.
- Creative communication with parents, Ability to negotiate and problem solve with community leaders, Supportive of innovative learning approaches
- Community involvement and investment, moral character, shared leadership
- Connection and roots in community, great communicator, global view
- Empathy, patience, special education experience
- Knowledge of Stafford county, Well Rounded in all areas, personable
- Trustworthy, supportive, and knowledgeable of educational needs.
- creative, flexible, caring
- Fostering relationships
- 1. Committed to all stakeholders in Stafford
- 2. Communicates truth, even if it is not popular
- 3. Student centered
- Risk taker, transparent, pragmatic
- Risk taker, consistency, positive attitude

- Flexibility; determination; strength to stand up to school board and BOS;
- willingness to actively listen, positivity, someone with a strong vision of where we need to go and the desire to see it through
- Experience in a large and diverse county/city, great communicator, visionary
- child-centered, courageous in following vision, experience with a school system that is large enough to delegate and monitor delegation similar in size to Stafford, track record in successfully leading change that benefits students and staff
- Former educator (preferably a school administrator), knowledge and practices in equity, celebration of diversity in both hiring and school makeup, strong community relationships, and the tenacity competitiveness for our schools to improve on both the state and national level.
- Culturally competent, transformational, and has experience being a teacher, administrator, and other roles that are important to give the Superintendent a wider lens.
- 1) An understanding of the role of the school board and superintendent, being able to have conversations with the board to support the schools and the system of education.
- 2) An understanding of our community and the vast growth and opportunities available, but also the growth challenges we have.
- 3) A continued effort to provide opportunities for all students at all levels. Not only those who are planning to go to college, but also those who are interested in the CTE fields.
- Culturally competent, someone who promotes equity and diversity, visible within the community
- Our Superintendent must have a positive, open personality who can connect to our staff, students and community. This has been a struggle for superintendents prior to Dr. Kizner.
- Be a boots on the ground leader - come to our schools, be a part of our communities, know our names, work with us to move our division forward.
- Continue this strong connection with administrators. Dr. Kizner is the first superintendent in over 10 years to be a partner with us. The ability to be able to be honest with our next leader and have an open dialogue about our needs is a true need.
- A thinker who is willing to speak their mind.
- Someone willing to spend time with the teachers and with the students in the schools.
- A sense of humor.
- We need a supt. that is willing to stand up for what is right for all students, even when it is not the most popular (Dr. Kizner always had a compass that pointed towards to students); We need a supt. that is in the trenches with his people - in classrooms, in buildings, and intimately knows the needs of his or her people, students, and buildings; we need a supt. that is able to really lead the school division and school board effectively. Dr. Kizner did the best job out of any supt. I have worked with in leading our community, our school board, and the relationship with politicians. He never ever sacrificed his convictions and what is best for students or staff.
- Collaborate w/everyone including support staff, Long-term Commitment, Realistic
- Progressive, open-minded, resilient.
- a good listener
- advocate for all students
- 1) An understanding of Stafford County culture and shifting demographics (I purposely mean county as in community, not just the school division) 2) A trust worthy leader with integrity, who is student-centered and possesses a solid track record of success from previous leadership roles

3) a relationship-builder who knows and understands the critical importance of community trust, capacity-building, and respect of staff and at the same time has the courage to make hard decisions (programs, staff, leadership) that are in the best interest of our students' future.

- Previous experience with growing county, personable, no temper
- The new superintendent must be, first and foremost, an EDUCATOR. He or she should be committed to LISTENING to the people in the trenches, and make positive changes to improve staff morale. And of course, this person should be able to work with both boards to secure the funding we need to grow our school system.
- Must be a mediator between parents and teachers, be ACTUALLY from our county that knows the community, have students at ALL levels best interests in mind, transparent, personable, fair
- Someone who will look at research for education that should be attempted to better help the students
- He/She should possess experience, strong knowledge of Virginia history, and American values.
- Listen to not respond but to hear the staff member.
- Be personable and approachable
- Team player
- Family first
- K-12 teacher, mediator, understanding of finance
- Have to have taught in the classroom, listen to teachers and the community, be firm with the school board
- 1.) Acceptance and Understanding
- 2.) Supports Teachers
- 3.) Has worked with students of all learning stages (especially in Special Education)
- *forward thinker
- *previous experience as a public school educator as well as having been a Superintendent or Assistant Superintendent
- *strong communicator
- Superintendent should have an educational background, Care about LGBT + students and teachers, Great communicator
- 1. Make sure that all teachers have a voice and that our opinions/thoughts are given as much weight as any other stakeholder in Stafford County
- 2. I want our next superintendent to have a strong teaching background (meaning years of experience - not counting administration experience)
- 3. Visibility - I want our next superintendent to continue to visit our schools and classrooms
- Teach students history. Reading and Math. English.
- 1) Someone from Stafford who has a vested interest in the success of SCPS. Someone who lives here in Stafford and has the dedication and drive for the success of the district.
- 2) I would focus on internal candidates, we have 2 excellent choices in the district, I would recommend Tom Nichols or Stan Jones as excellent candidates.
- Military service to relate to the large military population in the area; a focus on ensuring kids are first and foremost taught how to read, write and do math so that they are prepared to be successful upon graduation; and providing accelerated learners opportunities to receive advanced placement courses for all who are identified as excelling in a specific subject.

