

March, 2025

# SCHOOL DISTRICT OF CAMBRIDGE

## Superintendent Leadership Profile Report



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## **PURPOSE**

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during the month of March 2025 for the new superintendent of the School District of Cambridge (SDC). The data contained herein was obtained from the input the HYA consultant received when she met with Board Members in individual interviews, and from the results of the online survey completed by stakeholders. The survey and interviews were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the Board Member interviews and surveys collected information regarding the strengths of SDC and some of the challenges it will face in the coming years. Characteristics were included in the profile if similar comments were from multiple constituent groups.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the district's needs. The search team will focus its recruitment on candidates who possess leadership qualities congruent with the profile.

The search team would like to thank the participants who attended interviews or completed the online survey, and the Cambridge staff members who assisted with the process..

Respectfully submitted,  
Dr. Pat Neudecker, HYA Consultant

## **EXECUTIVE SUMMARY / ABSTRACT**

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during the month of March, 2025 for the new superintendent of the School District of Cambridge. Seven individual school board member interviews were conducted. Additionally, an online stakeholder survey in two languages was live from March 3 through March 12, 2025. Invitations for participation and information about the survey were coordinated by SDC. 283 participants completed the survey. Data is presented as total responses and also disaggregated by Administrator, Community Member, Parent of Student Attending School, Student, Support or Classified Staff, and Teacher-Certified, Licensed Staff.

Participants were interested in the process, willing to share thoughts and opinions, and were strongly interested in the continued success of SDC through this hire. The data is reported as a summary of participants and is not presented as generalizable across populations.

When the data from interviews and the survey were combined, themes emerged. Themes were determined by the number of times an item or issue was mentioned or discussed across groups in both methods of data collection. It should be noted that there was more similarity across group responses than there were differences. This congruence is viewed as a positive characteristic of this search and will bring clarity and focus for the board and the new superintendent.

### **Positive Themes Include**

- Cambridge is a close knit supportive community with long standing traditions and pride.
- The School District of Cambridge offers a variety of opportunities for students in academics, athletics, and activities.
- The Cambridge staff is described as caring, hard working and always student centered.
- Cambridge schools are safe and facilities are well maintained

### **Challenge Themes Include:**

- Recruiting and retaining high quality staff.
- Attending to aging facilities and planning for improvements.
- State and local school finance in a high property value community.
- A need to focus on continuous improvement in academics.
- Communication and the need to tell the positive Cambridge story.
- Improving the culture for mutual respect of ideas and individuals.

### **Top Characteristics of the Next Superintendent**

- Highly Visible and Engaged
- Student Centered
- Staff Recruiter, Developer and Supporter
- Culture Builder
- Fiscal and Facility Management

## **PROFILE DEVELOPMENT**

HYA Associates collected data from multiple sources to develop the Leadership Profile and arrive at a set of desired characteristics for recruitment and selection of the next Superintendent of the School District of Cambridge.

# QUALITATIVE DATA

## Interview Protocol

Individual interviews were conducted with each Board Member. Individual participants were told that their voice would remain confidential to allow for authentic and honest commentary. Sessions were not recorded and quotes were not attributed to a specific individual.

Stakeholders participated in open ended questions via the online survey. Stakeholder groups include Administrator, Community Member, Parent of Student Attending School, Student, Support of Classified Staff, and Teacher-Certified, Licensed Staff.

All participants were asked to respond to the following questions:

1. What are the strengths and points of pride in the School District of Cambridge?
2. What are the challenges facing SDC that the next superintendent should be aware of, or you would like to see addressed?
3. What characteristics or traits are you looking for in your new superintendent?

The data is reported as a summary of participants and is not presented as generalizable across populations.

## BOARD MEMBERS

Board member responses were more similar than different. All board members cited the strong Cambridge community, great families, and students as great strengths. Community pride is strong as is the history and reputation of Cambridge. Education is valued and supported. Board members also took pride in the ability to offer a variety of programs for students supported by a highly caring dedicated staff. The effective board is respectful of individual opinions but works well together. The impact of the current superintendent and the continuous improvement approach has also strengthened the district and is greatly appreciated.

Maintaining a quality staff was mentioned as a growing challenge. Aging facilities were also mentioned as a growing challenge requiring attention in the near future. Technology needs must also be addressed. School finance continues to be a challenge and the board understands to need to be fiscally responsible and deliver results. It is perceived that the growing national and local politics have fostered undesirable behaviors and conversations from community and even students. A desire to create a more respectful culture was highlighted. Attention must also be given to student success, especially curriculum, instruction and performance indicators. While members work well together, the Cambridge Board is now younger with fewer years of experience, board development is suggested. Some board members also mentioned the upcoming solar project as a continuous challenge in Cambridge.

The board seeks a new superintendent who will be highly visible and engage in genuine ways with school and community. They must demonstrate the leadership traits of good communication, fiscal responsibility, ethical behaviors, confidence, team building and relationship building. They must grow to understand the Cambridge community and culture of a small town but stretch the district toward a future to prepare all students for the world beyond Cambridge. The leader should bring a fresh perspective for the next chapter in Cambridge. Strong financial skills and management are also desired. Additionally, the candidate should have an understanding of charter schools and community activity programs. The board looks forward to partnering with the new leader.

## **PARENTS**

Parents reported general satisfaction and appreciation of SDC. The array of opportunities for students is considered a strength of the district. Overall, parents said that teachers are very caring, hard working and dedicated to their students. The school environment is viewed as safe and positive. Cambridge was described as a small but mighty, progressive community which values and supports education. The tight knit community takes pride in a Cambridge legacy of family, student, and school support. All students are valued and deserving of a high-quality education.

Long term school finance, aging facilities, attracting and retaining quality staff, improving academic outcomes, and lack of diversity were issues described as challenges. Cambridge is not unique when addressing state funding issues and local budget but attention to long range financial planning is suggested. Parents acknowledged that facilities are well maintained but are aging. Improvements and upgrades are needed to remain competitive and serve students for the future. Parents are aware of the increasing challenge in retaining a quality staff and mentioned low pay as compared to nearby districts as a cause of the problem. Cambridge has celebrated high performance and academic success in its history however, parents are concerned that quality may be slipping. They ask for updated curriculum and instructional practices to prepare students for their future beyond Cambridge. Parents mentioned that the less diverse population in Cambridge limits students' understanding and preparation for the world they are entering after Cambridge. Parents are hopeful this can be overcome somehow. Parents are generally respectful of diversity and support high quality education and opportunity for all students. Parents also mentioned concern over a small, but very vocal community sector who oppose the core values of public education and are a distraction. It is noted that a few comments of such opposing values were also received and are included in the survey report.

Parents seek a "students first" superintendent with strong leadership skills and attributes such as integrity, courage, dedication to students, honesty, community mindedness, and being a relationship builder. They strongly expressed the need for the person to be

approachable, highly visible and engaged with schools and community. They seek someone who will understand the culture of Cambridge yet continue to move the schools forward and broaden horizons for students with respect and opportunity for all. Transparency and effective communication are imperative. A team developer preferably with business and finance skills is desired.

## **STUDENTS**

Students mentioned caring teachers and a supportive community as great strengths. Schools are viewed as safe and students really appreciate Cambridge athletics.

Students reported student discipline and bathroom vandalism as concerns. Support for the arts needs to be as strong as athletic support.

Students want a superintendent who likes kids and will seek out and respect their voice. They desire a caring individual who will increase school pride and be visible at school events and in the community. Students said it all... "strong communication skills, flexibility, problem-solving, relationship building, leadership, respectful, team building... kind, happy and smiling"

## **COMMUNITY MEMBERS**

Strong community support, good facilities, and a dedicated staff were noted by community members as strengths. There is pride in the district's history and appreciation for high standards and results. Clubs and after school activities are valued as is the focus on the whole child. Communication, staying within the budget, and a knowledgeable responsive school board were strengths also mentioned.

Hiring and maintaining quality staff was mentioned as a challenge. The reliance on property tax, referendums, and general school funding was also cited as challenging. The community expects a fiscally responsible school board who will continue to work together rather than separate over issues.

A leader who is personable, ethical, reasonable, transparent, calm, steady, resilient, results driven and student focused was highlighted by community responses. The person must be engaged with the community and the district in genuine ways and be an excellent communicator. A person who will build relationships and respect community values and traditions is desirable.

## **CERTIFIED STAFF**

A caring staff working together with delightful students was mentioned as a great strength in Cambridge. School environments are safe and the small town feel allows for long lasting relationships. Unique, educational opportunities are available for all students,

arts and athletics are valued. Staff is proud that “there is a lot going on here in Cambridge”

Maintaining a high quality staff and school finances were mentioned often as top challenges. Facilities, maintenance, and technology will require attention in the near future. A large increase in students with special learning needs was mentioned as an increasing challenge. Threats to public education were also mentioned as a new challenge in Cambridge.

Staff expect a highly visible, engaged leader who will take time to know the community, the staff and the schools in genuine ways. Attributes such as good communication, integrity, fiscal responsibility, vision, and personability. The person must build teams, and be student focused.

## **CLASSIFIED STAFF**

Staff mentioned the strong supportive community, great staff, togetherness and sense of community pride as strengths of the district. Academics and extra activities are valued.

Recruiting highly qualified teachers and maintaining staff is viewed as a growing challenge. Lack of communication within the district and externally is also a problem requiring attention. Finances are an ever present challenge. Concern about political agendas clouding the district’s mission is also a concern.

The group expressed a desire for a strong leader who will be truthful, visible, engaged, open minded, a learner, positive and supportive of students and staff. The person must become part of the community and focus on what is right for the whole district and all kids.

## **ADMINISTRATOR**

Great students with supportive families were mentioned as tremendous strengths. Additionally, the wide variety of opportunities for students, a strong sense of community, a fiscally sound district, and strong faculty and staff collaboration were also mentioned as strengths.

Aging facilities and decreasing academic performance was mentioned as concerns. State funding, school finance and budgeting was also mentioned.

An effective leader who is passionate about their work is requested. The person will need to be visible, engage with the community and staff, and lead but not micro-manage. Trustworthy, transparent, strong communicator, open to change, and understanding of the Cambridge community is also necessary.



## SURVEY DATA

The online stakeholder survey was live from March 3-12, 2025. Invitations for participation and information about the survey were coordinated by SDC, 283 participants completed the survey. Data is presented as total responses and also disaggregated by administrative, certified staff, support staff, community member, student and parent responses. The survey was offered in English and Spanish.

HYA thanks the participants who responded to the survey. Regardless of the response rate, when looking at the disaggregated groups, two conclusions are drawn. First, there is variance in the response about the state of the district by individual groups. Community members recorded the lowest score while administrators scored the state of the district higher. This variance is not unusual but can serve as information for future study by the new superintendent and the board.

