# Summary of the Community Survey
# September 2021

# Table of Contents

# Executive Summary

Questar III BOCES created an online community survey for the Hudson CSD Superintendent Search with the input of the Hudson CSD. A link to the survey was posted on the Hudson CSD website on August 20 and closed on September 10. The link was also shared on the district's Facebook page and in the Register Star newspaper. Parents, guardians, and staff were also invited to participate via email.

A total of 416 community responded to the survey, with approximately 63 percent of participants fully completing the survey. The highest number of respondents were parents with a child or children in school (38.7 percent). Community members without children in school were the second highest group of respondents representing 27.8 percent of respondents. The third highest respondent group was that of instructional staff representing 24.8 percent of total respondents followed by non-instructional staff representing 10.9 percent of respondents. Students at Hudson CSD represented 1.4 percent of the total respondents.

The third question asked respondents to select up to three different positions that would prove most valuable for the next superintendent in Hudson CSD. The top three responses were teacher (24.4 percent), building principal (19.2 percent), and superintendent in another school district (16.4 percent)

The fourth question asked respondents to place weight on specific experiences and skill areas that superintendent candidates may process. The top 10 responses, rated as critically important or above average importance, included:

1. Ability to lead and direct an effective management team (96.35 percent)
2. Commitment to continuous improvement (93.68 percent)
3. Love of students and public education (93.02 percent)
4. Maintains visibility and accessibility to students, staff, and parents (90.7 percent)
5. Ability to think outside the box and be creative (90.36 percent)
6. Exceptional communication and public relation skills (90.03 percent)
7. Proven track record of raising student achievement (89.37 percent)
7. Ability to develop a vision for the district (89.37 percent)
9. Strong communication with the school board (87.37 percent)
10. Strong knowledge of curriculum and evaluation best practices (86.38 percent)

The fifth question asked respondents to weigh what importance the board should place on various personal characteristics. The top 10 characteristics desired by respondents were:

1. Honest and ethical (98.95 percent)
2. High level of personal integrity (97.55 percent)
3. Collaborative/knows how to work with others (97.54 percent)
4. A strong communicator (96.85 percent)
5. Problem solver (93.33 percent)
5. Approachable (93.33 percent)
7. Ability to seek support when needed (91.93 percent)
8. Resourceful (90.53 percent)
8. Transparent (90.53 percent)

10. Firm and fair (89.82 percent)
10. Strong sense of dedication (89.82 percent)


The sixth question asked respondents to identify the greatest need of Hudson CSD over the next year. Respondents indicated 447 different areas, which were grouped under 24 topics. The greatest needs related to budget, leadership and vision, and COVID/Health and Safety.

The seventh question asked respondents to list the great needs of Hudson CSD over the next two years. Respondents indicated 384 different areas, which were grouped under 17 topics. The greatest needs related to student programming, budget, and improving results/ expectations.

The final survey question asked community members to provide a question they would like the school board to ask candidates for the superintendent position. A total of 169 questions were submitted. These questions were organized and grouped by topic, without any editing or reformatting of what was provided by respondents. The top three categories include: questions about a candidate's vision or leadership, questions about experience and candidacy, and those related to student opportunities and outcomes. These questions, listed on pages 34-40, are ranked in order by the number of similar questions related to that topic.

## Question 1: Which of the following best describes your role?
- 249 full-time district residents (69.36 percent)
- 99 part-time district residents (27.58 percent)
- 99 live outside the district – employed by the district (3.06 percent)

## Question 2: I am also a?
- 139 parents with a child or children attending Hudson CSD (38.72 percent)
- 89 instructional staff members at Hudson CSD (24.79 percent)
- 87 community members with children attending Hudson CSD (24.23 percent)
- 39 non-instructional staff members at Hudson CSD (10.86 percent)
- 5 students at Hudson CSD (1.39 percent)

## Question 3: Which prior positions do you think would prove most valuable for the next superintendent? (You may check up to THREE positions)

- ***Teacher (221)***
- ***Building principal (174)***
- ***Superintendent in another school district (148)***
- ***Assistant superintendent (140)***
- Leadership position outside of public education (68)
- Department chair/curriculum leader (57)
- Business official/school finance (46)
- Special education director (35)
- Human resources director (16)

**Question 4: Listed below are specific experiences and skill area that superintendent candidates may possess. From your perspective, how much weight should the Board place on each area? Rate the importance of each area using the scale.**

| Question | Critically Important | | Above Average Importance | | Of Average Importance | | Below Average Importance | | Relatively Unimportant | | Total |
|----------|------|------|------|------|------|------|------|------|------|------|------|
| Proven track record of raising student achievement | 55.48% | 167 | 33.89% | 102 | 10.30% | 31 | 0.33% | 1 | 0.00% | 0 | 301 |
| Fosters the professional development and growth of staff | 49.17% | 148 | 32.23% | 97 | 16.61% | 50 | 1.33% | 4 | 0.66% | 2 | 301 |
| Exceptional communication and public relation skills | 58.14% | 175 | 31.89% | 96 | 8.31% | 25 | 1.33% | 4 | 0.33% | 1 | 301 |
| Ability to lead and direct an effective management team | 74.09% | 223 | 22.26% | 67 | 3.32% | 10 | 0.33% | 1 | 0.00% | 0 | 301 |
| Strong knowledge of curriculum and evaluation best practices | 54.15% | 163 | 32.23% | 97 | 11.63% | 35 | 1.33% | 4 | 0.66% | 2 | 301 |
| Strong communication with the school board | 56.81% | 171 | 30.56% | 92 | 11.30% | 34 | 1.00% | 3 | 0.33% | 1 | 301 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Knowledge of technology | 21.93% | 66 | 39.53% | 119 | 34.55% | 104 | 2.66% | 8 | 1.33% | 4 | 301 |
| Ability to think outside the box and be creative | 58.47% | 176 | 31.89% | 96 | 9.63% | 29 | 0.00% | 0 | 0.00% | 0 | 301 |
| Maintains visibility and accessibility to students, staff, and parents | 63.79% | 192 | 26.91% | 81 | 8.97% | 27 | 0.33% | 1 | 0.00% | 0 | 301 |
| Experience working with elected officials and community leader | 25.25% | 76 | 42.19% | 127 | 28.57% | 86 | 3.65% | 11 | 0.33% | 1 | 301 |
| Familiarity with small city school districts | 36.21% | 109 | 37.54% | 113 | 22.26% | 67 | 2.33% | 7 | 1.66% | 5 | 301 |
| Love of students and public education | 76.08% | 229 | 16.94% | 51 | 6.64% | 20 | 0.00% | 0 | 0.33% | 1 | 301 |
| Experience with labor negotiations and contracts | 29.90% | 90 | 41.20% | 124 | 27.24% | 82 | 1.00% | 3 | 0.66% | 2 | 301 |
| Human resources experience | 13.62% | 41 | 33.89% | 102 | 44.19% | 133 | 6.98% | 21 | 1.33% | 4 | 301 |
| Experience with facilities management | 11.63% | 35 | 35.22% | 106 | 43.85% | 132 | 7.64% | 23 | 1.66% | 5 | 301 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Lives in the district | 22.26% | 67 | 23.59% | 71 | 32.89% | 99 | 9.97% | 30 | 11.30% | 34 | 301 |
| Is visible in the district | 49.17% | 148 | 31.56% | 95 | 14.29% | 43 | 3.99% | 12 | 1.00% | 3 | 301 |
| Experience with budget development and management | 43.52% | 131 | 38.54% | 116 | 16.61% | 50 | 1.00% | 3 | 0.33% | 1 | 301 |
| Doctorate degree | 13.62% | 41 | 25.25% | 76 | 40.86% | 123 | 7.64% | 23 | 12.62% | 38 | 301 |
| Knows about the latest best practices such as Diversity, Equity & Inclusion (DEI), Restorative Practices, etc. | 39.87% | 120 | 34.88% | 105 | 18.27% | 55 | 3.32% | 10 | 3.65% | 11 | 301 |
| Budget savvy | 38.21% | 115 | 41.86% | 126 | 18.60% | 56 | 1.00% | 3 | 0.33% | 1 | 301 |
| ==Ability to develop a vision for the district== | 60.13% | 181 | 29.24% | 88 | 9.97% | 30 | 0.66% | 2 | 0.00% | 0 | 301 |
| ==Commitment to continuous improvement== | 64.78% | 195 | 28.90% | 87 | 5.65% | 17 | 0.66% | 2 | 0.00% | 0 | 301 |

