



LEADERSHIP PROFILE REPORT

Irvington Union Free School District
March 19, 2024

EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in February and March 2024 for the new Superintendent of the Irvington Union Free School District. The data contained herein were obtained from 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. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new Superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below: Not all focus groups were a group that was disaggregated for the online survey.

Groups	Personal interviews or focus groups	Online Survey
Board of Education Members	7	NA
Superintendent	1	NA
Administrators	15	11
Faculty	125	77
Support Staff	8	31
Students	5	32
Community/Parents/Guardians	71	-
Parents/Guardians with children in the Irvington Public Schools	-	278
Community members without children in the Irvington Public Schools	-	30
Total	232	459

A draft of the desired characteristics can be found at the end of this report. The community survey report is presented as a separate document.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

The HYA consultants interviewed 232 district and community constituents. Each of the individuals and groups were asked to share their thoughts regarding three questions:

- 1) How would you describe the strengths of the District?
- 2) What do you see as the greatest challenges facing the District in the next few years?
- 3) What characteristics and areas of expertise would you like to see in the next Superintendent?

What follows is a summary of the responses shared by the above persons. The first section provides a summary of the consistent responses. The second section provides response summaries from the various categories of individuals interviewed.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the District. The consultants will seek a new superintendent who can work with the Irvington Board of Education to provide the leadership needed to continue to raise academic standards and student performance, while meeting the unique needs of each of its schools and the expectations of the community.

The consultants would like to thank all the participants who attended focus group meetings or completed the online survey and the Irvington School District staff members who assisted with our meetings. In particular, Brian Friedman, the Board President, was especially helpful in organizing and scheduling focused group meetings and assuring that the consultants' time went smoothly.

Respectfully submitted:
Dr. Susan Guiney
Deborah Raizes

March 19, 2024

Section 1: Summary of Responses from Interviews and Focus Group Meetings

Consistent Themes from the Focus Groups

The following CONSISTENT comments were heard by the vast majority of participants with whom the consultants met. The comments are listed in alphabetical order.

STRENGTHS OF THE DISTRICT - CONSISTENT THEMES

The input from the various constituent groups suggests that the Irvington School District is characterized by the following strengths:

- Academic excellence
- Administrators, faculty and staff are dedicated;
- Communication between school principals and families;
- Engaged and supportive community;
- Exceptional students;
- Fiscally sound;
- Irvington is a very caring community;
- Pride in the District.

CHALLENGES AND ISSUES FACING THE DISTRICT - CONSISTENT THEMES

The following are some key themes concerning the challenges facing the Irvington School District that emerged from the focus groups:

- Addressing the needs of all students, especially in special education;
- District size impacts the desired programs and resources and what the community can afford;
- Need to assess and align all curricula areas K-12;
- Recruit, hire and retain a diverse staff;
- Update instructional practices in classrooms to engage 21st century students and increase learning, particularly in high school mathematics.

DESIRED CHARACTERISTICS OF THE SUPERINTENDENT - CONSISTENT THEMES

The constituent groups CONSISTENTLY mentioned the following desired characteristics:

- An instructional leader with a deep understanding of curriculum, the use of data and professional development;
- Builds relationships;
- Engages the community;
- Good communicator and listener;
- Supports and mentors staff;
- Supports DEI;
- Thoughtful and empathetic;
- Visible;
- Visionary.

SECTION 2: *Summary of Comments from Focus Groups and Individual Meetings*

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions:

- How would you describe the strengths of the District?
- What do you see as the greatest challenges facing the District in the next few years?
- What characteristics and areas of expertise would you like to see in the next Superintendent?

The responses are listed in alphabetical order. This is not a scientific sampling, nor should the comments be viewed as representing the majority opinion of the respective groups to which they are attributed. The items below are included if, in the consultants' judgment, they warranted the Board's attention.

BOARD OF EDUCATION (7)

Strengths

Academic excellence

Caring community and District who really care about students

Collaborative Board

Do not micromanage

Good relationship with the Superintendent

Dedicated and caring administrators, faculty, and staff

Diversity work

Each school building offers a unique and wonderful experience for students

Elementary to Middle School transition

Energy of newer staff, faculty and administration

Engaged parents

Facilities

Fiscally sound

High expectations

Highly functional Board

Hiring process

K-12 STEM program

PLTW

National awards and recognition at the HS level

Leadership team

Smart

Understands education
Understands students
Learning environment is safe and nurturing
Many elective opportunities at the secondary level for students
People move here for the schools
Pride in district
Resilient faculty
School district is viewed as central to the community
Secondary focus
Social Emotional Learning
Special education
Student oriented District
Students receive a wonderful education
Supportive environment
Tight knit community
Well resourced

Challenges/Issues/Concerns

Academic pathways
 Access to all students
 Honors classes
 Creating excellence in all academic areas for students
 Taking a fresh look at things
Accountability
Approaches to discipline
 Bullying
 Restorative practices
College application process
Communication with families
 Feedback on student performance
 Special education
Continuing support and progress of DEI
Continuing support of transitions between the school buildings
Create a data culture
 To inform decision making
 To create engaging classroom experiences for students
 To inform instructional practices
Developing partnerships with community resources and departments
Diversity
 Further work in the area is ongoing
Ensuring support for non tenured administrators
Impact of the pandemic
Increasing partnerships with the village and utilizing what the area offers
Leadership changes