Second, and on a positive note, there was very little variance by groups when asked about desired leadership characteristics. The groups aligned more closely indicating a desire for more similar characteristics for the new superintendent. This is helpful as the board considers applicants and as the new superintendent accepts a position.

The following sections are results from the full SCHOOL DISTRICT OF CAMBRIDGE Survey for Superintendent Search, also presented to the School Board in separate copy.

## SURVEY METHODOLOGY

The survey results contained in this document are based on HYA's research related to superintendent leadership standards. The survey addresses both district performance and desired characteristics of the superintendent in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - The leader's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision
- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the district and the desired profile of the next superintendent, this report will help the district prioritize the desired characteristics of the superintendent in a way that will advance the priorities of the community.

## EXECUTIVE SUMMARY

The School District of Cambridge Survey for Superintendent Search was completed by 283 stakeholders. With almost half of all respondents, the largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 48.1 percent of all respondents. Students made up the second most populous stakeholder group at 19.1 percent of all respondents. The third largest participant group were teacher-certified/licensed staff at 18.0 percent of all respondents.

Regarding the State of the District, the following statements were perceived to be district strengths:

- Technology is integrated into the classroom. (TL)
- District schools are safe. (TL)
- Facilities are well maintained. (M)
- The District provides a well-rounded educational experience for all students. (TL)
- District technology infrastructure is sufficient to support use of technology in the classroom. (M)

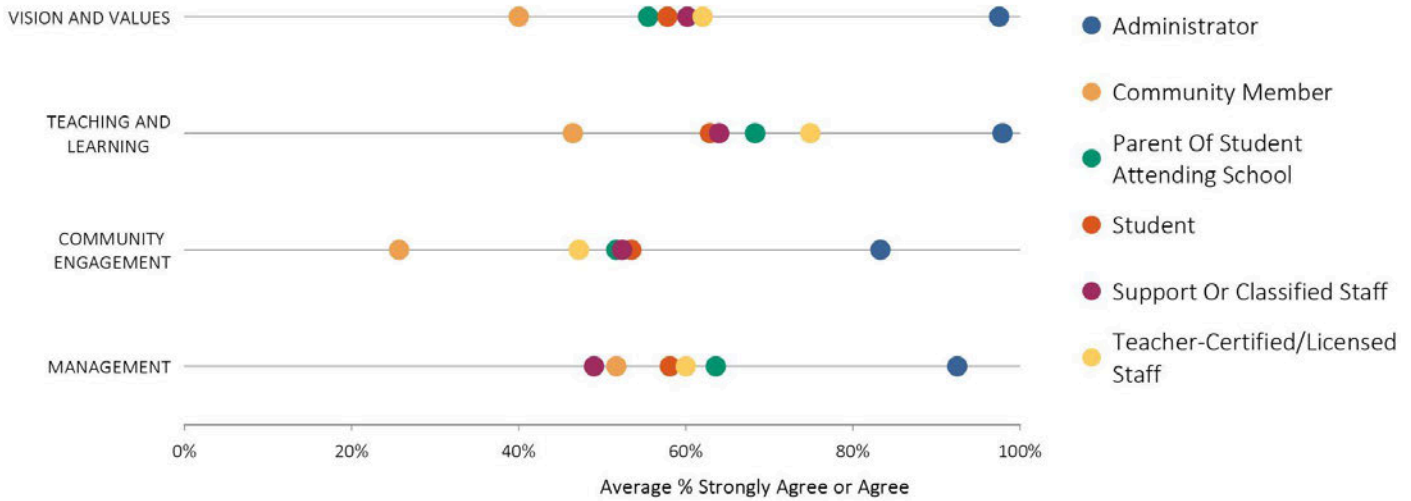
The top-rated leadership profile characteristics constituents desire in a new superintendent are:

- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Be visible throughout the District and actively engaged in community life (CE)
- Effectively plan and manage the long-term financial health of the District (M)
- Establish a culture of high expectations for all students and personnel (VV)

## STATE OF THE DISTRICT SUMMARY

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.

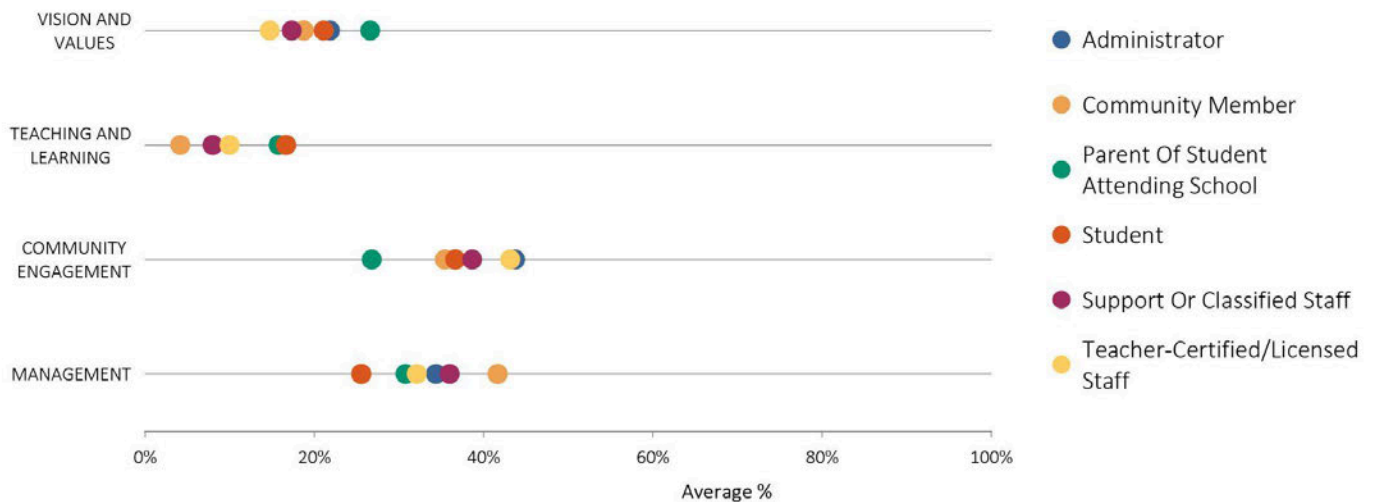
State of the District Results by Constituent Group



## LEADERSHIP PROFILE SUMMARY

Respondents were asked to select leadership statements that are most important in selecting a new superintendent. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.

Leadership Profile Results by Constituent Group



# STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (283)	Administrator (8)	Community Member (12)	Parent Of Student Attending School (136)	Student (54)	Support Or Classified Staff (22)	Teacher-Certified/Licensed Staff (51)
<b>OVERALL</b>							
Please rate the overall quality of education in the District.	65%	100%	50%	63%	63%	64%	71%
<b>VISION AND VALUES</b>							
The District provides a clear, compelling shared vision for the future.	61%	100%	50%	60%	63%	64%	59%
The District is heading in the right direction.	57%	88%	42%	56%	59%	50%	57%
The District has high performance standards for all students.	58%	100%	42%	56%	59%	59%	59%
The District makes decisions based on information from data and research.	51%	100%	42%	50%	37%	59%	59%
The District is working to close achievement and opportunity gaps.	55%	100%	25%	51%	57%	64%	61%
<b>TEACHING AND LEARNING</b>							
The District provides a well-rounded educational experience for all students.	66%	100%	33%	67%	67%	55%	69%
Teachers personalize instructional strategies to address individual learning needs.	56%	100%	33%	54%	44%	55%	73%
District schools are safe.	78%	100%	67%	80%	70%	73%	80%
The social and emotional needs of students are being addressed.	59%	88%	42%	63%	43%	59%	67%
Students are on track to be ready for the next grade and ultimately college and career ready.	59%	100%	50%	60%	59%	50%	53%
Technology is integrated into the classroom.	81%	100%	50%	84%	81%	73%	80%
<b>COMMUNITY ENGAGEMENT</b>							
The District engages the community as a partner to improve the school system.	54%	75%	25%	51%	63%	55%	55%
There is transparent communication from the District.	50%	100%	25%	57%	43%	45%	39%
The District engages with diverse racial, cultural and socio-economic groups.	45%	75%	25%	45%	48%	50%	39%
<b>MANAGEMENT</b>							
Facilities are well maintained.	73%	75%	75%	78%	78%	55%	61%
The District is fiscally responsible.	48%	100%	42%	58%	41%	36%	29%
The District employs effective teachers, administrators and support staff in its schools.	63%	100%	50%	65%	50%	50%	73%
Employees are held accountable to high standards.	49%	100%	42%	46%	50%	32%	61%
District technology infrastructure is sufficient to support use of technology in the classroom.	63%	88%	50%	67%	61%	55%	59%

## LEADERSHIP PROFILE ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	All (283)	Administrator (8)	Community Member (12)	Parent Of Student Attending School (136)	Student (54)	Support Or Classified Staff (22)	Teacher-Certified/ Licensed Staff (51)
Recruit, employ, and retain effective personnel throughout the District and its schools	57%	63%	50%	67%	39%	45%	55%
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	48%	75%	33%	44%	43%	50%	65%
Be visible throughout the District and actively engaged in community life	43%	63%	58%	36%	44%	36%	59%
Effectively plan and manage the long-term financial health of the District	39%	63%	75%	40%	26%	41%	35%
Establish a culture of high expectations for all students and personnel	36%	25%	25%	47%	20%	23%	31%
Provide transparent communication	31%	38%	50%	24%	35%	45%	37%
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	25%	13%	8%	35%	22%	18%	12%
Provide a clear, compelling vision for the future	22%	50%	42%	21%	28%	18%	12%
Understand and be sensitive to the needs of a diverse student population	20%	0%	8%	24%	19%	9%	24%
Be an effective manager of the District's day-to-day operations	20%	13%	42%	13%	20%	36%	29%
Provide guidance for district-wide curriculum and instruction	16%	0%	8%	20%	20%	5%	10%
Integrate personalized educational opportunities into the instructional program	13%	0%	0%	17%	17%	14%	4%

## FINDINGS / THEMES

A summary of interview and open ended question responses is included in this report, and a list of comments from interviews and open ended questions is also provided in the appendix. Survey results are included above.

When the data from interviews, open ended questions and the survey were combined, themes emerged. Themes were determined by the number of times an item or issue was mentioned or discussed across groups in both methods of data collection.

It should be noted that there was more similarity across groups than there were differences. Obviously, nuances exist and may be inferred from the individual narrative

for each group. In general, positive and challenging issues were almost unanimous across groups. Additionally, the characteristics desired in the next superintendent were also closely aligned across groups. This congruence is viewed as a positive characteristic of this search and will bring clarity in focus for the board and the new superintendent.