**Question 5: Listed below are personal characteristics that superintendent candidates may possess. From your perspective, how much weight should the Board place on each characteristic when assessing each candidate. Rate the importance of each by using the scale.**

| Question | Critically Important | | Above Average Importance | | Of Average Importance | | Below Average Importance | | Relatively Unimportant | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A strong communicator | 66.67% | 190 | 30.18% | 86 | 2.81% | 8 | 0.00% | 0 | 0.35% | 1 | 285 |
| Visionary | 41.75% | 119 | 42.11% | 120 | 14.04% | 40 | 1.40% | 4 | 0.70% | 2 | 285 |
| Goal-oriented | 45.61% | 130 | 42.81% | 122 | 11.23% | 32 | 0.00% | 0 | 0.35% | 1 | 285 |
| Honest and ethical | 87.72% | 250 | 11.23% | 32 | 1.05% | 3 | 0.00% | 0 | 0.00% | 0 | 285 |
| Ambitious | 37.19% | 106 | 36.14% | 103 | 23.16% | 66 | 2.81% | 8 | 0.70% | 2 | 285 |
| Tenacious/does not give up | 47.02% | 134 | 37.19% | 106 | 13.68% | 39 | 1.40% | 4 | 0.70% | 2 | 285 |
| Assertive | 30.18% | 86 | 40.35% | 115 | 28.07% | 80 | 1.05% | 3 | 0.35% | 1 | 285 |
| Firm and fair | 53.68% | 153 | 36.14% | 103 | 9.12% | 26 | 0.35% | 1 | 0.70% | 2 | 285 |
| High level of personal integrity | 74.04% | 211 | 23.51% | 67 | 1.75% | 5 | 0.35% | 1 | 0.35% | 1 | 285 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Resourceful | 48.07% | 137 | 42.46% | 121 | 9.12% | 26 | 0.35% | 1 | 0.00% | 0 | 285 |
| Approachable | 68.07% | 194 | 25.26% | 72 | 6.67% | 19 | 0.00% | 0 | 0.00% | 0 | 285 |
| Driven | 35.79% | 102 | 40.35% | 115 | 20.70% | 59 | 2.81% | 8 | 0.35% | 1 | 285 |
| Personable | 54.69% | 115 | 33.33% | 95 | 11.58% | 33 | 0.00% | 0 | 0.70% | 2 | 285 |
| Risk taker | 17.19% | 49 | 35.79% | 102 | 37.89% | 108 | 7.37% | 21 | 1.75% | 5 | 285 |
| Passionate | 51.58% | 147 | 33.33% | 95 | 14.74% | 42 | 0.35% | 1 | 0.00% | 0 | 285 |
| Transparent | 68.42% | 195 | 22.11% | 63 | 9.12% | 26 | 0.35% | 1 | 0.00% | 0 | 285 |
| Collaborative/knows how to work with others | 71.58% | 204 | 25.96% | 74 | 2.11% | 6 | 0.35% | 1 | 0.00% | 0 | 285 |
| Visible | 50.18% | 143 | 31.23% | 89 | 16.14% | 46 | 1.05% | 3 | 1.40% | 4 | 285 |
| Humble | 41.05% | 117 | 33.33% | 95 | 20.00% | 57 | 2.11% | 6 | 3.51% | 10 | 285 |
| Confident | 38.95% | 111 | 41.05% | 117 | 18.95% | 54 | 0.70% | 2 | 0.35% | 1 | 285 |
| Delegator | 32.63% | 93 | 39.30% | 112 | 25.26% | 72 | 0.70% | 2 | 2.11% | 6 | 285 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Outgoing | 29.12% | 83 | 35.79% | 102 | 29.12% | 83 | 3.86% | 11 | 2.11% | 6 | 285 |
| Flexible | 42.46% | 121 | 39.30% | 112 | 15.79% | 45 | 1.05% | 3 | 1.40% | 4 | 285 |
| Equitable | 54.39% | 155 | 31.93% | 91 | 12.63% | 36 | 0.70% | 2 | 0.35% | 1 | 285 |
| Empathetic/open to others | 53.68% | 153 | 34.74% | 99 | 10.88% | 31 | 0.35% | 1 | 0.35% | 1 | 285 |
| Kind | 48.77% | 139 | 30.18% | 86 | 19.65% | 56 | 1.05% | 3 | 0.35% | 1 | 285 |
| Creative | 40.00% | 114 | 38.60% | 110 | 20.35% | 58 | 0.70% | 2 | 0.35% | 1 | 285 |
| Progressive | 40.00% | 114 | 36.49% | 104 | 18.95% | 54 | 2.81% | 8 | 1.75% | 5 | 285 |
| Consensus builder | 29.82% | 85 | 41.75% | 119 | 25.96% | 74 | 1.40% | 4 | 1.05% | 3 | 285 |
| Self-reflective | 36.84% | 105 | 40.70% | 116 | 20.00% | 57 | 1.75% | 5 | 0.70% | 2 | 285 |
| <span style="background-color:#00ff00">Problem solver</span> | 60.70% | 173 | 32.63% | 93 | 6.32% | 18 | 0.00% | 0 | 0.35% | 1 | 285 |
| Thick skin/strong shoulders | 46.32% | 132 | 35.09% | 100 | 16.84% | 48 | 1.40% | 4 | 0.35% | 1 | 285 |
| Compassionate | 52.98% | 151 | 32.28% | 92 | 13.33% | 38 | 0.70% | 2 | 0.70% | 2 | 285 |
| <span style="background-color:#00ff00">Strong sense of dedication</span> | 57.54% | 164 | 32.28% | 92 | 10.18% | 29 | 0.00% | 0 | 0.00% | 0 | 285 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Ability to seek support when needed | 58.25% | 166 | 33.68% | 96 | 8.07% | 23 | 0.00% | 0 | 0.00% | 0 | 285 |
| Sense of humor | 32.63% | 93 | 32.98% | 94 | 28.07% | 80 | 4.91% | 14 | 1.40% | 4 | 285 |
| Innovative | 40.00% | 114 | 43.16% | 123 | 15.79% | 45 | 0.70% | 2 | 0.35% | 1 | 285 |

# Question 6: List up to three greatest needs of Hudson CSD over the next year

*These responses were printed as entered by survey participants but grouped by category. One response was edited to protect individual privacy.*

