



LEADERSHIP PROFILE REPORT

Riverside Community School District
March 31, 2026

SELECTION PROCESS

The Riverside Community School District has retained the services of Hazard, Young, Attea & Associates (HYA) to assist the Board with the hiring of the next superintendent. The consultants will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to: Dr. Paul Tedesco, HYA Associate. paultedesco@hyasearch.com

PURPOSE

This report presents the findings of the Leadership Profile Assessment conducted by HYA during the month of March 2026 for the new superintendent of Riverside Community School District. The data contained herein was obtained from the input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders.

HYA and the Board intend to meet the challenge of finding an individual who possesses the skills and character traits required to meet the district's needs. The search team will focus its recruitment of candidates who possess leadership qualities congruent with the profile. The search team would like to thank the Riverside Community School District for the opportunity to find your next leader that fits the criteria of your stakeholders. HYA would like to thank all of the participants who completed the online survey and the Riverside staff who helped disseminate the survey link to all stakeholders which supported the data collection for this report.

Respectfully submitted,
Paul Tedesco, HYA Associate
Bob Olson, HYA Contributor
Gary DeLacy, HYA Contributor

DESCRIPTION OF THE DISTRICT

The Riverside Community School District is seeking a superintendent to begin on July 1, 2026. Located in southwest Iowa, Riverside CSD is 25 miles from Omaha and approximately 100 miles from Des Moines. Our rural school district was formed in 1993, when area schools combined to become Riverside. The area schools represent the towns of Carson, Macedonia and Oakland and surrounding countryside along the Nishnabotna River. Our communities work together to build a positive culture that stretches into our classrooms and out on the playing fields and throughout the fine arts, STEM and other programs.

The District has an annual operating budget of approximately \$10.5 million and provides educational opportunities in three facilities:

- Oakland Elementary Grades PK-2)
- Carson Elementary (Grades 3-5)
- Riverside Middle/High School (Grades 6-12)

Mission:

“Riverside Community School District: INSPIRE – UNIFY – ACHIEVE”

COMMUNITY ENGAGEMENT

From March 6 to March 15, 2026, an online survey was conducted for all stakeholders. The Riverside Community School District received a notably high response rate, with 341 participants. Of those, a total of 341 respondents (71%) rated the District a 4 or 5 out of 5, reflecting a strong level of satisfaction



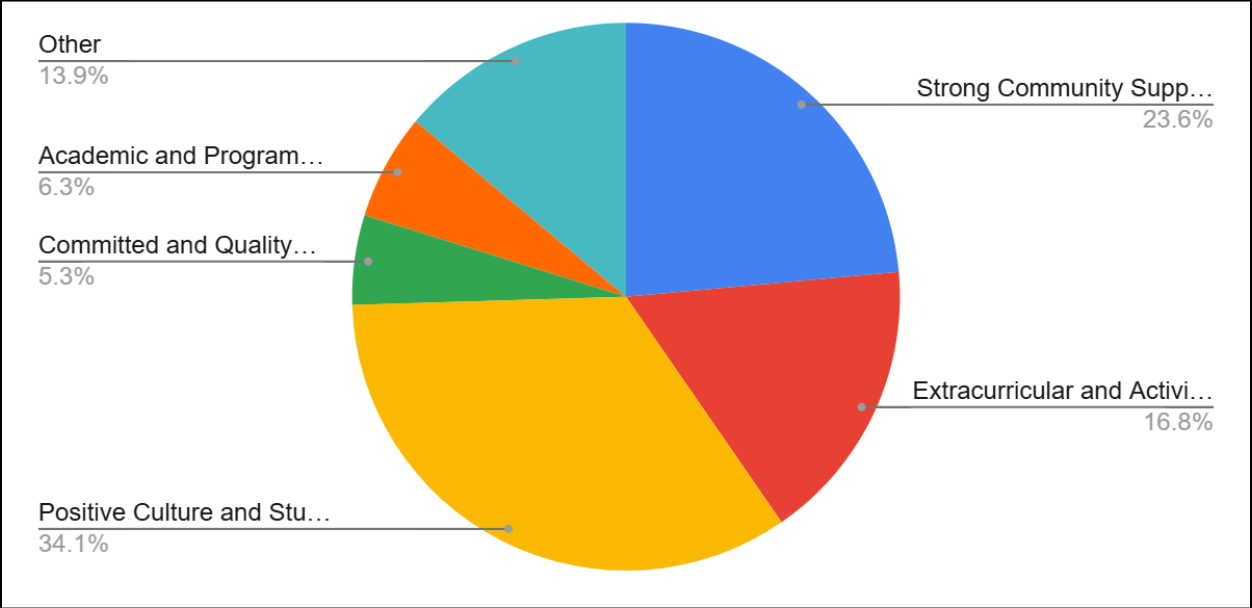
To shape the search for a new superintendent, the HYA Associates gathered valuable insights from the survey. These efforts aimed to identify the key qualities desired in the next leader while also highlighting Riverside’s strengths and challenges ahead. The survey consisted of forced choice questions that yielded valuable trends to indicate specific skills, characteristics, behaviors and personality traits desired in your next superintendent. And, the survey included open-ended questions to garner thoughts on the strengths, challenges and opportunities a new superintendent will find in the Riverside Community School District.