## **The following themes are supported by the combined data.**

### **POSITIVE**

- Cambridge is a close knit community with long standing traditions and pride. The community is very supportive of schools as evidenced by ongoing financial support, and community presence at events.
- The School District of Cambridge offers a variety of opportunities for students in academics, athletics, and activities.
- The Cambridge staff is described as caring, hard working and always student centered. Staff go above and beyond expectations for their students and their families.
- Cambridge schools are safe and facilities are well maintained.

### **CHALLENGES**

- Recruiting and retaining high quality staff.
- Attending aging facilities and planning for improvements.
- State and local school finance in a high property value community.
- A need to focus on continuous improvement in academics.
- Communication and the need to tell the positive Cambridge story.
- Improving the culture for mutual respect of ideas and individuals.

## **DESIRED CHARACTERISTICS OF THE NEXT SUPERINTENDENT**

### **Highly Visible and Engaged**

A leader who will be a genuine partner with the community, schools and school board. Visibility in schools and in the community is paramount. Becoming an active member of the community is expected.

### **Staff Recruiter, Developer and Supporter**

The superintendent must demonstrate plans for recruiting, developing and retaining staff. Current staff who are loyal to Cambridge are also increasingly aware of competition for staff in neighboring districts. Compensation is a challenging issue.

### **Student Focused**

The superintendent must be student centered and have an understanding of the conditions necessary for success for all students. The ability to move a successful school district to the next level is desired. Constituents want students to experience the support of a small close knit community while also being prepared and challenged for the complex world they will live and work in.

### **Culture Builder**

The leader must invest in understanding the unique culture of a small town while exploring new ideas, possibilities and voices. Student success must be the goal to be accomplished by building a culture of trust and respect, and bringing people together to strengthen, not divide Cambridge Schools. Effective communication and transparency in decision making is necessary.

### **Fiscal and Facility Management**

The leader must have a working knowledge of school finance and budgeting. An understanding of charter school operations is also desired. Facility maintenance and long range planning will be required in the near future. Technology infrastructure will also require study and incorporation into long term planning.

# APPENDIX

## INTERVIEW PROTOCOL

Cambridge school board members participated in individual interviews conducted by the HYA consultant. Stakeholders participated in open ended questions as part of the online survey. All participants were asked:

- **What are the strengths and points of pride for Cambridge?**
- **What are the challenges facing Cambridge?**
- **What characteristics are you looking for in your next superintendent?**

## BULLETED NOTES FROM INTERVIEWS AND OPEN QUESTIONS

The interviews of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding Cambridge.

## BOARD MEMBER INTERVIEWS

### STRENGTHS

- Community pride
- Connected staff
- New hires have brought fresh perspectives
- Renewed downtown
- Arts are valued
- Community activity program is a unique plus
- Charter school attracts students from outside district
- Advanced credit options
- Small town feel but close to metro Madison
- Strong community values
- Proud but not boastful
- Always considering student first
- Great teachers
- Good working relations with union
- Small enough where everyone know each other
- Community minded
- Investment in a future-focus on thriving



- Positive student experiences, especially in early grades
- Strong support for kids and families
- Good use of Fund 80
- Supportive community, two revenue cap referendums passed
- School farm property a plus for all students in addition to charter school
- Staff with heart always go above and beyond for kids
- Strong continuous improvement plan with metrics
- Strong athletics and new director
- Strong community - Cambridge is the definition of community!
- Pro-education
- Connectedness
- Strong activity and athletic program
- Amazing staff, little turn over
- Fiscally sound
- High performance
- Supportive community
- Great staff and retention
- Good school board, works well together
- Strong sense of community
- Great staff
- Athletic and activity leadership is improving
- Great place to land as new superintendent
- Cohesive board

## CHALLENGES

- Budget is stable but will need long range planning
- Staffing
- Facilities are older and will need a future plan
- Academic and career counseling needs to be refreshed
- Communication and advocacy, get Cambridge information out
- Additional staff training in new literacy program still needed
- National politics can filter down to Cambridge - should be Cambridge first
- Tight financial climate and state financing
- New solar facility brings uncertainty
- Need to evaluate facilities - maintenance and use
- Stable but challenging finances
- Political climate has impacted adult and student voice and conversation, not always respectful
- Small town "in" group and "out" group

- Administration is very Cambridge oriented - need help in expanding view and lens
- Middle school and high school academics need improvement and expanded opportunities
- Facility issues coming
- New but inexperienced board
- Communication plan needed - increase culture of better communicators
- Parent and community behaviors have become openly rude
- Federal and state funding
- Facilities need upgrading
- New solar facility brings challenges
- Better marketing needed to tell our story
- Keep attracting students from outside Cambridge
- Political strife has changed behaviors, especially to each other
- Very little available housing, land locked
- Aging infrastructure
- State funding
- Accelerating technology demands, needs focus on keeping current
- School funding, challenges of property rich district
- Need to keep pace with other areas for teacher pay
- New loud but small "voices" in Cambridge can be hurtful to district

## **CHARACTERISTICS OF YOUR NEXT SUPERINTENDENT**

- Knowledge of charter school operations
- Creative
- Pluralistic world view
- Valuing multiple perspectives
- Inclusive
- Respectful of small town people but able to welcome newcomers
- Be the face of the district - very visible
- A genuine partner
- Open minded but grounded
- Steady leadership and understanding of what is best for Cambridge
- Develop and supervise administrative staff
- Confident
- Collaborative
- Strong communication skills
- Foster open dialog
- Pro active communication - needs improvement, plan for consistency
- Continuous strong strategic approach

- Be a personnel coach for better staff performance
- Relationship builder
- Day to day engagement, be more visible
- Experience and strength in leading small close knot environments
- Able to bring "in" group and "new" group together
- Carry forward from our current superintendent work
- Utilize continuous improvement mindset and operations
- Expand district momentum, don't slide backwards
- Pro student
- Aware of small town lifestyle and able to navigate across all groups
- Don't mess with the mascot!
- Fresh outlook, not good old ways
- Flexibility and grit
- Resilience and tenacity
- Strong communicator
- Willing to invest in community
- Knows school finance
- Be ever present in schools and community
- A best practice instructional leader
- Visible in the community
- Develop a long range plan for curriculum and instruction
- Innovative approach to expanding career and tech education
- Enhance activity and athletic program to include over-all wellness

## OPEN ENDED RESPONSES

### **CERTIFIED STAFF, CLASSIFIED STAFF, STUDENTS, PARENTS, COMMUNITY, ADMINISTRATION**

*The intention of our survey was to inform our leadership profile report to provide information to superintendent candidates about our learning community, and to inform the board and HYA as we engage in interviews with potential candidates. As it was not disclosed in our survey that any responses would be posted publicly, and our district desires to uphold the integrity and reputation of our learning community and all its members, the board unanimously voted to redact any personal identifying information that was submitted as a part of the survey responses. HYA has therefore made the redactions as requested.*

What are the strengths and/or points of pride of the School District of Cambridge?

Administrator

- Faculty and staff collaborate and combine efforts  
Well-rounded curriculum  
Abundant of offerings for activities and athletics
- Fiscally sound, high academic performance, generous and supportive community, unique project-based 7-12 charter school, environmental- agriculture learning center, high retention of high quality staff, highly engaged BoE, and lots more!
- Strong sense of Community. People are willing to help out when and if they are made aware of the help.
- The wide variety of opportunities offered to our students, both athletic and non-athletic and the amazing support CSD receives from its community members to name a few.
- We have amazing students and families who are incredibly supportive of the district. This community is filled with generous, charitable individuals who are always willing to help out.

What are the strengths and/or points of pride of the School District of Cambridge?

Community Member

- Communication and staying within budget
- History of our District. High standards with exceptional results.
- Inclusivity - it's pretty easy to try a bunch of different clubs and after school activities.
- Positive culture/climate, focus on "whole child" and student success, high quality teachers, staff and administration, knowledgeable and responsive Board of Ed, unique programming via Severson Learning Center, Koshkonong Trails School, and CAP, successful co-curricular opportunities.
- Strong community support, great facilities, and dedicated staff.
- Students and school pride from the music program, student activities (DECA, FFA etc) to athletics.

What are the strengths and/or points of pride of the School District of Cambridge?

Parent Of Student Attending School

- A lot of the teachers that are hired are great. Both for myself and my kids.
- A wide variety of activities for students (school and CAP)  
Great teachers who communicate very well with parents.
- Academic
- Appreciate their openness to alternative learning options.
- Cambridge has a history of high academic achievement. We have seen that significantly decline in in past 5 years. Especially in the elementary and middle schools.
- Cambridge is a tight knit community. It is nice watching the kids grow up together.
- Cap  
Teachers
- Class offerings (when appropriately staffed) and extracurricular activities.
- Community
- Community
- Community centric. Open and transparent.
- Community support is strong.
- Culture safety for the kids is good.
- Diverse course offerings and a wide array of activities available to students. High achieving athletics programs at the HS and excellent coaches. Very talented and reputable teaching staff in all buildings that we should be doing everything we can to keep on staff.
- Elementary school
- Excellent staff and facilities. Good community engagement via CAP.
- Excellent teachers and staff

- Generally a positive, safe, stable school environment. The District provides a wide variety of events and activities in which students have the opportunity to participate. Teachers and education support staff are deeply committed to the schools and the students they engage with every day and make the most of the available resources.
- Generations of families
- Good school in a nice community. Many great teachers!
- Great community
- Great music department, great administrators, a great athletic department, and the ability to be in a variety of extracurricular classes.
- Great sports programs.
- Great teachers and principals
- Great teachers/staff  
Teachers/staff invested in the community
- I open enroll my children because [REDACTED] had heard very positive things about Cambridge School District and feel like they provide a safer environment for my children to learn.
- I really don't know what to say here...
- In Cambridge, we have enjoyed a district that has the feel of a "small town," because well, it is! We enjoy being a distance from larger cities and their polarizing problems, such as boisterous political agendas, which always seem to seep into education. Also, we love the teachers and staff in our district.
- Increasing variety of AP courses and increasing levels of standardized test results
- Integrating current educational practices and sharing that knowledge with staff
- Kind and caring teachers that give each student the personalized attention and support that they need. Teachers that advocate for their students and do much with little.
- Many excellent educators with much experience to share.
- Opportunities to students from recreation programs to science olympiad - many choices for a small district. Giving students a safe place before and after school.
- Our community cares about the school district, great communication and a great school board
- Our teachers are invested in the community and the students.
- Parents generally support the school system and the faculty.
- Rural community
- Small but mighty team. Staff and most community that supports LGBTQIA students
- Small class size; staff support of students; Severson Learning Center; Elementary school woods and prairie; excellent music program
- Small school district with potential
- Small school, lots of opportunities to try multiple activities, CAP is a great partner
- So far great teachers in elementary school.
- Sound education with many students going on to additional schooling.  
I believe the students in the district feel safe. I do know that the students I have gotten to know feels safe. As a parent, that is a blessing.
- Staff knowing students and their families, being engaged in the community. [REDACTED]
- Students are ready for education and vocation after high school. High achievement of students. District offers learning opportunities outside school.
- Teachers and staff know and deeply care for their students. The passion they bring to their jobs and support they give to their students is amazing.
- Teachers know the students. Small classes. Good options for electives. A strong sense of community.