**Budget (57)**
- A strong budget and sound resources for innovative programs to address needs.
- Re-evaluate transportation costs to other schools
- Pay non instructional employees a living wage
- Pay non instructional employees a living wage
- Budget
- Reduce spending to lessen tax burden
- Stop raising taxes
- CUT THE BUDGET/IMPROVE ACADEMIC PERFORMANCE
- Get more value per pupil spend in terms of education
- Reduce the budget
- Tighten the budget
- Freeze the budget
- Budget
- Creative Budgeting
- Reduce spening to lessen tax burden
- Budget for wants
- address the ever increasing budget despite declining enrollment. The community cannot support it
- Lower costs
- Lower taxes
- reduce budget
- Decrease budget
- Reduce budget
- Budget constraints
- Reduce spending
- Control costs
- Stop raising taxes
- lower budget
- reining in the budget
- Stop raising taxes
- CUT THE BUDGET/STOP WASTING MONEY
- CUT THE BUDGET/STOP WASTING MONEY
- Better budget with less bloat
- Decrease budget
- lower the taxes
- keeping costs down
- Budget cuts
- Reduce the budget
- Budget refinement

- reduce transportation costs
- Stabilize budget with minimal increases to taxes
- Budget for needs
- Improve salaries of all employees so we can get more qualified teachers
- Lower taxes
- budgeting -- keep costs down
- Budget
- Better use of resources-too top heavy with admin
- appropriately fund educational programming while maintaining an efficient budget
- continued funding
- Stable government funding
- Control spending, this is not a rich district
- Maximize budgets and stimulus money to improve long term learning resources
- Pay teachers more
- Reduce spending to lessen tax burden
- More federal and state aid
- Remove excess expenses
- increasing resources
- An Administrative Staff and Board who are mindful of the additional funding, that we recently received, but that is going to go away soon and are prepared for that.

**Leadership, Vision (39)**
- Accountability for all superintendent, administration, faculty & staff - if not here to be committed to our students and families is crucial - if doing job please find people who will
- Brings the district together to accomplish a vision and goal to improve the district.
- Strategic plan development
- Take the opportunity due to a new superintendent starting to realign and define leadership roles for all stakeholders in the district
- Hire a superintendent with experience and pay for that experience
- Clear plan for the next year
- Establish a new vision for student success in the post-pandemic world of education
- Strong leadership
- New blood
- Provides equitable leadership to all with consistent, strong communication.
- Future Direction
- Support school leadership
- Seamless transition of leadership
- Strong leadership
- Strong leadership
- Goals
- Supervision
- Leadership
- Clear and colloborative relationship
- Consistency
- Decrease central administration

- A strong replacement for Superintendent Suttmeier who is humble and willing to learn from her, and to take hold of the baton and run with it.
- New ideas
- Understands the importance of truly educating the kids in our community
- Review of all programs and updated prpgrams
- Teaching practices that represent various learning styles outside of traditional classroom lecture
- The continuing plan of being progressive in what we do in classrooms, and curriculum.
- Clear vision for the future
- Unifying staff and administration
- Re-imagining the schools relationship with students, parents, teachers and the community given what was learned in the pandemic
- Support continuous improvement cycle
- Goals
- Goals – achievement
- Increased quality of education
- accountability
- foster a hard working goal oriented environment
- Rehaul
- Progression
- █████████

**COVID/Health and Safety (38)**
- Ensure a safe return to school
- foster safe learning environment
- Continue safe return from COVID
- To maintain strict safety rules due to COVID
- Get children back on track after COVID
- teacher morale due to pandemic
- Air filtering system upgrade
- learning loss
- no covid outbrake
- no covid outbreak
- Offer choice of in person or distance learning
- dialog on how best to spend the Covid stimulus money
- Prepare for a time of change following COVID
- support for all staff/students who are dealing with many changes in curriculum and safety procedures
- Meeting student gaps from pandemic
- Support students during COVID crisis
- Health & safety of students and staff with COVID
- COVID safety for children and staff
- Health and safety of children
- Safety
- Safety
- Safety

- Given the role of the school in the community, play a role in facilitating vaccinations when approval finally goes through for all ages.
- it will take at least 2 years to come through the damage of covid
- A good plan on how the district will be going forward in a post-covid world
- recovery
- Lose the masks
- On school instruction 5 days a week
- Bridging Educational  Gaps Resulting from COVID
- A comprehensive plan as we head out of a Covid world.

**Student Needs and Outcomes (36)**
- Providing adequate academic support to all learners, particularly those returning from online learning
- Find creative ways to meet student needs which may not be reflected in test scores
- No homework
- Dyslexia screener for at risk students
- increased focus on restorative practices and social justice
- Raise educational standards
- Get back on track as far as academics and assessments.
- Educate our students
- Provide opportunity for all students
- drive to educate students to a higher level
- Class sizes
- Restore My Brothers Keeper
- Continue strong acad
- Counseling- getting ready for post graduation
- Keep school fun and rewarding despite challenging environment and loss of field trips/ in-class visits
- Skills Support all subjects
- empathy for the struggles of students with non-traditional identities and backgrounds
- Supporting our ENL students & families
- Academic growth and social emotional support for students post-pandemic
- set up students for success
- Discontinue teaching TJ the lowest common denominator
- All seniors should be graduating with a clearly defined path to the attainable career of their choosing, led by the high school principal
- Maintaining accountability to the Future Focused Goals
- provide for educational needs of those who are going to schools outside of the district
- Evidence of learning demonstrated by students
- Educating students and staff
- More fun school activities
- helping students adjust to the academic demands placed on them
- Student retntion
- focusing on more classic skills like reading, and math
- Helping students develop stronger skills
- Higher expectations for students across all grades -- especially 3-5

- give students a sense of accomplishment
- Provide life lessons with compassion
- Understand environmental effects on children
- Push students to push themselves

**Student Achievement, Other Data (35)**
- Back to 1, raising achievement of students.
- Lower dropout rate
- Less dropouts
- Continue raising test scores
- improve test scores
- Being creative in raising academic achievement for students
- improving test scores
- Better student grades
- raise test scores
- For students to show academic improvement. Also show emotional and social improvement
- Improve attendance
- achieve improvements in grades
- Standardized measurements of students achievement
- establish performance outcomes beyond test scores
- improve student attendance/performance
- Improve student achievement
- Improve performance
- Achievement improvement
- Improvement in math and ela across the board, but especially in lower grades. We know it to be true that if young children grasp basic math strategies at a young age, they will likely have success as they move up in their academic experiences.
- Raise scores
- increase learning/scores
- academic improvement
- Raise academic standards
- Leaning away from learning for tests and more towards learning for life
- Standards
- Improving reading
- Increase student proficiency in reading and math
- Improve reading achievement in k-3
- improve education with meaningful and calculable results
- Improving student performance
- Get all students up to appropriate academic levels
- Understand what is causing low rating of the school
- Improve student performance
- Standardized measures of student learning
- academic progress