Common themes emerged from the open-ended questions and those themes are placed at the start of each section in this report on the individual question responses. HYA in consultation with the Riverside School Board will use the data collection in the coming weeks prior to the finalist interviews in mid-April of 2026.

SURVEY OPEN ENDED QUESTION RESULTS

Survey respondents were asked:

What are Riverside's strengths that the next Superintendent can build upon?



The 341 respondents yielded 5 themes in response to providing the strengths of the Riverside District

- 1. Strong Sense of Community and Support:** The district is characterized by a strong, close-knit, and supportive community, including parent and family involvement. The community demonstrates pride in Riverside, is welcoming, and actively supports the school both emotionally and financially, often leading to strong relationships.
- 2. Success in Extracurricular Activities:** Riverside excels in extracurriculars, including athletics, fine arts (music, band, choir, theater), agriculture/FFA, and other clubs (quiz bowl, speech, STEM, CTE). The community and staff provide strong support for all student activities and achievements.

3. **Positive Culture, Student Focus, and Academics:** Key strengths include a positive school culture, a student-centered approach, and efforts to ensure all students feel seen, heard, and valued. There is a focus on academic quality, with engaged teachers, standards-aligned curriculum, research-based practices (like LETRS training and MTSS framework), and opportunities for advanced classes/work-based learning.
4. **Operational Momentum and Leadership:** Current strengths include recent positive momentum, groundwork laid by the previous superintendent (in communication and positivity), dedication among staff and teachers, and improved alignment of systems. Respondents also mentioned newer facilities and administration presence at activities.
5. **Desire for Continued Engagement:** Many responses emphasized the importance of the next Superintendent being present, involved in the community, showing up for all student events, and maintaining transparency and open communication with staff and the public.

These respondents were further broken down to show the themes from the Student, Staff and Parent/Community respondents.

Student Summary

Based on the student responses, the top five themes regarding Riverside's strengths for the next Superintendent to build upon are:

1. **Strong Sense of Community & Support:** Students repeatedly highlighted a "close-knit" and "supportive" environment. They value how students, teachers, and families come together as a "family" to support one another, both in school and at extracurricular events.
2. **Thriving Athletics & School Spirit:** Sports programs and "good cheering sections" are a major point of pride. Students mentioned successful teams, great sports facilities, and a high level of engagement and "hype" during athletic events.
3. **Diverse Extracurriculars (Music & Arts):** Beyond sports, students noted the strength of the music, drama, and quiz bowl programs. While many called for more funding in these areas, they identified the "natural talent" and dedication of these groups as a core foundation.
4. **Academic Opportunities & Future Prep:** Riverside's specialized course offerings are seen as a significant benefit. Students specifically valued the access to college classes, work-based learning, and unique programs like agriculture and shop that prepare them for the future.
5. **Culture of Kindness & Leadership (CKH):** Many students pointed to "Capturing Kids' Hearts" (CKH) skills, empathy, and respect as existing strengths. They appreciate a culture where people are "kind and helpful," and they want the next leader to continue fostering this positive, welcoming atmosphere.

Staff Summary

Based on the staff feedback, here are the top four themes regarding Riverside's strengths for the next Superintendent to build upon:

1. **Strong Community Support & Pride:** There is a deep, "heartfelt" connection between the school and the community. Staff highlighted a high level of engagement and school pride (the "WE ARE RIVERSIDE" spirit) that fuels support for district projects and student achievements.
2. **Success in Extra-Curriculars:** Riverside has significant momentum and recent success in athletics, fine arts, agriculture programs, and various clubs. These activities are seen as a primary driver of student involvement and community excitement.
3. **Growth in Instructional Systems:** Under recent leadership, the district has made major strides in professional alignment. This includes the implementation of research-based curricula, MTSS (Multi-Tiered System of Supports) frameworks, and collaborative PLC structures focused on early literacy and academic growth.
4. **Dedicated, Student-Centered Staff:** The staff is described as "amazing," "hard-working," and deeply committed to seeing every student succeed. There is a culture of willingness to take risks and a strong desire to continue the "positive momentum" established over the last few years.