What are the strengths and/or points of pride of the School District of Cambridge?

Parent Of Student Attending School

- The principals and administration are very personable.
- The school has the potential to relocate outside of socialist Dane county and still remain in the city of Cambridge. The teachers are overqualified. Multiple sports/education programs.
- The teachers and administrative staff are great.
- The tight-knit community and the legacy of families who have sent generations through the district and continue to do so.
- There are offerings for all students, as much as a district our size can accomplish, both academically and in terms of sports and other activities.

Some teachers are truly amazing, meaning they put a great deal of effort and skill into their teaching, inspire the kids, and prepare them for more school and for life.

- We are a small community with a lot of options for our students academically and athletically.
- We had a tradition of excellence, look at the test scores at the MS and Elementary, that is not the case anymore.
- We have an incredible community, and a great music program. We have a strong community program (CAP) that provides enrichment opportunities for students until they "graduate" to the ones provided directly in the schools.

CAP should be celebrated as a national model.

- While the village is small, there is a surprisingly large portion that is pro education and very progressive. Don't let some loud voices deter you! We've been here for three years and can't imagine what our lives would be like not in Cambridge.
- Wonderful community of families. Excellent educators and administrators. Excellent music program.
- Wonderful teachers, nice facilities, strong community support.

What are the strengths and/or points of pride of the School District of Cambridge?

Student

- CHS teachers provide personal education and support and focus on each individual student.
- community attendance to sporting events
- Community involvement, social strength and growth is prioritized over educational growth and strenght
- I think we have amazing, long-tenured staff members. I'm excited to send my kids to school to learn from some of these teachers, and the majority of them have been absolutely excellent.
- ldk
- our sports teams
- Sports
- Strong athletics program.
- Teachers are respectful and care about their subjects.
- The expectation and safety of the schools.

What are the strengths and/or points of pride of the School District of Cambridge?

Support Or Classified Staff

- A 20 year old "best school award"
- A strong support from the community.
- CSD goes above and beyond to take care of our families in need. The teaching staff and aides work hard and are very invested in the building a strong future for the students.
- The Cambridge community has always supported the school district and
- There are some staff that take pride in helping students grow as good humans and future adults, making sure to prepare them for the future.
- Togetherness / sense of community, athletics, academics, etc.

- Being a small school district provides the opportunity to meet students where they are, less likely for students to 'fall through the cracks'. There is more opportunity to know students on a deeper, more personal level.
- Community support!
- Considering our size, Cambridge provides a safe environment for learning and has many activities outside of school to enrich our students.
- Good teachers  
Good students
- I love the Elementary School. We support all learners and SEL is extremely important.
- I think staff cares about our students and puts their needs first. We have a strong community that can pull together when necessary.
- Our schools offer a lot of opportunities (curricular, co-curricular, extra-curricular)  
Overall support of teachers/staff from community members is strong  
Most students/families care about their students education.
- Our teachers personally know and care about their students.
- Outstanding test scores, many clubs and activities for students to belong to, great building administration
- small community where teachers know students and with small class sizes can meet their needs
- Small town, knowing all of the families and students
- Staff are skilled, dedicated, professional, caring. Board is supportive of public school, staff and progress. Facilities are quite adequate.
- Staff want to do what is best for their students.
- Staff work together well and all care deeply about their students and the district. Many long time staff that know all students in the district. People care about each other.
- Surrounding school districts are looking to us to find out what we are doing to garner student success and close gaps. That is a huge compliment. We have seen significant increases in student proficiency from 8th grade to throughout high school. We have a staff that works well together and leadership with a vision and investment in our schools. We support students socio-emotionally. We staff our libraries. Cambridge has a high quality of education coupled with strong, successful extra curricular opportunities for students. There is a LOT of good going on here.
- Teachers who really care!
- The CSD strives to meet the needs, encourage personal growth and overcome challenges with the students/learners. We strive to establish a confidence in learning for every student in the district.
- The music department is amazing! The art department is amazing! The Special Ed department is amazing! The phy ed department is amazing! All of these departments could use more recognition!
- The opportunities that are presented to each student in our district are a strength in my opinion. The size of our district does not limit the student's ability to be involved. I think that as a small district our standards are high and students excel.
- The students are excellent and there is a history of effective teachers.
- There is good change starting to take place.
- We care about students as people. The community overall supports the schools.
- We have unique educational opportunities for our students here with the Severson Learning Center and Koshkonong Trails School, as well as excellent staff in every building.
- We know our students and pride ourselves on trying to make connections with them. We are a small community but try to offer students what we can to help them be successful after graduation.

**What are the challenges facing the School District of Cambridge now or in the near future?**

Administrator

- Facilities improvements  
Onboarding process for employees: Effective training for Skyward and Rschool programs
- Keeping up with the cost of inflation to continue forward with a balanced budget for the School District and the aging buildings and their continued needs for maintenance and repairs/replacements for items reaching their end of life.
- Outdated facilities that needs to get some improvements/updates.
- Same as most Districts; slowly declining enrollments, poor state funding particularly in special ed, growing political strife resulting in more poor behavior from students and family members, aging facilities, accelerating technical demands from students, teachers, and curriculum planning and execution.
- The elementary school report card has been very low recently. This needs to be addressed.

**What are the challenges facing the School District of Cambridge now or in the near future?**

Community Member

- Being fiscally responsible. Separation on the school board. We need to meet in the middle and be willing to have good discussions.
- Hiring quality staff and retaining them.
- Loss of property taxes due to Solar being installed on so many acres.
- Over spending beyond our needs.
- Prioritizing student focus/needs during current political and financial challenging times at federal, state and local levels.
- Staffing. Recruitment and retention. Funding.
- Stop depending on referendums as a means of support. Look at a study on consolidation with near district.
- The reliance on property tax payers
- You need money from the community to run this place - I need someone with a compelling vision that will convince the community to vote for money for the school so we can improve the school facilities and student opportunities.

**What are the challenges facing the School District of Cambridge now or in the near future?**

Parent Of Student Attending School

- Always money especially as it relates to attracting and keeping the best teachers
- As mentioned in my previous response, high school staffing is a major issue.
- As our education system is always under attack, please stay strong in keeping quality education and high expectations for all students at the forefront.
- Basics are lacking - like providing a quality education and appropriately compensating effective teachers. New hires have been VERY hit/miss with a lot of misses.
- Budget  
A group of teachers nearing retirement and how will they be replaced.  
Facility maintenance and improvements  
Enrollment numbers dropping?
- Budgets and a rapidly changing world. Students are going to be less reliant on rote memorization for the important jobs of tomorrow.
- Bullying, safety.
- Bullying. Saying girls can be boys or boys can be girls.
- Can't keep quality teachers due to low salaries
- Challenges would include keeping up with changes in technology and maintaining the buildings including Koshkonong Trails.
- Competition with other school districts for teachers and education support staff. Cambridge needs to be competitive and successful in its hiring of teachers for the school district to survive and thrive.
- Dealing appropriately with different socio-economic backgrounds and becoming more trauma-informed for disciplinary actions
- DEI agenda, critical race theory, homosexual grooming, allowing inappropriate literature, communist leftist propaganda, incorrect theory of world origin, timeline, and world events.



- Finances are always a concern to recruit and retain the best staff and maintain program offerings.
  - Financial and keeping parents to teach things at home. School is not the place to teach things parents should be doing.
  - Financial challenges, hiring and maintaining quality staff while maintaining the budget
  - Financial issues due to enrollment growth challenges.
  - Fiscal irresponsibility. Even after a referendum, there still isn't enough money. Families have to budget every single day, and can't simply ask for more when they're running low. CSD shouldn't be any different. Learn to budget. Additionally, educational standards are too low.
  - Focusing on math, English, and science to send students into the real world with a leg up instead of behind.
  - Funding and hopefully our lack of diversity does not create closed mindedness. [REDACTED]
  - Funding, funding, funding esp with solar taking away land from the tax rolls and future development.
  - Gossip due to a lack of transparency. School nurse funding and retention. Respect for teachers.
  - Hiring qualified staff and paying equitable wages.
  - I imagine financial issues continue to be a concern, but you must continue to bolster teachers and their support staff whenever you can (including and maybe especially at the cost of a not-so-plushy salary for "management ")
  - I would like to see less virtual instruction. Especially in speech and foreign language. Hiring teachers with the specific background and knowledge at the high school level in the subject they are teaching. Too much double duty.
  - Individualized and culturally compassionate education methods are required for an increasingly diversified world.
  - Keeping up with all the changes and keeping the best staff here in the district.
  - Lack of diversity
  - Lack of qualified teachers
  - Leadership is missing.
  - Loud voices from small minority of bigoted voices
  - Maintaining high quality facilities and technology resources. Retaining high quality staff and administrators at all levels in a competitive market where bigger districts poach qualified and capable staff.
  - Minority opinions being placed above Majority beliefs and attitudes.
  - Money! Keeping the building in good shape. Keeping and paying teachers and staff a competitive wage.
  - Money, politics and uneducated/closed minded individuals (most don't even have kids in school)
  - Need to find a way to acquire and retain teachers. No spanish offered at the middle school and sub standard opportunities for science at the high school. Lack of funding from the community causes missed opportunities, such as no performing arts center.
  - New highschool and middle school. In a perfect world, our community could benefit from updated facilities and put Cambridge on the map.
  - [REDACTED]
  - political climate, decreased funding, retaining quality staff, recruiting teachers, increasing test scores/report cards, increasing physical activity among students to increase academic performance and decrease mental health issues, safety
  - Poor academic outcomes-our school has ranked low in testing compared to other schools. I do not feel my middle schooler is prepared for high school per curriculum
  - Poor leadership
- Low pay for teachers  
Not doing what they can to retain good teachers  
turning our school board into a three ring circus  
[REDACTED]

- Poor middle school and high school teachers

[REDACTED]

Fundraisers and booster clubs are out of control

Coaches of girls sports are terribly influenced by parents and ruining girls athletics

- Retaining good teachers and attracting new teachers
- School board elections are too political, with candidates bashing each other all over the community Facebook pages.
- Seems to be a curriculum in elementary school that isn't favored by many staff and wasn't when chosen. Give the teachers the basic tools they need and they'll teach successfully. Keep it simple.
- Staff turnover has been significantly high in the last 4 years. The culture and moral has gone down hill and the ability to retain great staff has been a recent problem as well.