**Staff and Staffing (31)**
- Attracting and keeping talented teachers, administrators and staff
- Attract eduactors for advanced courses
- Strategic approach to hiring to replace teachers who have retired/resigned and to fill new positions.
- More teachers
- recruit motivated and innovative teaching staff
- Fill staff vacancies with outstanding people
- Better teachers
- More aides
- Hiring new teachers
- Improve teacher morale
- Recruit and retain worthy employees
- More staff that can handle kids
- Fully staff all three libraries with verified librarians and dedicated aides
- Focus on teacher morale
- Support of faculty and staff
- See the value of workers who are not teachers
- Fairness to teachers
- Guidance for teachers who have non-school built kids
- Equity of labor across support staff
- Flexibility in structure of schedules snd learning
- More transparency with teachers
- Have teachers push students more
- have a more equitable relaionship between community, union and school
- Equitable expectations/observations for teachers
- Improving Climate and Moral for Staff
- Work on improving the mentoring program to improve retention, which should led by the Assistant Superintendent
- Collaborative with staff
- Provide needed materials and training to All staff
- higher quality of teachers from other areas
- support the staff with all the curriculum demands
- Employee retention

**Parental and Community Involvement (26)**
- Strong sense of community
- build a strong school community
- Encourage greater community engagement to foster a better educational experience for students, enable greater outcomes for students and communicate value of education outcomes for the community at large
- Have parent involvement
- Open to parent questions not passing the buck.
- Parent participation
- Maintain working relationship and availability to parents

- Parent involvement seems to be the key. Finding ways to get more families involved in their kids' education and their activities seems like it would be beneficial.
- Encouraging/inspiring more parent and family involvement
- Increase positive relationships between students and staff
- Community building and connection
- Community builder
- Expanding compassion and kindness towards each other
- develop community care for student achievement involving dedication from families
- Create a unified, positive atmosphere in schools
- Community bonds are formed between admin, teachers, staff, students, and families.
- engagement with statewide goals/resources
- Engagement with local organizations
- Survey the staff and parents to get an idea of what needs are
- Community voice
- Community Engagement
- Strong sense of community with staff and students
- work with the community to build trust
- Supporting struggling families - root cause of poor school performance
- Provide support for demographics that are struggling to remain in the community.
- Continue to be receptive to staff and students ideas

**Student Courses, Extracurriculars (26)**
- Increase summer activities for students
- Make some parts curriculum more challenging
- More progressive programs
- providing quality after school programs/clubs
- Teach Tax billing and adulthood
- Continue to expand creative educational opportunities / programs for students
- Integrating more local history in curriculum
- Sports programs
- Reading programs
- Diversity in course offerings
- Better programs
- broadening curriculum
- More courses teaching all students practical skills for day to day living / understanding banking - taxes - saving skills
- Increase AP offerings, advanced
- Maintain/grow academic programs
- After School Program continues
- Stronger program offerings for boys
- CDOS
- Work study program
- Increase AP classes
- Improve understanding of civics, political science and democracy
- PBIS
- Give students meaningful experiences.

- Improved extracurriculars in elementary
- Improve classroom instruction time
- Refining Elementary Curriculum Scope and Sequence

**Diversity, Equity, and Inclusion (21)**
- Prioritizing diversity in hiring practices given the number of upcoming retirements.
- continue to utilize and develop restorative justice
- Implementation of restorative practices
- Equality
- Equitability among buildings
- Support for systemwide improvement
- inclusion
- Person of color in leadership role
- Equity
- Social needs of students- inside and outside- keep engaged in clubs , activities etc to make inclusivity
- increase staff diversity
- Diversify teachers and administartion
- Teacher diversity
- Diversity
- Diversity, inclusion & equibility throughout all buildings
- Continue to promote diversity of staff
- More diverse staff to provide equitable education
- More staff of color
- Inclusivity
- Diversity of staff/teachers
- Minority

**Qualities of Superintendent (18)**
- Personable
- Be outgoing and likable. Someone people want to get behind, not work against
- Being real
- Transparency
- Consistency
- Good communicator
- Someone who listens and takes all sides into consideration
- Person with experience in inner city school district
- Developing consensus
- Being on the forefront of new educational techniques.
- Eliminate favoritism/use of all resources
- Always have an eye on how things are going with students and staff
- With the knowledge (of previous need) support the implementation of consistent district-wide curriculum (for example how do we address diversity, how do we teach reading as a district)
- Superintendent being a leader
- Person with experience in restorative justice

- Has knowledge of the latest research and best practices in education and guides the whole district in accomplishing those goals.
- Perseverance
- Consistency

**Professional Development (17)**
- Improve classroom instruction time
- Quality professional development for staff
- Professional Development opportunities related to Next Gen standards
- Excellent PD for teachers
- Give teachers a voice in their professional development.
- Coordinated and embedded professional development
- Continue to develop best practices in reading instruction/ math instruction
- Curriculum development
- Training and support to implement new programs with consistency and fidelity
- Teacher support
- Improve staff training and morale
- Training a teacher or two in Orton-Gillingham (OG) to target students with dyslexia or a severe reading disability
- better professional development
- DEI Trainings K-12
- Helping staff shift in teaching and learning post pandemic
- Teacher Tech Training
- Better , meaningful and useful professional development for support staff, such as teaching assistants and aides. It's of the utmost importance that we are educated in the many forms of disabilities or disorders and how to treat/help the students who may have them. We haven' had anything like this in my recent memory, although I've suggested this many times

**Technology (15)**
- Technology programs
- Technology
- Greater technology
- Tech upgrades
- Improve technology acceccibility
- Technology
- Tech upgrades
- Technology
- More tech classes for students
- Continue technology improvement
- Improve technology
- Tech acquisition
- Continuing to advance and support the implementation of AVID across the district.
- AVID
- Improvements in technology equipment (smartboards, etc.)

**College and Career Readiness (14)**
- Increase college readiness
- Increase Level of Colleges Attended
- Graduation ready. Options for post graduation
- Tours of SUNY & other universities
- More hands on vocational opportunities within the school not just Questar
- Encourage students to learn a trade
- Integration of academics and career readiness/vocational training
- identify track to allow students to pursue trades
- Offer more electives in all levels
- More creative curriculum that involves work study training
- Student internships and career readiness
- Build opportunities for students to find college and career inspiration in the community
- Continuing to enhance student course opportunities and partnerships with agencies and colleges
- Job preparation

**Mental Health (14)**
- Social emotional health of students and staff
- addressing the needs of SEL for those most affected by covid
- Transition past COVID - social emotional
- SEL supports
- Continue to put the welding, and well being, of our students and staff in the forefront
- Meeting health, well being, support of teachers
- social-emotional support to staff throughout the district
- SEL especially for junior and high school students
- A joyful school culture that focuses on academic achievement, personal growth, and civic competence
- SEL & Mental Health -students, families, faculty and staff
- mental health check ins
- Achievement/Social Emotional Development
- Social Emotional Learning for Students (especially after the pandemic)
- Social emotional support

**Trust and Reputation (13)**
- Restore overall confidence in community faith that HCSD is a great district for students to learn and grow in
- Improve reputation of HCSD in Columbia County
- Improve district reputation within and outside the community
- Transparency with parents
- Transparency
- Building community trust
- Continued improvement of district's image and reputation, community engagement and enrollment.
- Open to public input and quit the secrecy stuff
- Maintain transparency with parwnts

- Respect
- Improve District morale
- Maintain positive image
- Building community trust

**Facilities (9)**
- Regulate temperatures in Elementary school
- Continued maintenance
- Finnish the ball field at MC Smith.
- Add additional ball fields at the high school, and maintain the grounds better.
- Maintain school grounds so they are safer
- Better playground
- Willingness to listen to and respond to community needs around school facility usage and childcare needs when school is interrupted; the community has no options and it's hurting the people at the economic bottom the most acutely
- More space at the elementary building
- Facilities

**Graduation Rates (9)**
- Graduation Rate
- Increase graduation rate
- Better graduation rates
- Increase graduation rate
- Increase graduation rate
- Increase Graduation Level
- Continue raising graduation rates
- continue to improve graduation rate
- more  students finish  H S

**Communication (6)**
- Better communication between administration and staff
- communicating with taxpayers
- Build strong communications with students and community
- Communication with parents
- Better communication with the community.
- More open communication between parents and educators

**Arts and Music (5)**
- more arts and music
- Emphasis on arts education
- Improve access to music and the arts
- build up the arts programs
- Enhance access to music and the arts

**Enrollment (4)**
- Adjusting to the drop in enrollment

- How is the changing demographic of the Hudson area affecting the population of students in our district.
- drop in student population
- Prepare for demographic changes that are already occurring in the community.