Making everyone feel heard
Managing parents' expectations
Mental health
Pressure on students to do well
Recruit, hire, and retain a diverse staff
Student engagement in the classroom
Support instructional practices at the secondary level
 English
 Writing
 Higher order critical thinking
 Math
 Early tracking
 Inflexibility
Updating instructional practices
Using instructional time effectively to engage students
What is the role of the teacher evaluation
Veteran faculty

Characteristics

Able to drive instructional change
Able to have difficult conversations with care
Able to navigate challenges
Authentic
Builds trust
Can manage the community
Confident
Courageous
Dedicated
Empathetic
Empowers other district leaders
Engages the community
Engaging
Even keeled
Excited about learning
Experienced superintendent
Fiscal knowledge
Flexible thinker
Good communicator
Great listener
Hands-on
Humble
Innovative
Intellectually curious
Knowledgeable about data to inform decision making

Makes decisions with students' best interests in mind
Makes everyone feel heard
Mentors leadership team
Open mindset
Partner with the Board
Personable
Proactive about social media
Professional
Represents the District with confidence
Sees the potential in their staff
Strong instructional leader
Supports DEI
Thinks out of the box
Thoughtful
Transformational leader
Visible
Visionary
Willing and able to have difficult conversations with students, faculty, community
Wonderful relationship with Board

ADMINISTRATORS (15)

Strengths

Academic performance of students
Administrative team works closely together
 Collaboration within buildings
 Collaboration within the District
Administrators are true instructional leaders
 Planning process for buildings and district occurs annually
 Strong leaders
Attention to detail
Attuned to students
Balanced approach to learning
 Academics
 Athletics
Belief that students can accomplish great things
Board is very supportive
Buildings are focused and consistent
Cares about every student
Cohesiveness among the school buildings
 Alignment
 Collaboration
Collaborative
Commitment to supporting students
 Diversity

Equity and access
Fiscal responsibility
Socially and emotionally
Student centered
Systemically
Communication
Celebrations
Weekly with families
Community Spirit
Engaged community
Families are central
Community Support
Facilities
Financial
Students have what they need
Culture of collegiality
Value each other
Dedicated teachers and staff
DEI
Commitment to work
Professional development
Developed K-12 systems and structures
District does the work
Deeply engaged in work
Not about the buzzwords
District prepares students for life after high school
District uses data to assess programs and student growth
Established working committee structure in place and functioning well
Genuine focus on meeting the needs of students
Goal is for students to succeed
Good fiscal health
Good relationships with collective bargaining units
Great community and wonderful families
High level of participation
High performing District
Highly professional
Community
Educators
Serious about education
Facilities support teaching and learning
Clean
Instructional spaces are up to date
Safe
Portrait of a graduate

Productive conversations among administrators to support students
Programmatic growth to address students' needs
Stable District
Strategic plan
Strong relationships with parents
Strong and supportive District Office team
Strong sense of community
 People return to Irvington to raise their families
 Pride in District and community
 Relationships are very important and matter
 Students come to school ready to learn
Student centered
Student voice and choice is valued
Students are intellectually curious and are looking to impact the world
Students are well supported
Supportive of teachers and administration
Welcoming community

Challenges, Issues, Concerns

Addressing the educational needs of all students
Aligning expectations
 Cost vs value
 Financial impacts
Collective bargaining units
Communication
Constantly evolving standards in technology and PPS
DEI
 Access
 Professional development
 Socio-economic
 Understanding what it means to be culturally responsive
Deep curriculum work
 Assessing current position in all curriculum areas
 Focus has been on DEI
 K-12 alignment
 Setting focus and direction forward
 Use of consistent language
Implementing the new strategic plan
 Portrait of a graduate
Increasing numbers of students in crisis
Introducing updates and change in the District
K-12 alignment
 Curriculum development
 Curriculum mapping

Teaching thinking
Managing expectations of parents, faculty, staff and students
Modernization of organizational structures
 Envisioning with the learning community
 What does a learning community look like now?
 Planning
 Sees opportunities for alignment
Need for systemic work and conversations around curriculum
 Account for global changes
 Account for students
Ongoing support of curriculum
 Professional development
 Reading
Ongoing support of Special Education
Outspoken community members
Post COVID impact
 Finding a work/life balance
 Effort not to send emails over the weekend
 (Past practice)
 Models and reinforces boundaries to live by
Recruiting, hiring and retaining high quality administrators, faculty and staff
Revising K-12 systems and structures to honor past practice and build on strengths
 Continue to build on PPS
 Continue to build on Technology
 Artificial Intelligence (AI)
Scheduling
 Athletics
 Instructional program
 School start times
 Transportation
Small district
 Becoming aware of outside influences and larger community outside of Irvington
 Can be insular
 Everyone knows everyone
 Good and challenging at the same time
 Mindful of all of the connections
 Sometimes having to figure it out
 Resources can come later
Time to build the inner team
Transportation
Veteran staff
 Change can be challenging for some