Parent/Community Summary

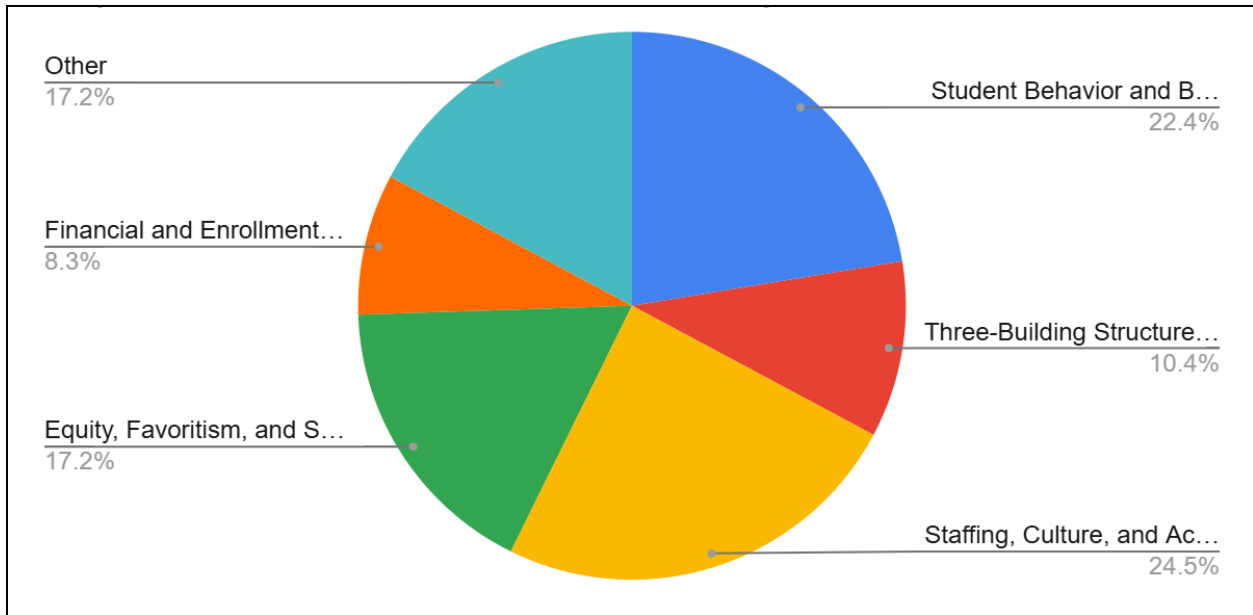
Based on the parent/community feedback, here are the top three themes regarding Riverside's strengths for the next Superintendent to build upon:

1. **Robust Community Support and "Family" Culture:** The most prominent theme is Riverside's identity as a tight-knit, supportive community. Stakeholders frequently describe the district as a "family" where parents, alumni, and local businesses are heavily invested. There is a strong desire for a leader who is highly visible, "shows up" to events, and maintains the current culture of transparency and positivity established by previous leadership.
2. **Excellence in Extracurriculars and "The Whole Student":** Riverside takes immense pride in its diverse extracurricular offerings, spanning athletics, fine arts (band, choir, theater), FFA, and industrial trades. The feedback emphasizes a "championship culture" that isn't just about winning, but about inclusion. The community values a culture where students feel seen and heard, and where they have the freedom to explore interests regardless of their skill level.
3. **Dedicated Staff and Academic Momentum:** The community recognizes a strong core of passionate teachers and administrators who are committed to student success. Specific academic strengths mentioned include the implementation of evidence-based reading (LETRS), new science curricula, and the growth of CTE/trades programs. There is a clear mandate to continue supporting these professionals by providing a collaborative environment and maintaining high levels of student engagement.

Focus Group Input on Strengths - Parent/Community & Staff

Attendees rallied around survey information and stated, we want everything currently available and to encourage youth to be community orientated. Plus, the district to provide opportunities for senior citizens to be involved in school.

What are the challenges facing the Riverside School District that the next Superintendent should be aware of, or you would like to see addressed?



Summary of all 341 Respondents as to Challenges faced by the District:

Student Behavior and Bullying: A frequent concern is student conduct, including disrespect, lack of discipline, and failure to hold all students accountable for their actions. Bullying, including the lack of effective intervention and resolution, was mentioned repeatedly, along with issues such as threats, theft, vaping, and discriminatory language.

Facilities and Finances: Challenges related to the district's physical infrastructure include the upkeep of older elementary buildings and the complexity of managing three separate campuses (which affects staffing, transportation, and maintenance). There is a need for the Superintendent to secure community support and funding (specifically addressing the failed PPEL vote) for facility improvements, potentially including consolidation into one campus.

Staffing and Culture: Multiple responses highlighted difficulties in staff recruitment and retention, inadequate wages for certified staff, and a need for greater accountability among staff and administrators. Some respondents noted a "cliquish" staff culture, a perception of favoritism, and that hiring/promotion decisions have sometimes been based on coaching ability rather than teaching or administrative skills.

Equity, Consistency, and Leadership: The district needs to ensure consistency in applying student expectations and discipline (following the handbook), equitable treatment of all

students and staff regardless of their status (including addressing favoritism toward sports-related individuals/programs and the high school over elementary buildings), and better communication. The next Superintendent will also need to continue the positive momentum and systems implemented by the previous, well-liked superintendent.

Student Summary

Based on the student responses provided, the top four themes regarding challenges for the Riverside School District are:

1. **Bullying, Drama, and Peer Relations:** This is the most prominent theme. Students frequently cited bullying, "drama," fighting, and offensive language as major issues. Many expressed frustration that bullying often goes unnoticed or unaddressed by administration, leading to a culture where students don't feel respected or safe from social conflict.
2. **Inequity in Funding and Recognition (Fine Arts vs. Athletics):** A significant number of students feel there is a heavy bias toward sports. They highlighted that fine arts, music, drama, and speech departments are severely underfunded and lack the community support and "pep rally" recognition that athletic teams receive. Some even noted that sports-involved students seem to receive preferential treatment from administration.
3. **Inconsistent Discipline and Accountability:** Students expressed concerns about "favoritism" in how rules are applied, noting that well-known families or certain student groups sometimes avoid consequences. There is a call for more consistent accountability, stricter punishments for disrespect/skipping, and a general need for "equality within punishments."
4. **Facilities and Resource Management:** Several responses pointed to physical and financial mismanagement. Issues mentioned include poor facility maintenance (dirty floors, bad locker room pipes, virus outbreaks), "wasteful" spending on unused technology (like TVs in the commons), and a general lack of funding for basic educational tools and teacher retention.