**Language Programs (4)**
- More language options
- Languages
- Bring back Italian language class
- reading

**School Board (4)**
- Maintain current BOE direction and progress
- Recruitment of more candidates to run for open seats on the Board
- Educate school board
- New school board

**STEM (3)**
- Physics classes in HS
- More S.T.E.A.M. opportunities, including environmental education (see the book "Edible Schoolyard" by Alice Waters)
- K-12 STEM/STEAM

**Student Nutrition (3)**
- Better nutritional options for meals - including more fresh food
- Improve the lunch menu.
- Continue free lunch program for all

## Question 7: List up to three greatest needs of Hudson CSD over the next 2 years

*These responses were printed as entered by survey participants but grouped by category. One response was edited to protect individual privacy.*

**Student Programming (80)**
- Improved extracurriculars in elementary
- Sports programs
- Technology programs
- K-12 STEM/STEAM Physics classes in HS
- More fun school activities
- Teach tax billing and adulthood
- Languages
- Drivers education
- More courses teaching all students practical skills for day to day living / understanding
- banking - taxes - saving skills
- More college courses and programs
- Emphasis on arts education
- broadening curriculum
- less teaching to the test, more experiential learning
- Stronger program offerings for boys
- Diverse classes for students to try different things, like Questar but not
- After School Program continues
- more arts and music
- Pipe dream: electronically music classes
- More language options
- Offer more challenging courses
- Increase AP classes
- Discontinue teaching TJ the lowest common denominator
- Diversity in course offerings
- Increase of educational alternative options
- More S.T.E.A.M. opportunities, including environmental education (see the book "Edible Schoolyard" by Alice Waters)
- More tutoring and academic support for all students, including support for families to support their children
- build up the arts programs
- Integrating more local history in curriculum
- Increase summer programming
- Better programs
- increase electives in humanities subjects
- Remote extra help
- Increase AP offerings, advanced
- Enhance access to music and the arts
- Focus on progress for special needs students
- focusing on more classic skills like reading, and math

- CDOS
- PBIS
- expand and enhance the music department-Choir
- Maintain/grow academic programs
- Improved curriculum and electives at HS level
- Refining Elementary Curriculum Scope and Sequence
- Extra curricular activities
- Continue to expand creative educational opportunities / programs for students
- Provide opportunity for all students
- Less sports and more classroom
- More tech classes for students
- reading
- Standardized measures of student learning
- Standards
- Evidence of learning demonstrated by students
- Leaning away from learning for tests and more towards learning for life
- Improve student performance
- Educating students and staff
- Less emphasis on sports more academic focus
- provide for educational needs of those who are going to schools outside of the district
- Improve classroom instruction time
- Focus on impprved behavior for students
- continue to improve SpEd, ENL and POC education gains
- set up students for success
- Improve the lunch menu.
- Compassionate Curriculum
- Provide life lessons with compassion
- Eliminate truancy
- Addressing specific individual student needs
- Ensuring all classrooms are provided with instructional materials to meet student needs
- improve student attendance/performance
- academic progress
- Student achievement measures
- Increased quality of education
- Helping students develop stronger skills
- Continue to build on reading, writing, and math skills. The students will need that extra care on those three topics
- Get all students up to appropriate academic levels
- Educating the whole child/ accountability
- Improving reading
- Expanding compassion and kindness
- Student access to computer/information technology classes
- Reading programs
- Implement MTSS across K-12

**Budget (56)**

- Budget
- Control spending,this is not a rich district
- Stable government funding
- budgeting -- keep costs down
- Better budget
- wasteful spending, work in a district, see wasteful spending, district needs to invest in what is working - rather quality professional development verses more wasted programs
- reduce transportation costs
- Continue free lunch program for all
- Freeze the budget
- Remove excess expenses
- Budget for needs
- continued funding
- Budget for wants
- An Administrative Staff and Board who are mindful of the additional funding, that we recently received, but that is going to go away soon and are prepared for that.
- Budget constraints
- More federal and state aid
- Decrease budget
- Decrease budget
- reduce budget
- Lower costs
- Maximize budgets and stimulus money to improve long term learning resources
- Stabilize budget with minimal increases to taxes
- Control costs
- Reduce the budget
- Reduce budget
- Reduce spending
- Lower taxes
- Pay teachers more
- keeping costs down
- lower the taxes
- Budget
- Maintains a balance budget
- CUT THE BUDGET/STOP WASTING MONEY
- CUT THE BUDGET/STOP WASTING MONEY
- CUT THE BUDGET/STOP WASTING MONEY
- lower budget
- Stop raising taxes
- Stop raising taxes
- Stop raising taxes
- reining in the budget
- Lower taxes

- Better budget with less bloat
- Budget refinement
- Reduce spening to lessen tax burden
- Reduce spending to lessen tax burden
- Reduce spending to lessen tax burden
- Creative Budgeting
- Improve salaries of all employees so we can get more qualified teachers
- Budget
- Better use of resources-too top heavy with admin
- Pay non instructional employees a living wage
- Pay non instructional employees a living wage
- A strong budget and sound resources for innovative programs to address needs.
- increasing resources
- Budget cuts
- appropriately fund educational programming while maintaining an efficient budget

**Improving Results, Expectations (38)**
- Improving student performance
- improving test scores
- raise test scores
- Continue raising test scores
- Raise scores
- improve education with meaningful and calculable results
- Growth in all areas
- Give students meaningful experiences.
- Make some parts curriculum more challenging
- increase learning/scores
- Raise the bar ! so HHS ranking increases
- Being creative in raising academic achievement for students
- Higher expectations for students across all grades -- especially 3-5
- establish performance outcomes beyond test scores
- Push students to push themselves
- foster a hard working goal oriented environment
- Review acad goals
- Increase student proficiency in reading and math
- Goals
- Goals - achievement
- Maintaining accountability to the Future Focused Goals
- Improve understanding of civics, political science and democracy
- Prepare students for climate change
- making life long learners
- academic improvement
- Improve performance
- Improve reading achievement in k-3
- Improve the education of average and above average students
- helping students adjust to the academic demands placed on them

- Better student grades
- Student retention
- help students/staff transition back to a typical school year
- Improvement in math and ela across the board, but especially in lower grades. We know it to be true that if young children grasp basic math strategies at a young age, they will likely have success as they move up in their academic experiences.
- Better , meaningful and useful professional development for support staff, such as teaching assistants and aides. It's of the utmost importance that we are educated in the many forms of disabilities or disorders and how to treat/help the students who may have them. We haven't had anything like this in my recent memory, although I've suggested this many times
- Achievement improvement
- Improve student achievement
- give students a sense of accomplishment
- Increase Math Scores