This district has a hard time celebrating for each other. I too often see the mindset of, "if it doesn't benefit me, then I'm not interested". CAP is a challenge. Is it sustainable? It has to change with the times. A new positive leader in that role with a 2025 and beyond vision will be helpful.

That is a piece in the job description of the Superintendent posting that I didn't see in detail. Is the new superintendent going to still remain as a part of CAP? If they are not going to be involved in the community, [REDACTED] it is hard for the two (CSD and CAP) to co-exist.

- Staffing at the high school for the sciences and Spanish.
  - Staffing shortages or under education/experience staff
- Funding technology to serve the classroom and students

- Talent retention
- School safety

- Teacher retention. In one case, my kid has a THIRD teacher in the same position this year.

[REDACTED] We have a small but incredibly vocal faction of parents who claim to want what is best for the kids, but launch assaults on library books, SEL practices, and anything they think of as progressive (even if they aren't opposed to the idea).

- Teacher/support staff pay and retention.
- The cultural divide, the destruction & dismantling of the education system the loss of protections for students & families who need it most. A removal & demonizing of diversity, equity, inclusion & accessibility .

- The district struggles to keep "good teachers" on staff as they pay horribly!

I know of several friends/teachers that have left for other districts as the pay is much better.

I mean, the school district can't even get a spanish teacher to come on-board due to this. So students are needing to take spanish on-line!?!

- The encroachment of ever-growing cities and transplants to our community from them who will try to change the culture of the town and the district in order to make it resemble that of the places they came from.

Priorities shifting from solid education and instruction to advancing social agendas that do nothing to prepare our children for the real world.

- The federal government and the unknown of those policies. Losing the value of the individual by focusing only on the overall success of the whole. Standardized testing. Finances.
- The need for more money which will increase the property taxes of the district. Keeping high standards in education. A decrease in how much reading is happening
- The pool and maintenance costs.

Recruiting good teachers.

- The school facilities are starting to need updates. Recruiting and retaining younger, talented teaching staff is critical to the continued success of our District.
- There are classes with no local instructor. The continued elimination of ap courses. The current national political adversity projected at education.

- This district has had a long history of allowing teachers to stay on staff after abusive or offensive behavior. This dates back to the 90s

There was a [redacted] that would ridicule students in front of the entire class that didn't want to stand or recite the pledge of allegiance. Another current NMS that screams at students all day.

Also, inappropriate comments from high school teachers that has been going on for decades.

These types of behaviors

- This survey already erased my lengthy response re a lack of diversity
- We don't pay enough to attract top quality teachers.
- We have a major issue with industrial scale solar plants preventing our district from growing. This will have massive effects on the tax base for the district. Growth will be stifled. The land going into solar will not be taxed which will affect the revenue to support the district. This is a serious issue that the administrator needs to be able to address.
- Where is funding going to come from to keep this public school and others going.
- Woke Culture
- Writing curriculum/instruction needs to be taught.

- bathroom vandaisation
- Subs that pay 0 attention to the class  
kids are on their phones constantly  
lack of proper disciplinary actions

- Clique-y.
- Financial
- Holding teachers at the schools which is causing short staffing.
- I only have kids in the elementary school, and I want to make sure those excellent teachers are properly supported, and I have heard that may not be the case at CES. [redacted] That to me is ineffective and should not stand. I'd want a superintendent to come in with a solid leadership background in performance management and servant leadership. I have also heard there are bullying issues at the middle school, which makes me concerned for the coming years for my kids.

Most concerning to me is the vocal minority in the community who wants parents "in the driver's seat" in regards to curriculum. They have a lack of trust in teachers/administrators, and want control over all the things their kids are taught or not taught. Under no circumstances do I want these people or their ideals to influence our public schools. [redacted]

[redacted] I'd love to see a superintendent who can take a solid "separation of church and state" stance. Until our schools are overthrown and privatized, they are PUBLIC and ALL are still welcome.

- Lack of fair treatment across sports
- Lack of large support for the arts
- lacking proper and efficient support for the students
- Putting the homework that you have and to turn in when it is actually due
- [redacted]
- using budgets correctly and understanding students view

**What are the challenges facing the School District of Cambridge now or in the near future?**

**Support Or Classified Staff**

- Getting the finances straightened out between the school district, CAP, and the SLC. These hobby/social clubs are draining our education dollars. We have no business manager and no idea where the money goes because costs are not tracked properly.
- I fear political agendas will cloud the school district/board's mission. The positive culture within the schools is declining. This seems to be due to the lack of accountability and follow through of the high standards and expectations that CSD is known for.
- Lack of communication in the workplace, not effectively handling behaviors, no positive feedback given to employees, employees leaving the district, no leadership at the elementary level.
- Lack of support staff, lack of communication between staff creating discontinuity, staff are not held accountable for their professional hours or for their teaching quality, and we are paying staff in administrative positions that do not even help the growth of the district or our kids. I seriously think the district is in trouble and going down the wrong path!
- Recruiting qualified teachers and support staff.
- Short staffing: teachers, support staff, special education.

**What are the challenges facing the School District of Cambridge now or in the near future?**

**Teacher-Certified/Licensed Staff**

- As outlined in the most recent report card, there will be challenges in academics that have to be faced head on in the coming years to get those students who are behind caught up prior to graduation. The rising numbers in our students who are identified with and IEP or a 504 plan and the necessary supports and personnel to support this growing need in our schools at all levels. We have to be able to attract qualified teachers, specialist, and paraprofessionals to support those needs. We are not going to see growth without putting that support in the right places if people are just treading water.
- Communication with all employees, asking for opinions and then listening to that
- Covid has left our students unable to sit in class and learn. We should address this.
- Financial....figuring out what is most important when cuts need to be made. Also having the trust of the community to be able to pass a referendum in the future.
- Fixing things that are broken in classrooms
- I am always concerned about funding and staffing. In light of the new political atmosphere, I feel uncertain of the future of public schools and how they are going to sustain themselves while providing positive and safe learning environments for ALL students.
- Ineffective staff [REDACTED]
- Keeping up with maintenance of buildings and spaces  
Keeping/retaining quality teachers/staff financially  
Supporting Equity Initiatives (academic, social emotional, diversity, equity and inclusion efforts), particularly in our current social/political climate.
- large increase in 504 plans. IEP and 504 requirements are difficult to meet.
- [REDACTED] and a pervasive anti-public education faction is trying to take hold of the district. We must eliminate this threat.
- One challenge facing the School District of Cambridge are teachers and staff feeling unsupported and undervalued, specifically at the hands of the administration in certain buildings.
- People who do not support values of public schools. Retaining quality staff (underpaid). Conservative political changes/orders at state and national levels
- Retaining quality staff will always be a challenge, but so is maintaining our technology and facilities infrastructure while remaining fiscally responsible.
- Retaining quality teachers and treating them with respect. Paying classroom teachers and not just those who don't directly teach,
- Right now the school district is not doing well on the state report card. We need someone who can come in and facilitate changes that need to be made to make our district stronger.
- Some maintenance issues - HVAC and leaks
- Staff who are are resistant to change and VERY vocal about it.
- Teachers are not being heard. We need to be given time to learn new initiatives. New curriculum and testing initiatives are being handed over with no professional development. It is expected to be done in addition to the other things that teachers are responsible for. Because of the frustrations, teachers are feeling like they want to find other jobs.

- Technologically, the past year has been bumpy. There is more turnover with teachers than is ideal in the past 5 years. Teacher retention should be a priority.
- The biggest challenge for Cambridge SD is financial. The costs of most everything is rising so it limits educational opportunities that we can offer. Retaining and hiring quality teachers is a problem because our pay scale really is on the low side, so we have quality people leave for that reason.
- The new curriculum is challenging. Teachers are not being properly trained. We are drowning and don't feel supported.
- The use of personal technology and devices that take away from the focus of active learning in the classroom.
- There is a large achievement gap between students with disabilities and students without disabilities. For many years, there has been a misunderstanding of what it takes to retain quality educators. If this is not addressed, along with retirements, it will lead to large turnover. The high school needs a new roof (I would assume a referendum will be needed).
- There is currently a vocal group in Cambridge that espouses ideas that go against ideas of inclusivity and understanding for all participants in the district that is and will continue to take our district backwards.
- There needs to be some systems put into place to help students. We need an RTI program and it needs to start in the early years. The district needs to provide clear expectations for all staff working in special education from elementary to high school. Clear interventions are provided to students with consistency and fidelity.
- We are very reactive, especially to outside changes. We are often slow to adjust to changing times.
- Within a small district that shares staff between buildings, it feels like there are less resources available to go around. There are more limitations when sharing staff.

What skills, attributes or characteristics are essential for your next superintendent?

Administrator

- Engage with students, staff and community
- Finding a Superintendent who does not micro-manage, who is there for reference and advice/guidance, while still allowing employees to excel in their roles is important. It would be ideal if they are able to understand the needs of the school district as a whole, while also understanding the District's budget, and should also be able to understand the future needs of the district to be able to implement strategies to set the District up for success.
- I answered this already.
- Somebody who can relate to a wide range of people and can form meaningful relationships. Somebody who is trustworthy, transparent and communicates well. Somebody who is balanced and has a wide range of skills, not a one track mind.
- Strong mindedness, open to change, passionate for what they do, passion for the community, overall effective as a leader of the district

What skills, attributes or characteristics are essential for your next superintendent?

Community Member

- A leader, not just a people pleaser. Someone who supports the community values and traditions, and not someone who feels the need to be like Madison. Fiscally responsible.
- Become engaged in the community, classrooms, and get to know staff and students.
- Being real with the community and communication instead of text book readings or cut and pasting everything to make everything glorified and look good.
- Builder of relationships, focus on student success, collaborator, effective communicator, focus on continuous improvement, life long learner, up to date on research and best practices, data driven decision maker, knowledgeable of federal, state and local requirements.
- Calm, steady, engaged, communicative, driven, resilient . . . did I miss anything?

This job is hard - somebody who does hard things well and with grace.

- Personable. Reasonable. Ethical. Knowledgeable.
- Transparency. Ability to relate and interact with people well.
- Vested in the district in all ways. Making themselves visible and supportive in all the school buildings on a regular basis. Being in their office and available to staff, parents, students.

What skills, attributes or characteristics are essential for your next superintendent?