Staff Summary

Based on the staff responses provided, here are the top four recurring themes regarding the challenges facing the Riverside School District:

1. **Facilities and Infrastructure (The "One Campus" Goal):** Staff expressed a strong desire to consolidate the district onto a single campus to save money and improve operations. There is a clear frustration with "split schools" and "older elementary buildings" that are declining or lack necessary space. Many feel the elementary schools are "forgotten" while the high school receives new updates, and they want a leader who can rally community support for a major facility project.
2. **Student Behavior and Specialized Support:** A significant number of responses highlighted a "growing number of students with behavioral concerns," particularly at the elementary level. Staff feel unsupported and described current strategies as "band-aid solutions" that leave them feeling "alone, unsafe, and frustrated." There is also a specific call for better Special Education (SPED) programming, including more staff training, better facilities for special populations, and stronger collaboration for specialized instruction.

3. **Leadership, Accountability, and Consistency:** There is a deep-seated need for "consistency" across buildings regarding the student handbook, discipline, and administrative expectations. Staff noted a lack of accountability for "poor teachers" and "slackers," which leads to burnout for high-performing employees. They are looking for a Superintendent who provides transparent financial leadership, quality professional development, and strong mentorship for building-level administrators.
4. **Staffing Stability and Retention:** The district is facing a "large amount of turnover," especially in leadership and teaching roles. Staff are concerned about the "heavy lift" of replacing a Superintendent, principals, and entire grade-level teams simultaneously. Concerns also touched on "classified staff" pay (for holidays/snow days) and the need for more effective personnel management to prevent overwhelming current employees.

Parent/Community Summary

Based on the parent/community responses provided, here are the top three recurring themes regarding the challenges facing the Riverside School District:

1. **Student Conduct and Safety (Bullying & Accountability):** A significant number of responses highlight a perceived lack of discipline and a growing issue with bullying. Many parents expressed frustration that reports of bullying are often dismissed or ignored by administration. There is a strong call for: 1. Uniform accountability: Ensuring students face consistent consequences for their actions regardless of their family's status or involvement in sports. 2. Behavior management: Addressing "out of control" behavior and classroom disruptions that hinder the learning environment.
2. **Facilities, Infrastructure, and Consolidation:** The district faces a major crossroads regarding its physical buildings. The community is divided yet focused on the logistics and funding of its three separate locations. Key concerns include: 1. Consolidation vs. Maintenance: The tension between moving toward a single K-12 campus for economic efficiency versus the immediate need for repairs in older elementary buildings. 2. The "High School Bias": A recurring sentiment that the high school receives the majority of funding and attention (especially for sports facilities), while the elementary buildings suffer from lack of resources and ADA compliance issues.
3. **Culture, Favoritism, and Leadership Consistency:** There is a deep-seated concern regarding the "cliquish" nature of the district's internal culture. Many respondents noted a perceived "coach first, teacher second" hiring mentality and felt that certain families or staff members receive preferential treatment. To address this, the community is looking for: 1. Equitable Treatment: A leader who treats all students and staff fairly, regardless of their social or athletic standing. 2. Staff Retention: Combating high turnover by improving morale and ensuring teachers feel supported by building-level administration. 3. Maintaining Momentum: The next superintendent must fill the shoes of a popular predecessor (Dr. Anderson) and continue the system-level improvements and high expectations she recently established.

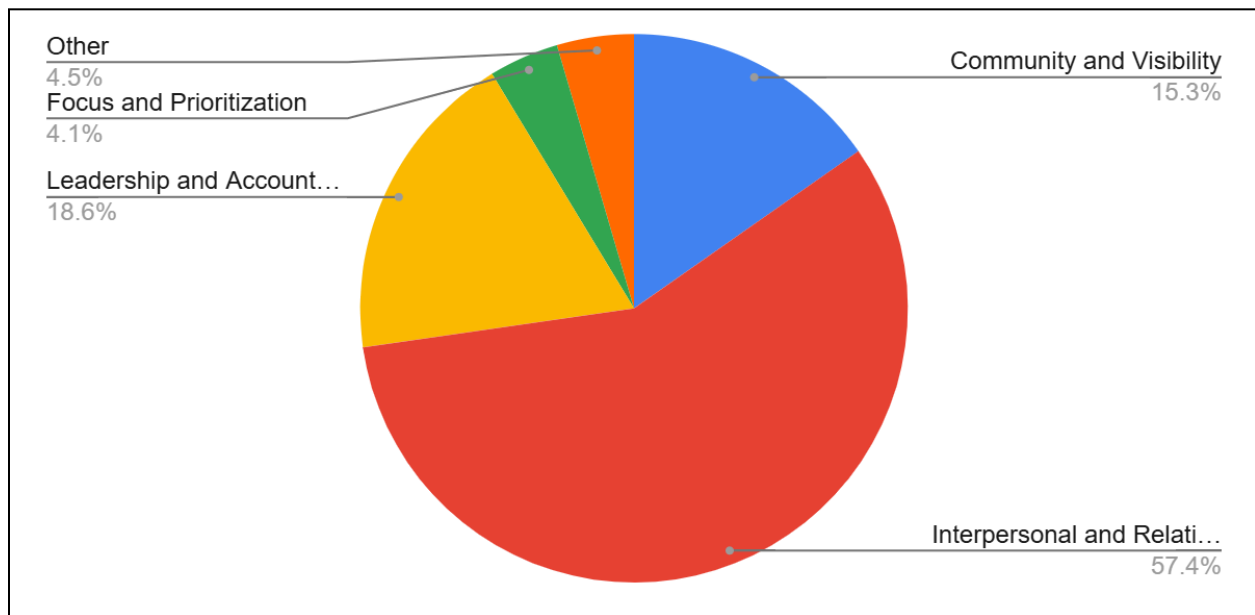
Focus Group Input on Challenges - Parent/Community & Staff