## Leadership (31)
- Accountability for all superintendent, administration, faculty & staff - if not here to be committed to our students and families is crucial - if doing job please find people who will
- Supervision
- Good communicator
- Good leader
- Superintendent being a leader
- Support leadership
- Support for systemwide improvement
- Decrease central administration
- Strategic plan development
- Review of all programs and updated prpgrams
- Be a leading school district for the area not a district that follows others. Stand up and make things happen
- Accountability
- Progression
- Understand what is causing low rating of the school
- Understand environmental effects on children
- Avoid what Einstein complained about in the education system
- To create and environment that makes students want to come to school. They shouldn't feel like it's a chore . We need to find new and innovative ways to bring the love of learning to all students.
- Clear vision for the future
- The continuing plan of being progressive in what we do in classrooms, and curriculum
- Keep a steady ship.
- Consistency
- Maintain the parts of the program that are working and not be afraid to cut those parts that aren't loose.
- Support continuous improvement cycle

- Developing a new 3 year Strategic Plan with staff, community, student input
- Brings the district together to accomplish a vision and goal to improve the district.
- Has knowledge of the latest research and best practices in education and guides the whole district in accomplishing those goals.
- flexible
- Consistency
- Consistency
- Fairness

## Communications, Engagement (28)
- Community outreach and support within the district
- more active outreach to parents
- Parent involvement seems to be the key. Finding ways to get more families involved in their kids' education and their activities seems like it would be beneficial.
- More open communication between parents and educators
- Encourage greater community engagement to foster a better educational experience for students, enable greater outcomes for students and communicate value of education outcomes for the community at large
- Communication with parents
- Survey the staff and parents to get an idea of what needs are
- Community
- Improve community support
- Continue improving community relations
- Community voice
- communicating with taxpayers
- Maintain transparency with parwnts
- Maintain working relationship and availability to parents
- Increase community engagement
- develop community care for student achievement involving dedication from families
- Clear and colloborative relationship
- Leadership role in community
- Community bulding
- engaging parents/guardians actively in the district
- Community Engagement
- Strong sense of community
- Re-imagining the schools relationship with students, parents, teachers and the community given what was learned in the pandemic
- Strong sense of community with staff and students
- build a strong school community
- visible to students
- Supporting struggling families – root cause of poor school performance
- Continue to be receptive to staff and students ideas

## Teachers and Staffing (25)
- Teachers
- Better teachers
- Equitable expectations/observations for teachers

- Attracting and keeping talented teachers, administrators and staff
- Strategic approach to hiring to replace teachers who have retired/resigned and to fill new position
- Fully staff all three libraries with verified librarians and dedicated aides
- Attract eduactors for advanced courses
- recruit motivated and innovative teaching staff
- Work on improving the mentoring program to improve retention, which should led by the Assistant Superintendent
- higher quality of teachers from other areas
- hire more special education teachers and aides
- Recruit and retain worthy employees
- More aides
- More teachers
- Hiring new teachers
- Retention of quality staff
- Collaborative with staff
- See the value of workers who are not teachers
- support in various ways to staff
- Teacher support
- Employee retention
- supporting staff
- support the staff with all the curriculum demands
- Streamline support staff to even out the workflow and reduce costs/overtime
- Unifying staff and administration

**Diversity, Equity, and Inclusion (22)**
- More diverse staff to provide equitable education
- Equality
- Diversity, inclusion & equibility throughout all buildings
- female associate principals
- DEI Trainings K-12
- Equity
- Diversify teachers and administartion
- Diversity of staff/teachers
- Diversity
- Person with experience in restorative justice
- Implementation of restorative practices
- Person of color in leadership role
- Teacher diversity inclusivity
- Woman of color in leadership role
- More staff of color
- increase staff diversity
- inclusion
- creating a welcoming and positive learning environment for children of all backgrounds
- Prioritizing diversity in hiring practices given the number of upcoming retirements.
- Equitability among buildings

- continue to utilize and develop restorative justice
- Diversity, Equity and Inclusive culture

## COVID (18)
- Establish a new vision for student success in the post-pandemic world of education
- Prepare for a time of change following COVID
- Helping students navigate the changed landscape of the post-COVID situation, including mental health, continuing education, and job readiness
- Leverage Rescue Funds and CARES Act Funding to increase support services for those students exhibiting both cognitive and social/emotional losses, led by the assistant superintendent
- Assess flexibility of learning while addressing educational gaps due to COVID pandemic
- Better reopening plans.
- Bridging Educational  Gaps Resulting from COVID
- Continue safe return from COVID
- Recovery
- it will take at least 2 years to come through the damage of covid
- Get children back on track after COVID
- no covid outbreak
- Lose the masks
- A comprehensive plan as we head out of a Covid world.
- On school instruction 5 days a week
- A good plan on how the district will be going forward in a post-covid world
- Meeting student gaps from pandemic
- Perseverance

## College and Career Readiness (17)
- If it really is about college AND career readiness, offer opportunities for students who are preparing for careers and don't over focus on college preparedness programs (e.g. AVID)
- Increase college readiness
- All seniors should be graduating with a clearly defined path to the attainable career of their choosing, led by the high school principal
- Student internships and career readiness
- More community opportunities for students and knowledge of college/careers/technical schools
- Graduation ready. Options for post graduation
- Make more school-city collaborations.
- Externships
- prepare students for life after high school
- Encourage students to learn a trade
- Prepare studnets for real world expriences such as budgeting, phone etiquitte, interviews, etc
- Work study program
- Job preparation
- Integration of academics and career readiness/vocational training

- Engagement with local organizations
- Build opportunities for students to find college and career inspiration in the community
- Increase Level of Colleges Attended

**Graduate Rates and Achievement (12)**
- Increase graduation rate
- Better graduation rates
- Raise academic standards
- Increase graduation rate
- Less dropouts
- continue to improve graduation rate
- Get graduation rate up.
- Increae graduation rates
- Graduation Rate
- Continue raising graduation rates
- Increase Graduation Level
- more students finish H S

**Mental Health (12)**
- SEL & Mental Health -students, families, faculty and staff
- Social needs of students- inside and outside- keep engaged in clubs , activities etc to make inclusivity
- More counseling
- mental health check ins
- Social Emotional Learning for Students (especially after the pandemic)
- Achievement/Social Emotional Development
- Social emotional support
- Someone who's going to make people smile during this trying time
- Emotional needs of students and staff
- Social and Emotional Learning PK-12
- Academic growth and social emotional support for students post-pandemic
- Love ❤️

**Technology (12)**
- Tech upgrades
- Greater technology
- Technology
- Continuing to advance and support the implementation of AVID across the district.
- AVID
- Tech acquisition
- Improve technology
- Modernize classrooms/infrastructure to keep up with 21st century changes.
- Continue technology improvement
- Technology
- Improvements in technology equipment (smartboards, etc.)
- New technology

**Trust and Reputation (11)**
- Improve reputation of HCSD in Columbia County
- Maintain positive image
- work with the community to build trust
- Transparency
- Improve teacher morale
- Improve District morale
- not being complicit in HR issues
- Create a unified, positive atmosphere in schools
- Transparency Open to public and quit the secrecy stuff
- Building community trust
- Improving Climate and Moral for Staff