Parent Of Student Attending School

- - transparent with the community
- rallies the community around needs of the district
- brings in a diverse perspective
- .
- A backbone in supporting diverse students
- A competitive instinct in terms of securing the next generation of teachers to propel our district forward.
- Ability to understand the rural community.....agriculture along with other special skill sets should be a focus for this school. Someone with a city focused mindset will not understand the importance that this brings to the community.....we live in Wisconsin and with most of our jobs being related to agriculture it should be a good focus for the superintendent.
- Ability to walk and talk the fine line of our current political climate and student needs.
- An expectation re: learning standards and communication with the teachers, parents and students. [REDACTED] appeared to hide/deny problems instead of leading by communicating with teachers, staff and parents. The schools' statistics plummeted and there was no accountability. Effective programs were put in place and then removed, without input from teachers or parents. Ineffective programs were added, without consulting teachers/staff. The problems got worse, not better, due to a lack of leadership.
- Approachable
- Interested in the community
- Invested to showing up for work
- Invested in all levels of students
- Someone who generally cares about the direction of the school and not their pocketbook.

- Being honest, transparent, [REDACTED]

Being present in The community

• Cambridge seems to promote from within. Bring in someone who has lived elsewhere! Some perspective beyond Cambridge & the Cambridge mindset! Be part of the community & support the community but end the "inbreeding" & focus on people from Cambridge. We need new blood & new ideas & fresh vision. Cambridge is divided. We need a leader who can unite & promote strong pedagogy & address inequity & withstand the small & powerful group that is promoting trump politics.

- Communication
- Communication. Willingness to be visible in the schools. Strong leadership with a focus on community.
- Empathy, rational and personable.
- Energetic and enthusiastic leader
- Experience with vocal, trouble-causing parents and new board members

Focus on all students vs kids of district staff

Strategy/vision

Responsiveness to daily concerns

- Experienced with charter schools

Good communication skills for updates to parents

Good leadership skills that also encourage growth of employees under them

- Facilitation. Creating connections with families and school staff. Being open to new ideas.
- Fairness, support, involvement, holding people accountable instead of trying to make friends
- Financial acumen. Ability to think and plan strategically as well as operationally. Ability to address the need for (provide a solution) teacher development (actively) and retention. Ability to interact with the community, even the strongest willed characters, build trust, build relationships, listen. Ability to navigate the political environment and respond in an emotionally mature manner. Inspire and lead.
- Focus on basic education alone. Republican. Protect rights of ALL races and religions. Stop homosexual grooming. Fair allocation of finances to teachers. Promote security.
- Focus on high quality education is essential as well as communication on steps to achieve this goal.
- Forward looking, capable of recruiting top talent, able to set high standards and hold people accountable for delivering on those expectations, has a fun loving personality that inspires others.
- Friendly, approachable, active in all 4 schools. [REDACTED]

• general ability to lead,  
understand the community needs vs larger school systems  
keeping the school staffed  
safety focus on potential gun attacks  
work to move our school toward high level of technology

- Great business sense
- Great listener off their staff.
- Having a superintendent that actually cares about the community and wants to attend school events. Cares about the decline in our academics. Our state scores are awful in the elementary school. Cares about our sports and after school activities. [REDACTED] This is a blessing.

Priority 1 is getting state scores up.

- High academic standards. Not catering to progressive/left leaning ideology.
- I would like to see the next superintendent be more present, social, interactive with students and staff at all levels. I would like to see someone who is invested in our district and our students and who truly cares about them.

- I'd prefer to see a superintendent who has experience in a similarly small community. I'd also prefer to see a superintendent who has a history of traditional values.
- Integrity above all.
- Kind, understanding, focused on the wellbeing of all students, more progress oriented than regressing current standards.
- [REDACTED] Someone that understands just because a student is a great athlete that does not make them untouchable. There were many sexual harassment and assaults by athletes buried before this current administration. This is dangerous at best for LGBTQ students and the female students. We need to care for ALL the students and be honest about our issues.
- Must live in town, be visible, ideally buy a house and have their own kids in the district.
- Must love kids
- Must work well with others.
- Must be an adaptive leader
- must have an eye on the future of Cambridge education
- Must have an effective plan to get Cambridge students in the top 30% for performance in the state.
- Personable, a good listener
- Personable, friendly, open minded but progressive
- Personable, open communication
- Personable, reputable, clear vision, motivated to commit to our community and maintain the positive environment that has been created while working with all stakeholders.
- Personable, well educated but always researching new ideas for the schools. Open communication with families in the community and faculty. Team player but strong leadership skills.
- Prefer to have someone invested in the community that plans to stay for awhile
- Relatability, growth mindset, intelligence, empathy with accountability
- Relatable with families and community members in the district. Fairminded leader who does not use equity as a means to prefer one group of people over another. Trustworthy.
- See open comment section for this answer. Strong, not going to cave into this society 'it'. Him or her. Please get someone with a moral compass.
- Smart. Personable. Engaged. Willing to improve our district finances and standards.
- Someone invested in the community. Someone who is present and makes efforts to be seen and heard in the community. Someone who listens to the TEACHERS and PARENTS about what students need and how they need to get it.
- Someone who can build trust in the community and who has positive relationships with all.
- Someone who looks at the finances and how we can best serve students. Looks at CAP and see how they can support the use of the building. Looks at housing for the next superintendent and the funds it takes to use the property like the families pay monthly costs. Someone who holds the staff accountable to have all students make gains. As a parent of a student who isn't in the 90% or greater for math, yet knows most of grade level material. What can the district do to support a student like that and make them not feel bored at school.
- Strong leadership and community involvement. A realization that voices in the State Capital of Madison are not necessarily the opinions and concerns of the community of Cambridge.
- Strong, open minded leader who champions the science behind education
- Transformational leadership, transparency, cheerleader for employees, accountability and willingness to engage in difficult conversations with parents, key stakeholders, etc.
- Transparency, compassion, integrity, fiscal responsibility
- Transparency.



What skills, attributes or characteristics are essential for your next superintendent?

Parent Of Student Attending School

- Transparent with all situations.  
Knowledge of Charter Schools and an appreciation for Environmental Science and Agriculture.  
Be fair and reasonable with staff, respect staff, keep staff.  
Have fun and set the tone for joy in the district!!!
- Visible -in the community and regularly out in the buildings.  
Approachable and Trustworthy  
Involved and invested - in our schools and the education of all students.  
Manager and leader of the district.
- We need someone with a back-bone that is willing to re-vamp the school curriculum and get back to the basics: Reading, Writing, Math, Science!
- Well-researched in effective educational and disciplinary methods. Culturally compassionate. Financially competent.

What skills, attributes or characteristics are essential for your next superintendent?

Student

- A sense of community to stay in the district and plan for the future.
- Able to create a culture of school pride throughout the three schools and community. To be able to have teachers trust and ability to communicate and keep teachers around. Be able to create a better financial ground for the district for the future. Also be around the schools and with the kids so they know who you are and you are able to get ideas from students within the district.
- Cares for students
- Caring, understanding, empathetic
- creating a social relationship with students and families
- Excellent communication, a commitment to forward movement and progress, transparent decision-making, skilled performance management and employee relations, community relations.
- [REDACTED]
- Kind  
Caring  
Democrat  
Pays attention to whats going on around them
- Someone who has patience, charisma, and understands this is a highschool not a kindergarten.
- Strong communication skills, flexible, problem-solving, relationship building, leadership, respectful, team building.

What skills, attributes or characteristics are essential for your next superintendent?

Support Or Classified Staff

- Be a leader and do what is best for the district as a whole, not just help who your friends are...
- Open minded, experience with neurodivergence, / special education understanding is a HUGE plus, friendly and warm welcoming, ALWAYS WILLING TO LEARN MORE, being a part of the community, etc
- Positive, supportive, willingness to go above and beyond, connected to the community, open minded, confident in their decision making, willingness to make a tough decision because it is the right decision.
- Positivity, ease in communicating with families, sensitivity and an emphasis on promoting trauma-informed teaching practices through the district, so that all students feel supported and encouraged to produce their best work.
- Someone visible in all the schools and who knows the students by name and their employees. Someone who takes data and feedback from employees into consideration.
- Someone who will do what is right despite popular opinion. (Strong morally)  
Someone who is connected to the community and cares.
- The ability to tell the truth.

What skills, attributes or characteristics are essential for your next superintendent?

Teacher-Certified/Licensed Staff

- A leader with integrity, fiscal responsibility, vision, and who will get to know the district well as it is first in order to move us in the right direction without reinventing wheels, so to speak. Visibility in buildings is important; [REDACTED] and that aspect is missed at the MS and HS right now.

- A strong advocate for ALL students AND staff, trustworthy, able to show humility
- A superintendent should possess a variety of characteristics that foster a positive and effective school environment, with strong communication skills being at the forefront. Listening to and engaging in open dialogue with teachers is crucial, as they are on the front lines of education and have valuable insights to share. A good superintendent should be approachable, compassionate, and committed to understanding the needs and challenges faced by educators. They should prioritize transparency, creating a culture of trust and openness where teachers feel heard and supported. Additionally, the superintendent should be proactive in regularly visiting schools, hosting forums, and participating in informal conversations with staff to build relationships and ensure that the voices of teachers are always considered in decision-making processes. This approach not only strengthens the school community but also enhances the overall educational experience for students.
- Approachable, good communication skills, transparent, present.  
I think it is really important to not have the top down mentality. Treat the people who work in the District with respect and appreciation. Ensure that those types of qualities aren't taken for granted.
- Be a positive leader and be present in the schools and community.
- Cambridge needs someone strong, personable, understanding of special education, and someone who isn't afraid to make some good changes that need to happen for the school district.
- Collaborator, visible, bringing people together of opposing views, able to have hard conversations and hold people accountable for their actions.
- Communication to build alignment between school and community. Open mind for honest conversation, Buffer, support and protection of staff. Awareness and ability to critically understand and manage all the things (academics/curriculum, social/political climate, vision for district, fiscal)
- Communication, expert in administration decisions, collaboration, personable, has the needs of ALL students in mind, flexible, adaptable, and knowledgeable of the changes confronting public schools and funding. Someone who can listen to multiple perspectives and piece together a common solution. Someone willing to walk and live in the community so they are aware of what is going on and how the community and school can work together.
- First and foremost they must be someone that is approachable to staff, students, and the community. They must be someone who applies a thoughtful approach to situations that arise that need to be handled discreetly and with consideration of all sides. They must be visible within each building and at Community events that take place in the district.
- I would like to see the next superintendent be visible, have expectations, and hold people accountable.
- Intelligence, professionalism, decency and an appreciation for teachers.
- Open communication, being present in our buildings, getting to know our students and families
- Outgoing, visible, is a strong advocate for students and teachers, and is fiscally responsible and prudent.
- Personable, trustworthy, loyal and active in the schools, having good relationships with all stakeholders.
- present in all buildings  
making sure the district is fiscally strong  
continue to work toward a positive climate between teachers, teachers and students, and students
- Social, engaged in community, makes an effort to be visible to students, transparent communication to all stakeholders, understanding of staff needs/requests.
- Someone who is personable and will look and listen to the needs of students, families employees and educators in the district.
- Someone who understands the challenge of small schools.
- Someone willing to listen with an open mind and understand that every situation is different and that a one-size fits all approach does not work when dealing with human beings.
- The next superintendent should be a strong decision maker, even if it doesn't please everyone.
- They should have a strong background in business and finance, and the ability to delegate to a trusted team of capable individuals. (We have a strong base of talent here--they should tap into it!)
- Think of the teachers
- Trust that staff are responsible and capable professionals willing to work together for the best needs of students.