- Many attendees mentioned the district needs to continue sharing activities and programs much like this year's soccer sharing with AHSTW and Ag program with Treyvor.

- Open enrollment balance and hopefully have more in than out students.
- Connection to Iowa Western for credits and encourage students to take the next step with strong counseling for their future.
- To continue forward movement as supported by the superintendent.
- PPEL and other resources need to be supported.
- Higher special education and behavioral needs plus the staffing for these programs.
- Superintendent working together with staff

DESIRED CHARACTERISTICS

What characteristics or traits are you looking for in our next superintendent?



Summary of all 341 respondents to desired characteristics:

- **Community and Visibility:** Respondents overwhelmingly seek a Superintendent who is highly involved, present, and visible in the community and at all school and extracurricular activities (including sports, speech, quiz bowl, and theater). They should be outgoing, personable, and connect well with students, staff, and community members, often mirroring the perceived positive traits of the current Superintendent, Dr. Anderson.
- **Leadership and Accountability:** The new leader must be strong, trustworthy, and accountable—both to their word and to all aspects of the district. This includes holding staff and activities to the same high standards, making hard decisions, and not allowing personal agendas or favoritism to influence outcomes.
- **Caring and Approachability:** Essential characteristics include being kind, caring, supportive, and approachable to everyone (students, staff, parents, and community). The Superintendent should be willing to listen, communicate clearly and transparently, and genuinely prioritize the well-being and success of all students first.
- **Focus Areas:** Key professional traits include strong financial awareness and

responsible budget management, a focus on student achievement and academics (with some noting a desire for less focus on sports), and the ability to be a collaborative instructional leader who actively works to grow the district.

Student Summary

Based on the student responses, here are the top four themes regarding the desired characteristics for the next Riverside School District superintendent:

1. **Interpersonal Kindness & Approachability:** By far the most frequent request, students want a leader who is kind, nice, and friendly. They specifically value someone who is "easy to talk to," "not intimidating," and has a sense of humor (specifically "funny" or "tells dad jokes").
2. **Visible Presence & Community Involvement:** Students strongly emphasize a desire for the superintendent to be "out of the office." They want someone who shows up to events (sports, arts, and activities), knows students by name, and is "actually here" rather than just a name on a building.
3. **Active Listening & Student Advocacy:** A major theme is the desire to be "seen and heard." Students are looking for a leader who values their perspective, takes their "wants and needs into consideration," and treats everyone—students and staff alike—with equality and fairness.
4. **Strong, Proactive Leadership:** Beyond personality, students want someone hardworking, responsible, and competent. They desire a leader who is "not afraid to make changes," handles bullying and discipline seriously, and can "run the school well" without being "overrun by teachers or parents."

Staff Summary

Based on the staff responses, here are the top three themes regarding the desired characteristics for the next Riverside School District superintendent:

1. **Visibility and Personal Connection:** Staff overwhelmingly want a leader who is "on the ground." This means someone who is personable, regularly visits classrooms, attends school events, and genuinely gets to know the families and staff rather than staying behind a desk.
2. **Commitment to Continuity and Collaboration:** There is a strong desire for a leader who will honor the work already in progress. Staff are looking for a collaborative partner who listens to existing ideas and continues current missions—specifically the work started by the previous administration—rather than disrupting the district with "pet projects".
3. **Authentic Leadership and Accountability:** The community wants a "straight shooter" who prioritizes integrity and transparency over politics. This includes a leader who supports and trusts their staff while simultaneously holding everyone to high standards of performance and fiscal responsibility.

Parent/Community Summary

Based on the parent/community responses, here are the top three themes regarding the desired characteristics for the next Riverside School District superintendent:

1. **High community visibility:** The community wants a relatable and approachable

personality, and a firm commitment to accountability, especially in supporting all students.