**Facilities (10)**
- Regulate temperatures in Elementary school
- Facilities
- Sell JLE building
- Better playground
- Maintain school grounds so they are safer
- Add additional ball fields at the high school, and maintain the grounds better.
- Facility management and sports equipment increased and improved
- update building systems
- More space at the elementary building
- Infrastructure improvements

**Professional Development (9)**
- Give teachers a voice in their professional development.
- Professional Development opportunities related to Next Gen standards
- Teacher Tech Training
- better professional development
- Training and support to implement new programs with consistency and fidelity
- Training a teacher or two in Orton-Gillingham (OG) to target students with dyslexia or a severe reading disability.
- Provide needed materials and training to All staff
- Helping staff shift in teaching and learning post pandemic
- Teaching practices that represent various learning styles outside of traditional classroom lecture

**Decrease in Student Enrollment, Changes in Community (7)**
- address the ever increasing budget despite declining enrollment. The community cannot support it
- drop in student population
- Adjusting to the drop in enrollment
- Prepare for demographic changes that are already occurring in the community.
- Provide support for demographics that are struggling to remain in the community.
- Evaluating and responding to how the gentrification of the area has impacted the school district.

- How is the changing demographic of the Hudson area affecting the population of students in our district.

**Health and Safety (5)**
- Safety
- Safety
- School safety
- foster safe learning environment
- safety

**Board (3)**
- Maintain current BOE direction and progress
- Recruitment of more candidates to run for open seats on the Board
- New school board

# Question 8: Please provide a question that you would like the school board to ask candidates.

*These responses were printed as entered by survey participants but grouped by category. One response was edited to protect individual privacy.*

**Vision and Leadership (30)**
- What would you see as the greatest challenges and strengths of with the Hudson City School District?
- What vision do you have for Hudson City School District?
- What is your vision for the HCSD?
- Please share your vision of student success and achievement.
- What are your long term goals?
- What is your impression of our school? In what areas can we improve? 2) Tell us about a time when you had to make a decision that you knew would be unpopular. How did you handle the pushback and backlash?
- What do you see, in your eyes, on how the HCSD is right now, and where do you think we need to be heading/striving for?
- What is your view on K-12 alignment of best practices in writing instruction?
- What new and innovative ideas can you bring to the table that will make a difference in all aspects of our unique district
- Describe your leadership style and the methods you have found to be most effective in building rapport with faculty and staff and establishing a positive culture districtwide.
- As the new superintendent, what steps would you take to foster a positive admin team who works cohesively to support each other and the students, staff and community they serve?
- What will you do to support building administrators as they build trust from their staff and restore morale?
- How much influence and autonomy do you believe building administrators should have?
- Will you be 100% devoted to our needs?.. school..property..employees...grounds...
- Are you willing to make an unpopular decision if it's in the best intetest of the students and district
- How does this candidate plan on bringing together in terms of a relationship with faculty and staff of all 3 buildings?   How can we make the building more cohesive
- How would you propose to increase student retention and increase graduation numbers
- What would your first priority be for improving the district?
- What do you think the district's current assets are and how do you plan to use them to move forward?
- The school district has made tremendous progress over the past eight years.  What do you see as the hallmarks of this change, and what do you propose to do to continue them?
- What values does a strong public school offer to its community?
- Hudson is a rapidly evolving community.  What role does the school district play in the community's growth?

- Please describe some of the particular needs of HCSD, as a small city school district. What is your top-level approach to dealing with what you deem to be the highest need area for this small city school district?
- How do you plan on building trust in the Hudson School community?
- Climate is how it feels to work in an environment. What is your leadership style and how will it augment the current climate at HCSD?
- What will be your "fingerprints" on this district after you leave?
- Why does sports instead of education given a higher priority
- What role does education play in preparing kids for climate change?
- Where can we improve the most in the next year?
- What would be one of the first issues you would deal with to make the transition a smooth one?

**Experience and Candidacy (27)**
- What experience do you have with the experience and challenges of instructing city students and how will that inform your practice as a superintendent?
- What motivated you to become a superintendent?
- What special talent(s)/knowledge would you bring to our district that is outside of the educational realm but would enhance our district program offerings?
- With credentials being equal among candidates, why should HCSD Board choose you as our next leader?
- What is your strongest strength that will ensure success if you are chosen to fill the Superintendent position?
- What do you consider to be your weaknesses as a potential superintendent and why? How do you intend on strengthening them?
- Why you? Why do think you are the right fit for our school district?
- Why you if all else is created equal ?
- What is your greatest strength and greatest weakness?
- Where do you see yourself in 5-10 years.
- What positive attributes will you bring to the students of HCSD and how will that push them to be their best
- What did you like best about being a classroom teacher?
- Can you retell a time when you felt most vulnerable as a teacher?
- Have you been a teacher? If so how long, what grade levels.
- Why is it important for the new superintendent to have an extensive background in teaching and various building leadership roles in their employment history leading up to taking this position?
- Please identify three major grants/programs that you personally initiated to help develop or improve an educational program.
- What is a mistake you have made in the past and how have you learned from it?
- are you applying because of the great salary, or do you want to improve H C S D
- Why are you interested in being on the school board?
- Do you have connections to previous parties in the school district that could lead to conflicts of interest?
- Tell me about a time that you disagreed with your boss.

- Are you strong enough to stand up and stand out with the school. Are you able to make moves for improvement for this district, not based on what other districts do. Are you able to have this school be a leader and not a follower.
- How do you manage tough situations?
- What experience do you possess that demonstrates the political savvy to navigate the tumultuous waters of dealing with students, parents, community members, the business community and local, state and federal government representatives?
- Give an example of a school related issue tgat you have encountered, how you responded to that issue, then explain why you chose that particular issue and response
- I think it is imperative to hire a candidate with experience in the classroom, as an administration, and one with experience as superintendent in a district similar to the HCSD. Please, a candidate who knows will be committed to staying duration at HCSD verses stepping stone and again one with experience.
- Are they planning on staying or leaving in a year.

## Student Outcomes and Opportunities (27)
- What will you do to raise the graduation levels, and the admittance to 4 year academic colleges for our students? They need more than vocational and community college futures.
- What is your current philosophy around handling so-called "problem" students?
- How will you support students struggling to succeed while also providing opportunities high-performing students?
- How will you improve outcomes for all children
- How can you address mental and physical health issues of children to improve their success rates at school
- How do you plan on increasing the quality of education a child receives at Hudson?
- why are local student skill sets so low in our school system in comparison to other districts
- Bearing in mind that HCS are the worst performing academically and the most costly in the state, what is needed to improve student performance?  Is there anything that can be realistically achieved in only one year?  Or how long would it take to resevere these factors?
- How will you increase educational opportunities for the unique population of students that Hudson district has?
- How would you improve student outcomes for all students? Especially 3-5, 6-8?
- How would you ensure that Hudson's schools serve students of all learning abilities?
- How will you improve student results
- How can we help students perform their best - including students who are self-motivated, as well as those who struggle.
- How will you ensure that all students will receive an equitable and high-quality education?
- How would you describe the special education needs, specifically to Hudson students? What do they need most, based on the geographic location and lack of transportation?
- What do you see in the future of our district with our wide range of economic and cultural family groups?