- Integrity, sympathy, and a team building attitude.
- 1. Willingness to listen and respond to ALL stakeholders. 2. Willing to visit classrooms regularly. 3. They must be a people person. 4. Willing to turn away ideas that are fads or just part of a “woke” type culture. But are truly what is best for our students.
- Ability to recognize that staff keep leaving the county, want to understand why, and understand the devastating impact it has/will have on the community
- Teaching background, awareness and acceptance of students and people disabilities, transparency and open communication
- Leadership
- Communication
- Expertise
- Multitasker, Willing to learn and try new things, Understanding of socioeconomic realities of Stafford County
- Similar to Dr. Kizner in his relationships and support of teachers. Experience dealing with diverse population. Able to work with a BOS and School Board who often don't have the same objective in mind.
- Classroom teacher. Virginia experience. Tough negotiator
- 1. Experience and background as an actual teacher/instructional leader
- 2. Willingness to make decisions based on what is best for the school division which may or may not align with preferences of parents and be willing to stand up to parent pressure
- 3. Willingness to stay in Stafford for longer than 2-3 years
- Efficient communication - being present in schools - value self-care for staff
- Respect, progressive mind, personable
- Academic focus, student centered, staff advocate
- Patience, commitment to promises, availability.
- Willingness to fight for what's right even amid pressure, invested in teachers and staff, hands-on
- someone with staying power and a long-term vision, skilled communicator, puts the needs of students first
- young, local (promote from within), progressive
- A listening ear, ability to stand firm in decisions, commitment to equity
- Compassion, commitment and strong vision, to the needs of students and employees of Stafford County Public Schools
- Joins Stafford Community
- Meets with teachers and other employees
- Commits to 3-5 years
- big vision for the future (and ability to share and motivate people with it), ability to bring diverse groups of people together to consensus, strong leadership when addressing school board or BOS
- Presence, professionalism and passion for student achievement
- Willingness to listen to perspectives different from her/his own and honestly consider their merit, spend time in the schools talking to people OTHER THAN principals/assistant principals, a person who is approachable and trustworthy. This person should have experience in finding ways to add space to schools, managing/guiding a budget to make a school system competitive and

retain employees. This person should also have a familiarity with the added challenges SPED teachers face and have ways to help them carry the load.

- 1.) An ability to create compromises between the staff members, the school board and the community 2.) Experience in leading a diverse population, with many different opinions and viewpoints 3.) Experience working in a public school or educational facility to some capacity.
- Previous superintendent experience. Willingness to work with the teachers union. Leadership qualities that allow good communication with various groups including school board teachers students and parents
- Authenticity, Confidence and Equity sensitivity,
- 1) Have the ability to strive for excellence and make success contagious with staff, students, and the community.
- 2) Act with integrity and ensure ALL staff does as well.
- 3) Be open to and encourage a free exchange of thoughts and ideas from staff, students, and parents.
- Ability to listen to staff/community/students; Investment in SCPS future (no plans to leave for at least 5 years), Strong character
- Leader, caring, support, communication
- Flexibility, grit (not afraid to make tough decisions that benefit all but may not be popular), ability to negotiate and collaborate
- The next superintendent needs to have experience in the classroom and as an administrator. This experience base is needed to best understand what goes on at the different levels of education both in the classroom and building.
- (1) Courage to do what is right/make the right decisions for kids (even when opposing voices are loud). Not interested in just saying the right thing, but actually putting action behind those words.
- (2) Presence - visible, accessible and willingness to genuinely be present across the school division each and everyday
- (3) Clear in conviction - From the moment Dr. Kizner assumed leadership of our Division, it was clear what it was that he stood for. His actions matched that vision each and every day. Our next Superintendent should be the same.
- In other words, find someone like Dr. Kizner :)
- Clear vision of the school system's needs. Communication skills, committed to the school division
- Invested in our community, Decisive, Visible, Authentic
- Budget Analyst, Long Term Planner, Impartial
- knowledge of best practices: lifelong learner
- visionary: set realistic goals and create a plan for meeting them
- strong communicator: articulate and open to hearing ideas from others while also staying focused on vision
- self-assured, diplomatic, progressive
- Strength of character, communication skills, being able to bring diverse groups together.
- Vested interest in Stafford County
- Ability to make decisions that may be deemed unpopular
- A willingness to engage and listen to staff