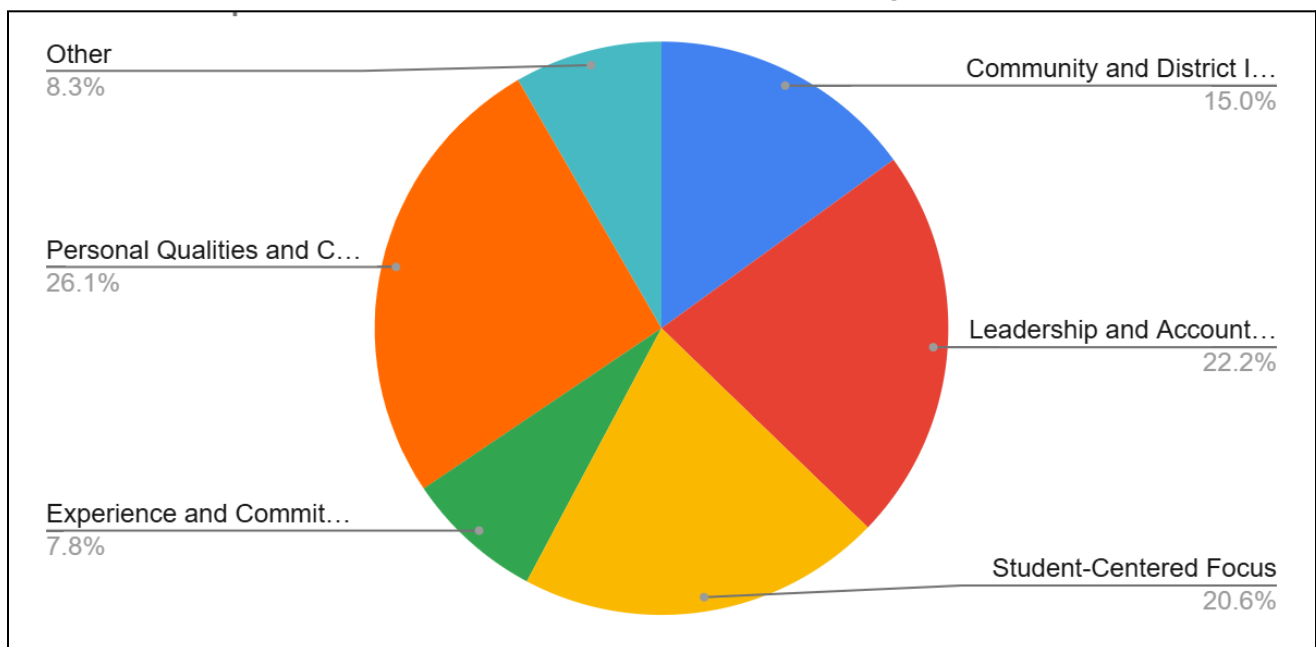
2. **Leads with high standards:** Many respondents highlighted the need for a leader who is present in all buildings, transparent in communication, and capable of maintaining high standards across both academics and extracurriculars.
3. **Continue current strengths:** The community also placed a high value on replicating the strengths of the current leadership, particularly regarding relationship building and active engagement.

Focus Group Input on Desired Characteristics - Parent/Community & Staff

- Community orientated and fun loving person
- Not from another state just looking for another retirement
- High presence in the buildings
- Understands rural community needs as superintendent changes from time to time

TOP PRIORITIES FOR INCOMING SUPERINTENDENT

What should be our top priorities or considerations when hiring a next Superintendent?



The top themes for all 341 respondents:

- **Community and Involvement:** Prioritize a Superintendent who is deeply involved in all aspects of the community and school life, actively present, and willing to live in the district. They should work to unify the district across all schools and communities, building strong relationships and bringing people together for a common goal.
- **Leadership and Accountability:** Seek a strong, confident leader with clear vision, integrity, and strong character who will hold students, staff, activities, and board members accountable for their words and actions. They must be willing to make tough decisions for the betterment of the district, lead by example, and understand laws and policies.

- **Focus on Students and Staff:** The Superintendent must prioritize student success, well-being, and future preparation, genuinely caring about the kids and putting them first. They should be committed to supporting the growth of teachers, looking for new opportunities and resources to strengthen staff and school programs, and ensure all students (including those in fine arts, sports, SPED, and ELLs) are supported.
- **Experience and Communication:** Look for candidates with prior experience in the position, experience in small towns/districts, and the ability to navigate challenges like gaining public support for facilities improvements (e.g., elementary addition). Open, honest, and transparent communication with students, teachers, parents, and the community is essential, along with savvy financial and budget management skills.
- **Commitment and Character:** Find someone dedicated to making a career at Riverside, someone who wants the district to grow, and someone who is approachable, kind, and knowledgeable. They should focus on being a mentor and working to build a positive school environment, rather than viewing the position as just a title or a job.

Student Summary

Based on the student feedback, here are the top four themes for the next Superintendent:

1. **Student-Centered Character & Approachability:** Students overwhelmingly want a leader who is "kind," "nice," "chill," and "approachable." They emphasize the need for a superintendent who genuinely cares about children's well-being and puts their needs above money, power, or the school's reputation.
2. **Active Presence & Visibility:** There is a strong desire for the superintendent to be "out around the building" and "interact with the kids." Students want someone who attends school events (sports and fine arts), knows their names, and is "present" rather than just an office figure.
3. **Leadership & Problem-Solving:** Many responses call for a "qualified" and "smart" leader who can handle pressure. Specific concerns include addressing bullying, "keeping teachers in check," improving school lunches, and making "logical" choices to improve the district.
4. **Community & Stakeholder Connection:** The students value someone who will "build our community" and listen to feedback from students, teachers, and parents. They are looking for an inclusive leader who considers every group within the school when making decisions.