- We need a forward thinker who wants to actively help implement things to effect necessary change. I think they will be most effective if they are enthusiastic, encouraging, present, and supportive.
-

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Administrator

- The Super will need grit and nimbleness to navigate an unsure local and national landscape.

The Super needs to be a clever out of the box thinker about District finance and be capable of implementing unique staffing solutions.

The Super needs to be unflappable in front of staff and the community, but blisteringly passionate about student outcomes.

The Super needs to see the possibilities that we don't see and guide us to constantly deliver surprising learning opportunities to the whole District community.

The Super needs to be more curious than knowledgeable with the humility to admit what they don't know and then frequently reach out to their network of colleagues and mentors for help!

- Well rounded and balanced leader that has high expectations for staff and students, and equips them with the tools and support needed to meet those expectations. Somebody who can relate to people and form meaningful relationships built on trust and mutual respect. Somebody willing to move to the community and become a part of it.

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Community Member

- Be a leader for kids and teachers by using some common sense. Please no initiative fatigue. Pick fewer initiatives and stay with them for multiple years. Advocate for public education in our community and state in order to get to appropriate funding levels back to our schools.

- Diversity and the ability to work within a diverse team is an essential work, life and community skill - life in Cambridge does NOT prepare kids for life outside of Cambridge. I need to School to take a leading role in showing the kids of Cambridge that the world is a huge, wonderful, interesting and safe place with tons to discover.

I also think that the physical health of our students is at least 40% of the battle in preparing young people for their lives in the world. I would rather have kids with healthy bodies who are nice but have average intelligence than really smart, unhealthy and unhappy kids. I know it's not pie - we can reach all of those goals . . . but I think physical health is critical to a happy life.

- It's important to me that our District Administrator is "vested" in our schools and school district. If the situation someone applies that is/or has been an employee in the district, they be interviewed or considered. I would deem it important that our district administrator live in the district, hopefully own a home in the district so they also pay property taxes.
- The willingness and ability to model and practice collaboration, along with effective communication via a variety of strategies/modes to all stakeholders are additional necessary characteristics.
- Transparent and relatable. Someone very actively involved in the community.

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Parent Of Student Attending School

- - The quality of teachers/teaching varies widely. Some put in almost no effort, while others excel. The district needs to hire well, set high expectations, provide support and learning, monitor and mentor.
- Student learning materials are woefully lacking. There are text books that are decades old and many classes offer no text book even for AP classes.
- Bullying is an issue at all levels. At the HS, the students doing the mist bullying are often favored by teachers. They simply don't seem to notice what's going on, or act on it if they do.
- The board, administrator, and principals are indeed committed and working hard. However, our scorecards show that the teacher turnover in the elementary and middle school, along with long-standing student management issues in the middle school, have reduced the achievement of students. High school teachers (some of whom are excellent while others are not) has picked up the slack and helped students catch up at least somewhat. As a small district, if we can't pay teachers well enough, we need to invest more in mentoring them, and provide them other reasons to stay.
- -Keep Koshkonong Trails a strong place of learning and do not treat it as a dumping ground for troubled students.
- Ensure quality curriculum at all times.
- Take good care of staff and do as much as possible to keep quality staff.
- Ensure a quality environment for staff so they stay.

- A new superintendent should implement much higher standards for our students. The fact that so many students were on the honor roll in middle school only shows how low the standards are. Other than in advanced math, my child is not challenged at all. School is more about socializing and making the teachers look good, versus truly educating our kids.
- Be firm and strict on instructional values to core education. STEM.
- Cambridge is an evolving village with some individuals who voice outdated or even closed minded thoughts. We need someone who can help manage those opinions while still giving our children, who might be part of the lgbtq a safe place. I also hope this person will help the rest of the student body understand why people might be different, and have a zero tolerance policy on bullying and even work with families of children who are those "frequent flyers" of bullying
- Cambridge's educational standards have been on a downward trajectory for several years, particularly at the elementary and middle school. Programs were implemented (or stopped) without teacher feedback and ineffective teachers were allowed to continue teaching to the detriment of the students. Highly skilled teachers are not valued or fairly compensated. Students are less prepared for the next grade and are about 1 year behind other schools/private schools in learning targets and expectations.
- Characteristics needed for this position include strong leadership and consensus-building skills, cultural competence, strong communication skills, strategic planning and long-term growth planning. Our schools need to keep up with technological changes. Our students need to be prepared in order to be successful in the world in whatever path they choose after K-12 education.
- Continue and grow the culture of excellence, add additional innovations in academic delivery. Deliver exceptional learning and experiences to prepare students for their academic future and to be curious and responsible citizens. Engage with the community and its organizations, weaving their passions and resources into a well-rounded student experience while demonstrating the effectiveness and impact of civic responsibility and volunteering. Foster a school district that continues to draw young families to the community, adding to its vibrancy and growth.
- DO NOT PROMOTE DEI OR CRITICAL RACE THEORY! Students attend school for education, not political socialist propaganda.
- Emphasis on traditional education instead of the craziness going on in other areas of wisconsin.
- Hire Teachers based on Merit. Remove DEI considerations.

• [REDACTED]

We need to be more worried about the wellbeing of all students in the district by hiring better teachers and laying them more

- I am very upset with the decision of the school board to withhold vouchers. There are children with special needs that do not thrive in our school and they should be allowed to thrive just as every other child. I'm also upset that transgender has been something to divide our country. If transgender is a gender they should have their own bathroom and locker room for their own safety. These two things almost had me pull my kids, but I want them to have the best education around so I didn't. Care about ALL children thriving, all children's safety, and all children's ability to not feel sexually harassed. As sexual harassment is doing something to make another feel sexually uncomfortable. Expecting kids that are trans to change where they identify can cause sexual harassment. Don't put our kids in that situation.
- I do think that the district, as a whole, needs more diversity and more Diversity, Equity and Inclusion. As a long time resident and a Cambridge graduate, diversity is so important for students. It allows them to understand other cultures and have a deeper understanding of the struggles that their current classmates, along with others they meet in the future may have.

It is something that could definitely be improved upon. With recent, concerning actions of students that were racist and anti-LGBTQ, it is extremely important that we nip this now before it gets worse.

- I feel we need to split the responsibility of superintendent and business manager. It has felt that things were done in a "sneaky" fashion when the positions were combined, [REDACTED]
- I think Cambridge uses outdated policies re social emotional development & PBIS tools. Staff needs support to treat children with respect & care vs punishment. The elementary school has many positives—teachers care about the children, access to gardens & playground & chef in the classroom, etc. The middle school seems stuck in the 1980s with no free time, limited number of seats at each lunch table, not enough time to eat, no support for higher level organizational skills, minimal scaffolding to help students learn to be more in charge & responsible, no fresh air or outside activities, taking away minimal time they have, focus on worksheets & other assignments & homework. We know better. Do better.
- [REDACTED] I hope the next person is new to our district and doesn't have the ties to the community for generations which can lead to a lack of fairness and transparency.
- I think the current state of employment and retainment of teachers is a major concern.

- I wish the district to maintain human-centered curriculum rather than computer based learning like the i-ready platform. I have noticed the computer based learning does not provide the personal touch that children require to learn effectively.
- I would like a strong leader that gets to know the students and staff before ripping the bandaid off and changing things immediately. A superintendent that has some ethics and morals without changing the truth to put on a show for the board. We need a leader who will be visible to all, but will not micro-manage teachers or their creativity. We need someone who can be responsible to the budget while maintaining relationships with all stake holders, not just those they want to impress. I want a leader who is going to look at staffing to make sure they have the right people in the right positions, who HAVE the ability to LEAD and foster relationships with all people involved. I want this new superintendent to be able to have conversations at board meetings that will help our community understand what is happening within the district. I want the school and community connection to continue without it being such a strong focus on sports since we have a wide variety of activities for students.
- I would like someone that is going to be seen in the community, at events, in the schools, etc. and engage with parents, students and staff.
- I would love to see a superintendent that is friendly and approachable to students and parents. [REDACTED]
- I'd like to see a Superintendent who will focus on the development of all of the students, and concentrate on traditional values in education: long-standing principles and moral standards. This is especially true in the elementary and middle schools, where children need a scholastic-based education as the foundation for their lives.
- I'd really like to see the teaching curriculum at the elementary level prepare students for algebra, world geography, American history, and a better comprehensive reading program. Due to Covid 19 challenges, it is possible both of my kids were not taught these things when they were in CES.

To have them not even know about the Mayflower, Revolutionary war, or American colonization are a few concerning topics that I feel have not been focused on. The level of Math following 2nd grade never became more advanced and it felt like the program had stagnated.

- Must have an energetic commitment to excellence in the growth of educational opportunities for our students
- My children attend the charter school within the Cambridge School District. I feel like the relationship between our school and the superintendent has been really healthy with great communication and collaboration. I would hope that would continue with the next one.
- NA
- Need more money to recruit and retain teaching talent.
- Need someone more outgoing in this position [REDACTED] need someone who is engaging and is involved and not hiding behind the desk. Keeping in touch with what is going on goes a long way.
- Need someone that is politically moderate/ bipartisan. School board elections have become too political.
- None
- Our district has made many positive strides in the past 5-8 years and needs to keep that momentum moving forward. We have great administrators at every level and need to keep them in our district while finding ways to support them with additional administrative help i.e. assistant principal at the high school or middle school or both as well as another secretary at the high school for athletics and activities. Also, a new performing arts center at the high school was almost passed during the tenure of [REDACTED]. This would have been momentous for our district and needs to be revisited as it would make a tremendous positive impact on our schools and community. We need to be taking action to attract families to Cambridge and maintain a high standard of excellence.
- [REDACTED] We need a superintendent who will clean up our board and make things welcoming and equitable for ALL.

- Our ideal superintendent candidate will be a leader with a proven commitment to fostering inclusive and equitable learning environments. They will demonstrate a deep understanding of the needs of our student body and community, and possess the ability to implement data-driven strategies. This candidate will prioritize building strong relationships with all stakeholders, actively listening to diverse perspectives, and championing policies that promote respect, belonging, and academic success for every student. They will uphold the principle that public funds are for public schools, ensuring that every tax dollar is invested directly into providing a high-quality, accessible education for all students within our district. They will lead with empathy and cultural responsiveness, ensuring that diversity is celebrated as a strength within our district.
- Our superintendent must not put religious or political beliefs above evidence-based curriculum and policies, including social and emotional learning and literacy.
- Professionalism
- Someone who values integrated services to help support students (especially students needing an IEP) and has innovated ideas on hiring retention and effective utilization of those services
- Thank you for asking for input.