- have a student/family centered approach in all decisions, ability to inspire, motivate, and create a shared vision at all levels: elementary, middle and high schools that includes all students can engage in deeper learning (5CW), and the ability to cultivate school leaders to work horizontally and vertically to inspire school faculty and staff to have the same shared vision of equity in learning for ALL students.
- promoting restorative justice practices, providing REAL training and support to teachers, co-creating and clearly articulating a division-wide vision and making all decisions based on that vision
- Collaboration, a good listener, commitment to SCPS for the long haul
- Kindness, Open-Mindedness, a Willingness to look at other schools and work WITH their schedules and try to keep things uniform. Strength to lead by example and stand up the School Board.
- visionary with practical idealism, listening to the teachers not just by surveys but asking to speak to teachers randomly and at every grade level at take what they say into consideration, leadership skills.
- Open minded, fair, no nonsense
- Advocate for students and staff, passionate about education for all, COMMITTED to our county
- 1) A perspective for school management and change initiatives rooted in theories and practices related to transformational leadership
- 2) A commitment to equity and inclusion for all members of SCPS (particularly for the students)
- 3) A desire to encourage a "whole child" perspective of educating SCPS students with a focus on long term development and success rather than a narrow focus on only academic achievement
- making all different kinds of people happy (diplomatic), good listener, working with assertive parents while keeping teacher morale high
- organizational skills, being able to collaborate with teachers, time in the classroom
- Live in Stafford County, loves students, can make a decision
- Leader not Manager; Available and Visible; Building Principal
- Classroom teacher experience, straightforward approach, and a vision that includes all members of the Stafford learning community
- Student focused, approachable, desire to stay in Stafford County for the long-term
- Familiarity with scps schools and policies, willing to listen to staff, wanting to be involved in the schools
- Experience being employed in a school building within the last 10 years, stubbornness to do what's best for staff and students- not the school board or politics, and be genuine in interactions without toxic positivity
- Experience in the classroom, Focus on social/emotional & equitable learning practices, Spending time in the buildings to get an understanding of what is really going on in schools, solicit anonymous feedback from staff to ensure safe and positive building cultures
- Good communication; approachable & open to new ideas; passionate about the teacher support with Collective Bargaining
- Listen to ALL SIDES of an issue before initiating changes and be fiscally conservative and attempt to save the county tax money.
- Working with a diverse population, approachability,

- We need a superintendent who is not afraid to take risks or make a commitment.
- The next SCPS superintendent should have experience working with students.
- The next SCPS superintendent should have a characteristic of positive affective presence.
- Empathy, A mission view that reflects our constitution, a commitment to academic excellence for all including high performing students.
- Perspective, follow through
- Very Professional. One who possess the ability to listen and act. A problem solver.
- No child left behind mentality for all students.
- Lives and is vested in Stafford County, Looks out for the entire division- not just instruction, Friendly/personable/approachable- looks you in the eye.
- Being willing to challenge the status quo, which includes central office, school administration, community
- been a classroom teacher, knowledge in Special Education, worked their way up the career ladder
- Building level leadership experience, communication/advocacy skills, commitment to diversity and equity
- Conviction in decision making; polished public speaking skills; effective communication when talking “off the cuff”
- great communicator; diplomatic; advocate for the most vulnerable students
- 1. An open mind, clear communicator, and a proactive problem solver/ prioritizing teacher and family input and feedback prior to final decisions made
- 2. Experience in diverse communities and years of classroom experience
- 3. A willingness to try something new and make change happen even with pushback
- Strong but respectful leadership and patience, ability to think outside of the box if/when necessary, and strong critical thinking skills.
- Funding/budget knowledge, supports community and staff, communicates and listens to be aware of and share county needs
- Leadership, empathy, respect
- An understanding of inclusion and what needs to be accomplished to move our society forward. This may include conversations of racial justice, and acceptance of the LGBTQ+ community. This also includes a willingness to discuss those uncomfortable topics and to push others to do the same.
- A willingness to look beyond the needs and wants of the majority or the loud voices to be able to reach the people in our community who may not have the same opportunities for success as others. This requires recognizing the privilege of some groups and that that same privilege does not extend to all members of the Stafford community.
- An accessibility to staff of the district. As a new teacher in the district last year, I often felt my voice went unheard because of my lack of experience and age. I’m looking for a superintendent that will recognize the worth of all staff members rather than just the ones who are the loudest or who have been there the longest. I hope too that they will go beyond recognizing the worth and search for those quieter people so they may too be included in the discussions.
- Listener, leader, strength
- Strong Diversity, Equity and Inclusion lens, a love for students and their achievement, and equal love for all employees and their development/growth/work-life balance.