- How will the superintendent ensure students are receiving instruction that follows best practices consistently across all grade levels? What data will be used to show growth and improvement across the school district?
- How familiar are you with new programs being instituted on the elementary level( CKLA, 95% group, Science of Reading, LETRS)?
- How would you encouarge a student who has faced challeges beyond his/ her control(i.e. poverty, incarcerated parent, family involved in illegal activities)to stay in school?
- The quality of Hudson City Schools is not accurately reflected in testing, in part because of the number of English Language Learners. How would you address this problem?
- How will you ensure academic growth of the most underrepresented student populations?
- How can we work together with questar to make sure that kids that need to have alternative learning are accepted into programs and have some transparency as to how to get accepted into the programs at questar
- The programs offered at HHS are often limiting, and pale in comparison to many districts. HHS has a low ranking amongst NYS public schools and students are not presented with opportunities to make them competitive in the next stages of their lives, be it college, trades, vocations, military. How will you improve this situation and address complacency amongst educators and students in order to improve the educators' approach towards teaching and encouraging students, improving students' ability to advance and excel and in order to raise the level and caliper of education received at HHS? The factors would include ranking, course offerings, credentials, guidance in order to raise the bar and lead student to greater degree of success.
- What is your approach to disciplinary action and do you see restorative justice practices and trauma-informed care included in your approach?
- How can you provide support for students, faculty, staff, and the community as a whole.
- How would you foster a strong music program in Hudson?
- How would they approach a restorative disciplinary policy that both includes community and  that is vertically aligned k-12?

**Why Hudson (17)**
- Why would you like to work at Hudson City school?
- Why Hudson?
- Why Hudson?
- What about this district has caught your attention?
- What do you know about our district?
- Why come to Hudson and how long do you plan to stay?
- What is the beat example of a successful school comparative to the HCSD? Why? How did they achieve their success? How long did it take?
- why do you seek this position, and what do you see as the main qualities needed to maximize success in the position
- What do you know about Hudson and why would you choose to work in a small district like ours over the others?
- Do you have any idea what you are getting yourself in to?

- How do you improve enrollment in Hudson city school district during a time when population is increasing around us but families are not choosing Hudson.

## Communication and Community Engagement (13)
- How will you connect with our students and with the community they come from?
- How do you increase parent and community engagement in the HCSD?
- How would you best engage students and families outside of school hours for extracurriculars and parent teacher organizations from elementary on?
- How would you increase community involvement and parent turnout at school functions?
- How can you build on the school community
- How do you plan to stay connected to students and teachers?
- What are your thoughts on community engagement for students and how do you increase students' sense of place in Hudson, the Hudson Valley, and greater New York region?
- What could/would you do to raise the reputation of the Hudson City School District in the eyes of the community and potential community?
- Will they be a behind the scene personality or will they make themselves available to parents, staff and any others upon request
- What plan they can come up with to better communicate with parents besides pushing it to her secretary and how long is reasonable to return phone calls to parents.
- What community organizations outside the school have you been involved in recently.
- How will you work with the City of Hudson to develop a stronger relationship between the City and the School?
- Describe one problem that you were able to solve with collaboration from teachers, parents and the commnunity

## Diversity, Equity, and Inclusion (11)
- With such an economically and culturally/racially  diverse student population, how do you plan to foster more engagement and participation among parents?
- How will you create a sense of community across students & parents from diverse sociology-economic and racial backgrounds?
- Considering the diverse demographics of the school district, what steps would you take to prioritize diversity, equity, and inclusion within the schools and across the district?
- What are the most prominent barriers to educational equity in our community and how would you go about removing those barriers?
- How many years have you spent in a diverse environment - what is you experience in working towards diversity?
- Do you understand we do not need someone who thinks they have to "fix" our District, we need someone who embraces us and understands the value of our culture and diversity.  What do you know about us?
- What ideas would you bring to the district to promote and educate the staff and students on diversity
- How will you propose to make ALL lives matter, not just BLACk lives?
- What is your stance on Critical Race Theory? Are you for or against it?

- Will you replace that newly created Diversity Administrative Position with a REAL ACADEMIC JOB?
- what is your take on minority leaders in in the school district?

## Budget (10)
- Describe in detail your experience in managing school budgets, including how you were able to improve the quality of education for students using budget neutral initiatives
- Can you work to stay within a budget and stop raising taxes every single year.
- At what budget number would you say we cannot take this to the taxpayers?
- If your budget was cut 15%, what programs would be eliminated?
- why are hudson school budgets so high and actual educational results so low?
- Would you be willing to tell the community that you have frozen the school budget to save taxpayers from going broke while at the same time fixing the academic mess the school is in
- Are you committed to reducing the tax burden on citizens?
- School taxes are quite high, Hudson ranks low, and does not provide adequate preparation and guidance for prep. College bound student, nor is their proper guidance for those interested in pursuing trades. How will you improve the programs and curriculum to address this and replace the embarrassing "Destination Graduation"?
- How can you convince the Hudson business community and those that have just moved to the district that there tax dollars are well spent because many have a negative attitude toward the district
- How will you improve academic achievement and at the same time tighten the budget and lower taxes?

## Staff (10)
- How will you open communication with your staff and maintain clean kond communication?
- How would you go about learning the needs of the faculty and staff?
- How would you go about improving employee morale?
- How does teacher morale affect student achievement?
- How will you inspire teachers to motivate students and achieve excellence?
- What specific steps will you take to understand what teachers are experiencing and work with them to to create solutions to their concerns
- What is your plan to best support teachers and other staff as they embark on a second full year of a drastic change to their job description?
- Why are non instructional employees paid so little and can barley make ends meet? Is this staff not worth a living wage?
- Do Do you have the humility to listen to all stakeholders such as teachers and support staff when there are issues? Since teachers are on the frontlines would you listen to them regarding their needs or will you always side with administration?
- Will you hold teachers accountable if they are not teaching as they should

## COVID (9)
- What is your plan as we head into a post-Covid world

- How can we help our students adjust to full time school again while still in the pandemic?
- How will you help support parents, students and staff in the post pandemic while maintaining district goals and student gains.
- How they plan to return to a fully in person normal school schedule with activities and social events included?
- How do you plan to help the district come back from COVID and move on from there?
- What is your plan for maintaining academic programs through the pandemic?
- How would you energize and inspire a faculty who has come through the uncertainty of the last year?
- Pre interview email question to prepare for: List 10 ideas you have to bridge the learning gap created by Covid?
- What is your intention for being accessible and available to parents. For questions and concerns regarding the pandemic as well as their children's interests at HCSD

## Other (7)
- Allow a student and a family representative to ask their questions to see if the candidate will be able to meet the needs of the most important stakeholders.
- I'm your own words, please define the word "irony" and give an example.
- ███████████████████████████████
- Why can't the school come up with better resolutions to the problems they create?
- Why the heck r u so stupid
- None at the moment
- xxx

## Preparing students for the future (3)
- How will you work with families and staff to ensure students are career ready? College is not the only option.
- How will you prepare the students who don't plan for college to have a sustainable future in the region?
- How can you/the district help develop the skilled labor force needed ?

## Professional Development (3)
- If offered the position what area of school improvement would be your priority why and how do you plan to achieve that what is the implementation strategy and resources needed
- How will they improve our professional development for new curriculum?
- Do you have knowledge of HCSD - where it's been - the amount of improvement - plan to keep the district heading in the right direction

## Residency (2)
- Will you be moving to Hudson and live in this community? What if it is a condition of your employment?
- Will you be willing to live in the district