I am a parent, no other involvement in the school or any school system.

Our superintendent should work at a high level of oversight trusting the day to day to existing leadership who is familiar with what works. Meaning, our existing leadership should handle and prepare all functions of their individual schools/departments for the superintendent to review and comment on. Working through items as needed and connecting with the superintendent as needed.

I would support the superintendent spending their time researching different ways to improve our school including adding or reducing programs.

Budgeting for future technology needs should be priority as the students continue to be educated in a new way. Focusing on preparing students for post graduation in without a college only focus. Given the current decline in college enrollment and the high attrition rate of college students, I believe there should be a focus on both college and alternatives or a focus on completion of their goals. How to achieve their goals in short.

A final thought would be to find ways to engage parents throughout the years. Engagement is high in elementary school but less encouraged as students move through the three schools. Engaging parents in those final years might lead to better highschool graduation rates.

- The district should not run with one IT person. There are four schools and every student and staff member is using a form of technology. You have to keep up with the ever changing times.
- The high school needs better leadership in curriculum development and teacher recruitment. My students never have homework, and it sounds like the teachers don't want the hassle of grading. I'm concerned about their college readiness. Additionally, staffing for the sciences and Spanish has been a huge disappointment and the students have suffered. I expect better planning from administration.
- [REDACTED] Let's hire someone who wants to be part of the district and the community.
- The new superintendent should care about kids and the community first; Creating a positive and supportive work environment for school staff and providing open communications for parents and families.
- The person must bring energy and enthusiasm to ensure an excellent total school experience for all students
- The school district has lost its value in curriculum. Test scores are rapidly declining in the elementary school and we need someone who is ready to make changes to everything including leadership in the elementary school
- The superintendent should have a strong vision of what the district should look like and focus on the long term success.
- There needs to be some accountability and support in the management of student behavior and trust among the teachers. If a person reporting to the superintendent is ineffective, they need to be removed. The teachers deserve better.

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Parent Of Student Attending School

- Ways to get in check the lack of diversity and outside perspectives from principles, AD and facility leaders

A focus on academics in balance with athletics

Strong support and leadership of post secondary communication and readiness

Proven ability to navigate problematic community groups (ex. Country club)

- We are grossly understaffed at the high school level. Our family would appreciate a superintendent who's focus is to hire and retain staff members in the areas of science, math and foreign language. There are many reasons Cambridge is an attractive place for new hires, but the District must also be ready to ask the community for more financial resources so our high school can compete with other schools in the region for open staff positions. Without a good foundation of class offerings in high school, our students quickly fall behind at the college level and need to supplement courses to get on track.

- We need someone who isn't going to allow boys in girls restrooms and think that the left wing is the way to teach our students. History should not be skewed. Facts. Cursive should be taught. We don't need a California nut. We need someone local who understands that our kids are just that. Kids. Not adults. But able to help them grow without glbtuwf shoved down their throats. It's him. It's her. There is no middle 'it'.

- We need to hire someone invested in the community. [REDACTED] Ideally it would be someone who moves to Cambridge with kids and actually becomes a part of the community.

- We need transparency in our superintendent. What is our strategy for closing gaps in open positions at the middle school and high school? Is the community aware of how substantial the gaps are? We need a superintendent who can rally the community around investing in the future of our students.

- [REDACTED] [REDACTED] we moved here as the schools were very highly rated and this was important to us. However, over the years, and the more we see/learn about the school district, we are very dissatisfied with the education our children are receiving. [REDACTED]

[REDACTED] We feel as if she is not challenged at all at the Cambridge middle school. Only a few teachers seem to really care about the students and what they are teaching and the rest appear to be just coasting through the school year. I fear that if/when my daughter gets to college, she is going to be a fish out of water as the current education she is receiving is NOT preparing her for the next level!

- Whoever is in this position needs to be visible and accessible in the district. They need to focus on teacher hiring and retention so that we can have certified teachers in all positions.

They need to work with the board to find ways to retain teachers - and that is going to cost money. Our teachers are seriously underpaid compared to other districts.

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Student

- 1. A good way for them to know what's going on in the district is to randomly go to the different schools and pop into classes to see what's going on

- 2. Someone who cares about the needs of kids with an IEP

- Clear support for the niche side of the high-school experience: Performing arts, clubs, etc

- I truly believe snow days and cold days need to be considered more often. It's an unfair expectation to have on the teachers who live far away and the students who just received their license and haven't driven in snow yet. Many kids can't accommodate rides and find someone to drive them. Even if schools near by don't close I believe it's more important to do what's right.

- Man

- Nope

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Support Or Classified Staff

- Someone not from the District.



Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Support Or Classified Staff

- Strong leader, have the ability to make tough decisions, the willingness to stand by their teachers/staff, listen without defensiveness, connected with the community, always put the students first
- The district is administratively heavy, consuming funds that should be put toward support staff, additional teaching staff, and possibly a health room aide in every building, not just the elementary school. [REDACTED] while student behaviors and tardiness/truancy are not being addressed. [REDACTED] would be visible and know what is going on in the schools, not just "working at home" most of the time. They cannot know what is happening at school from their couch.
- We need a qualified [REDACTED] with school district experience as well as a [REDACTED]. The biggest challenge of all districts is handling the financial end of things, however, CSD decided, at some point, [REDACTED] was no longer necessary. This was a horrible mistake.

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a Superintendent. Please note, your comments will be transcribed verbatim and may be made public.

Teacher-Certified/Licensed Staff

- -To be visible. [REDACTED] It would be great to have someone who is personable and likes kids.
- Keep people accountable. I have colleagues walking in the door after 8am, sometimes past 9am. I am a reliable employee but it frustrates me when others are getting away with this.
- Be supportive and BE HEARD. Teachers are not being heard. We are being overworked and expectations are not obtainable. We are not getting trained or having time to learn new curriculum.
- A Superintendent should be accessible to staff and the public, not someone removed from the day-to-day work of the schools.
- An understanding of this district. Professionalism and someone who values the efforts of teachers. Loyalty toward teachers.
- As our district searches for a new superintendent, I seek a leader who values education, supports teachers, and ensures the success of all students. In leadership and vision, I want strong communication skills, collaborative decision-making, a focus on student and staff well-being, and transparency and openness.  
I want a superintendent that understands the elementary school curriculum. A superintendent who understands research-based instructional strategies, phonics-based learning in early grades, and ongoing professional development for the elementary school and its learning targets.  
I want a superintendent who will foster a positive and professional culture for teachers. This would include open and honest communication, seeking teacher input before making major decisions, competitive salaries and benefits, and defending teachers against unfair criticism.
- Be visible [REDACTED] Get to know the staff and what is going on in the schools. Build positive relationships and get rid of the toxic ones. Don't be afraid to also get rid of wasteful staff [REDACTED]
- Compared to local neighboring schools inclusion of many different factors is behind along with use of technology access to better students school such as iPads to take picks of homework and type response etc.

It is also important that staff feel supported, compensated and have a reason to choose Cambridge versus other schools!

- I hope our new superintendent makes it a priority to get to know all staff at every school. Transparency and visibility are so important, and I believe the superintendent should be actively engaged in the community. It would be great if they could make regular visits, host open forums, and hold informal check-ins with staff. Most importantly, I hope the new superintendent listens to teachers and values their input, as this is essential for fostering a collaborative and supportive school environment.
- I think the district needs a superintendent who is visible in all buildings. This person should also build relationships with staff members and students, not just people who work in the same office as them. I would like to see someone get this position that has experience in an elementary school so they can fully understand what goes into teaching at these lower grades.
- I would like a new superintendent who is visible and active in the schools and community, who engages with staff, students and parents, as well (not just board members). I would like someone who has an investment in this community and district and has trust and loyalty with all stakeholders.
- I would like to see a Superintendent who is visible. [REDACTED] Being visible is so important on feeling supported. I would also like to see this person have better communication on all aspects of our district.

- I would like to see more funds allocated to direct instruction of students, rather than to professionals training professionals (as many of our teachers have significant experience and/or knowledge and are already demonstrating academic success consistently). It is important that we are good stewards of taxpayer dollars and focus money towards continued student success, rather than more oversight from the top-down.
- I would love to see an administrator that is present in our school buildings to know what goes on day to day and what are strengths and struggles are.
- It is necessary for the new superintendent to understand the difficulties of being an educator - both inside and outside of the classroom. The superintendent must understand what it takes to retain quality educators, and they must act accordingly. There must be some sort of reward for staff who have been loyal to the district for a long time - a sense of appreciation and a financial incentive to stay here. Pay must keep up with other districts and it must reward those with many years of experience with the district.
- It would be great to have a Superintendent who makes an effort to get to know staff members, especially since we are in a small district. It would also be great to have someone in this role who will step into classrooms to see what we (students and teachers) are doing on a day to day basis, and establish rapport and relationships. I think it is incredibly important and invaluable to have a leader of our district be present with educators and students so they have an awareness of what our typical day looks like, and for staff and students to feel seen, heard, and supported. If a leader is not in touch with teachers and students, and with what's happening (or not happening) in classrooms, in my opinion, they aren't being an effective leader.
- N/A
- Not afraid to have hard conversations with employees.
- Our next superintendent should have a vision to make Cambridge a welcoming place for all students, families, staff and community members, regardless of race, socioeconomic background, and gender identity. Being a person who understands that sees the big picture when it comes supporting all the functions of the school, curricular, co-curricular, and extra-curricular.
- Staff morale is a big issue with the state of our country. Someone who fosters a "team atmosphere" and encourages us to work together are necessary. Being proactive about eliminating strife between staff when it occurs.
- The district is not a place to benefit personally. Equally, the superintendent should not be taking on tasks that overload them or that may not be qualified for. If such things are happening, transparency before instead of after the fact would be appreciated. This district is a great place to raise kids with a solid education. [REDACTED]  
[REDACTED] I feel it is more important to focus on the social and emotional needs of students and to avoid wasteful or unneeded spending. As the future of education is uncertain, I can say that we need to keep the needs of ALL children in mind and appropriate funds to ensure that each area is successful. Staffing is an ongoing issue. Finding and retaining quality teachers is important to a solid learning foundation. Teacher salaries could help Cambridge be more competitive, as that is one area of why teachers leave, along with burnout or overload. As we bring in younger teachers, the value of the experienced teachers should not suffer as many are invaluable to this district as they demonstrate solid work skills, knowledge, and leadership.
- They should be visible and in the office daily. If they are holding students, teachers, and staff to high expectations then they should have high expectations for themselves and lead by example.
- We need a district administrator who is interested and invested in making Cambridge their long-term home rather than using our district as a stepping stone to a larger district.