- Devotion to equality (like MLK Jr.), Focus on achievement, Focus on equal opportunity
- -Ability to seek first to understand and then be understood.
- -Student first approach to decision making.
- -Get into the schools and be REAL. Join us as a team member in all that we do for kids.
- Dedication open communication and fighting for the students and staff
- Not be over 40 years into a career and about ready to retire.
- The next superintendent needs to be open to feedback and input from each rung of staff in the county (listen to the little people that carry out their decisions), create a more effective evaluation process for within school buildings (how are principals evaluated if not by their staff?), and be able to withstand peer pressure (stand up for what's best for the students rather than giving in to whiney adults).
- Leadership, focused on the staff and student, backbone
- Progressive attitude. Willing to take risks. Must have building experience and knows what it means to lead teachers and what Admin are challenged with on a daily basis.
- Younger. Longer tenure than 3 years. Someone local
- Willingness to remain long term in the position, Worked in the district and understands the dynamics of the area, Effective Communication Skills, Student and Teacher Centered Decision Making,
- Compassion; Willingness to listen; Inclusion of all stakeholders in decision-making processes
- ability to lead in prioritizing math and reading skills, ability to make independent decisions based on data provided as opposed to pressure from people around them, ability to place the needs and safety of teachers and students above the push of political agendas
- Needs "recent" classroom experience from an academic class, understanding of the unnecessary demands that are put on teachers, supporting teachers' beliefs and opinions despite what the parents may think.
- --Empathy for teachers.
- -- Maintain clear, timely paths of communication with staff
- -- Classroom experience
- Willing to work with parents, staff, and students; Stand up for what is morally right, even if it's "fashionable"; Stay longer than 1-3 years.
- 1. Dedicated to SCPS 2. Focused on all student learning and success 3. supportive and open to employees of SCPS
- Putting the needs of students first above all else. Supporting our teachers and staff.
- Experience and a desire to create and maintain diversity in staffing our schools and supporting diversity and inclusion for our students.
- Please please please look to hire someone who is not at the end of their career. Look for someone younger, look for people of color, look for someone who will make Stafford their home and be invested in this district like so many of the employees

Students (8)

Strengths:

- Unity; from my experience at Mountain View High School, I felt a shared sense of school pride. Competition, through rivalries with other schools, growth occurs more rapidly. Teachers; I had teachers who cared about our well-being and sought to develop us as people, while teaching is the subject matter.
- Need a better superintendent that does there job.
- Good teachers, good communication, and good principal at MVHS
- Smarts, Teaching, Kindness

Challenges:

- I'm not involved enough in the school system to know.
- Fully reopening Stafford Schools (unmasking), fighting Critical Race Theory and Historical Revisionism, and, conversely, promoting patriotic education!
- The snow days
- Avoiding politics
- Do kids want to go back to school and the buses are out of control do kids listen to their teachers
- There aren't any I can think of.

Characteristics and qualities desired:

- Flexibility; the times are changing, and we need to learn about the values of the next generation so we can develop their strengths. I'm not sure what else is needed.
- 1: Deference to the Board. The Superintendent does not own the School Board, in fact, he works for the School Board. Too many times, the Board is supposed to grovel to the demands of the Superintendent, despite the fact he is supposed to take orders from them. We need a modest Superintendent who enforces the rules set by the School Board, not one who rewrites the rules!
- 2: No Radical Agenda. In a related issue, the Superintendent is not a politician. If the School Board votes to take action on "equity" initiatives, gender policies, or masks, fine. But the Superintendent has no authority to make unilateral rule changes, especially considering he is not elected.
- 3: Respectability. The next Superintendent should be respectful to both the Board and to citizens. He should commit to responding to as many phone calls and emails as he can, and visit schools as much as he can. I have rarely ever seen the sitting Superintendent as a student, and that is something that should change!
- The next superintendent needs to kind gentle lovely and special
- Good morals, not extreme one way or the others, kind heart

- Talking to others and just because some kids will do bad in school doesn't mean there bad at learning and their faith in god is important to me
- Treat all teachers with kindness, give second chances, be understanding