Staff Summary

Based on the staff feedback provided, here are the top three priorities for hiring the new superintendent:

1. **Unified & Holistic Leadership:** Staff want a leader who treats all three buildings as one cohesive district [1]. This includes supporting all programs (Fine Arts, SPED, ELL, Sports) rather than just the majority, and ensuring resources are balanced so every building feels equally valued.
2. **Accountability & Decisiveness:** There is a strong call for someone who will hold students, parents, and staff accountable. This person should be unafraid to make "tough decisions" for the betterment of the district and must be willing to enforce

consistent policies, particularly regarding student behavior.

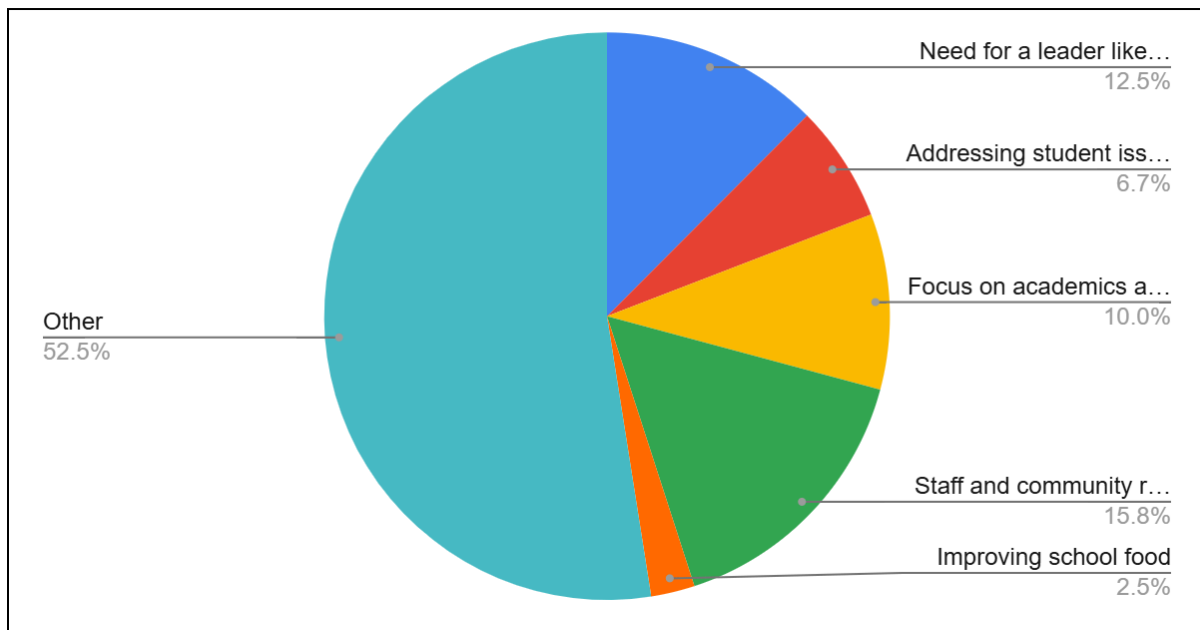
3. **Community Investment & Visibility:** The new hire should be "invested and committed" to the district, ideally living within the community. Beyond administrative work, they need to be active, personable, and visible in the schools and at community events to build strong relationships.

Parent/Community Summary

Based on the parent/community feedback provided, here are the top three priorities for hiring the new superintendent:

1. **Authentic Community Integration & Presence:** The community is looking for a "Bulldog," not a "figurehead" or a "used car salesman." This person must be genuinely invested in the C-M-O (Carson-Macedonia-Oakland) area. Visible Engagement: Attend games, fine arts events, and be present in classrooms across all grade levels (PK-12). Small-Town Heart: Someone willing to live in the district, raise a family there, and treat the position as a long-term career rather than a stepping stone. Approachable: A leader who knows students' names and is a personable, "wholesome" member of the three towns.
2. **Relational Leadership & Unified Accountability:** There is a strong desire for a leader who can bridge the gap between the different communities and schools within the district while maintaining high standards. Unifying Vision: Experience pulling multiple communities together for a common goal, specifically regarding facilities (like the elementary addition) and long-term (50-year) planning. Fair Accountability: Someone with the "command presence" to hold staff, students, and board members accountable with integrity and transparency, ensuring no favoritism exists. Staff Support: A "leader of leaders" who listens to teachers, understands their daily classroom challenges, and provides the resources necessary for instructional growth.
3. **Strategic & Financial Stewardship:** The district needs a "financially savvy" leader who can navigate complex budgets and facilities without "strapping the community." Resource Management: Ability to consolidate schools and manage aging buildings by finding permanent solutions rather than "kicking the problem down the road." Academic Excellence: A visionary who prioritizes "actual learning" over "test-taking" and understands special education, legislative changes, and grant-seeking. Proven Experience: A preference for someone with prior superintendent experience who has a clean, vetted background and a reputation for "doing what is right" under pressure.

Finally, the 341 respondents were asked: Is there anything else you would like to share with us?



The top themes for all 341 respondents:

- **Desire for a Leader Similar to the Current Superintendent:** The majority of feedback emphasized that Dr. Anderson was an exceptional leader, a "huge asset," and "by far the best Riverside has had," leaving "gigantic/big shoes to fill." Many respondents explicitly requested that the Board seek a candidate who is very much like her (e.g., strong, visible, positive, open to comments, and focused on connecting with children and their families).
- **Need to Address School Environment and Discipline:** Multiple concerns were raised regarding bullying and threats of harm, which some felt were not adequately addressed or resulted in the victim being blamed. There is also a call for the new superintendent to bring fairness in treatment for both staff (avoiding favorites) and students, with one respondent noting that current lax discipline is causing the school to "fall."
- **Focus on Academic Priorities and Accountability:** Respondents stressed the importance of prioritizing academics, specifically the core classes (Reading, Writing, Math, Science/Technology, History), over extracurricular activities. The next leader needs to be strong, hold people accountable to keep the district moving forward, and ensure that all students receive a good foundation to become strong adults.
- **Specific Operational and System Changes Requested:** Suggestions included enforcing the cell phone rule strictly (blocking personal cellular devices from wi-fi), reevaluating who qualifies for special education programs (as some may have discipline issues, not learning disabilities), improving the quality and portion sizes of school lunches, and addressing the need for better communication and support across all three communities in the district.

Student Summary

Based on the student feedback provided, the top three recurring themes are:

1. **Lunch Quality and Portions:** A significant number of students requested better food options (specifically mentioning orange chicken), larger portion sizes so they don't have to pay for extras to feel full, and improved breakfast selections.
2. **Appreciation for Dr. Anderson:** Many students expressed deep admiration for the current/former superintendent, Dr. Anderson, describing her as amazing and kind. They expressed a strong desire for the next superintendent to match her energy and leadership style.
3. **Facilities and Extracurriculars:** Students frequently requested facility upgrades, specifically building a swimming pool and adding shower curtains in the boys' locker room, alongside a desire for stronger support for both sports (baseball, swim team) and elective/volunteer opportunities.

Note: A large majority of students (nearly 60%) responded with variations of "No," "Nope," or "N/A," indicating they had no additional feedback to share.

Staff Summary

Based on the staff feedback provided, the top three themes for the next superintendent are:

1. **Proven Leadership & Accountability:** Staff want a "change agent" who can hold people accountable and maintain the positive momentum started by the previous administration.
2. **Inclusive Communication:** There is a strong desire for a leader with an open mind who actively listens to and values the input of all employees, from office staff to bus drivers.
3. **Diverse Perspectives in Hiring:** Employees are eager to be involved in the selection process, noting that those who work across multiple building levels offer a unique and valuable perspective.

Parent/Community Summary

Based on the feedback provided, here are the top three themes from the parents and community regarding the search for a new superintendent:

1. **Finding a "Dr. Anderson" Successor:** The most overwhelming response is the desire for a leader who mirrors the outgoing superintendent, Dr. Stefanie Anderson. The community credits her with transforming the district's culture and fears losing the progress made under her leadership. They are looking for a candidate who is: Visible and engaged: Someone who attends community events and connects personally with students and families. A strong communicator: Someone who is transparent, open to questions, and leads with conviction. An advocate for staff: A leader who supports teachers and treats them fairly without playing favorites.
2. **Prioritizing Academic Rigor and Discipline:** There is a strong call to return to "traditional" educational values. Community members want a leader who will: Focus on core subjects: Prioritize Reading, Writing, Math, Science, and History over

extracurriculars. Enforce strict boundaries: Multiple responses highlighted the need for a "backbone" regarding cell phone bans and addressing bullying more effectively. Reevaluate special programs: There is a concern that some students are placed in special programs for disciplinary issues rather than learning disabilities, which some feel disrupts the learning environment for others.

3. **Maintaining Community and Cultural Stability:** The community is looking for a "smooth transition" to avoid the "pendulum swings" of the past. Key expectations include: Long-term commitment: Finding a leader who wants to be at Riverside for the long haul, not someone using the position as a "stepping stone." Involvement in the hiring process: Staff and educators expressed a strong desire to meet and engage with final candidates to ensure a good fit beyond what is on paper. Integrity in decision-making: A leader who makes choices based on student success and "doing what's right," rather than catering to influential parent groups or social circles.

Focus Group Input - Parent/Community & Staff

- Budgeting skills
- Strong teacher recruiting skills and retention
- Involving new staff in community
- Not come in and throw weight around to get their way
- Not from another state just to get another retirement
- No recommendations for reaching out to potential candidates

SYNTHESIS OF "ALL ISSUES" SURVEY AND FOCUS GROUP MEETINGS

After analyzing feedback from students, staff, parents, community members, and focus group meeting participants yielded several clear priorities that have emerged for the first year of the new superintendency.

Priorities for the first year of the new Riverside Superintendent:

1. **Focus on Students:** Make decisions based on the best interests of students and treat all students the same.
2. **Facilities and Finance:** The district faces issues regarding its physical buildings. Continue with three or move towards one newer more efficient facility.
3. **Community Connection and Visibility:** Be in the community - meaning all three towns and active in the community and within the educational settings.
4. **Culture and Accountability:** Hold everyone, students and staff alike to the standard of success.