Desired Characteristics

A reader
Able to build on the portrait of the graduate
Able to de-escalate situations
Able to make decisions and explains the rationale why
Able to manage a crisis
 Aware of safety protocols
 Keeps a calm clear head
 Responsive
 Understands the increasing number of students with mental health issues
Able to mentor staff and administrators
Able to navigate difficult situations
 Political divides
Able to partner with the Board
Able to stand firm
Accessible
Analytical
Authentic
Available to the administration team
 Discuss situations
 Feedback on ideas
 Partner
Believes in the team
Can go “up to the balcony” and see it all
Can listen and acts
Clear leader
Collaborative
Comfortable with dissent
Compassionate
Confident
Culturally responsive
Dedicated to the District
Deep knowledge of curriculum, curriculum development and instruction
Deliberate
Depth over breadth
Desire to think creatively
Elevates and grows building leadership
 Instructional leaders who are allowed to take the lead in buildings
Eloquently able to push back and redirect disrespectful behavior and discussions
Engages well with parents and community
Ensures work is well done
Excellent communicator

Excellent public speaker
Experience working in a similar size district
Experienced
Fair
Focuses on students
Follows through
Gets things done
Globally aware
Good presentation skills
Growth mindset
Hardworking
Has a clear vision
Has a thick skin
Has integrity
Holds staff accountable
Honest
Humble
Informed
Inspires character in students, staff, and the community
Inspires staff to have pride in the District and take ownership of their work
Intellectual
Intellectually curious
Interested in what leadership thinks
Keeps impact of decisions in mind during the process of decision making
Kind and a good human
Open to new ideas
Organized
Passionate
Present
Prioritizes teaching and learning
Puts things into perspective
Respectful
 Building leadership
 Parents
Sense of humor
Sensitive to the community
 Dynamics
 Socio-economics
Sets District priorities with timelines
Stability
Strong
Student centered
Supports and understands the roles and responsibilities of each member of the staff

- Supports staff and mentors them
- Systems thinker
- Takes on challenges to move District forward
- Technology literate with a vision for the future
- True instructional leader
 - Literacy
 - Project Based Learning
- True partner to the administrative team
- Truly cares about students
- Trusts very competent staff and leadership team to do the work
- Understands that all of the parts make up the whole
- Understands the dynamics of working with a Board
 - Roles and responsibilities
- Values all areas of academics
 - Athletics
 - Health
 - Physical Education
 - Various perspectives
- Values authentic distributed leadership
 - Consideration of valid and reliable data when issues arise
- Visible

FACULTY (125)

Strengths

- Clear goals and values
 - Portrait of a Graduate
 - Has enabled the District to become unified behind curriculum
- Communication and as much transparency as possible
 - Hearing about what is happening before it goes out to the parents and community
- Dedicated, experienced faculty and staff create a positive learning environment
- Involved parents
- Know the students and the students know the faculty more than just as teachers
- Recognized and invested in social emotional learning
- Safe place for students
 - Kid focused, friendly
- Size of district
 - Creates a personalized experience
 - Grow local culture
 - Keeping the community connected to the schools
- Strong administrators have classroom experience
- Students receive an excellent education
 - Programs

Wide range of student needs are addressed
Time spent invested in instructional practices
Veteran faculty

Challenges/Issues/Concerns

Administrators are too data driven and miss the human element
Balance addressing standards versus providing opportunities
Community feels disconnected from the schools
 Pre COVID, families used to come into the buildings
 Security
Consolidating potential opportunities with other school district
Encouraging well rounded faculty
 Professional development to Incentivize teachers
 Should not have to be directly related to what they are teaching
Faculty and parents need safe environments to offer opinions
Faculty undercompensated compared to similar districts
Intense parent involvement
 Complicated situations
Leadership has become fractured
Professional development individualized to meet the needs of the faculty and staff
Special Education
 Compliance and regulations
The black and brown students
 Making sure they are treated equitably

Desired Characteristics

Appreciates faculty
Be a part of the solution
Builds relationships
Effective communication
 Even exchange of information
 Informal rounding
 Provides information to faculty in a timely manner
 Before parents and community know
Commitment to diversity, equity and inclusion
 Understanding the needs of marginalized students
 Welcoming parents
Empathetic and supportive of staff
Good listener
Honor work that has been done and build on it
May be a person of color or a woman
May speak multiple languages
Navigate discrepancy between outcomes and compensation
Readiness and ability to have a base to make out of the box changes

Seasoned, well connected to superintendents in the State
Secure in their leadership to make decisions that are best for the students
Seeks understanding first
Sees all sides and has the back of the staff
Sees the community, faculty, and students as a partnership
 Feels that the administration is an extension of the Board
 Shares values
Sees the faculty as partners in learning and innovations
Supports the teachers
 Goes a long way toward morale
Understands and embraces neurodiversity
Use veteran faculty as a resource
Values professionalism and leadership of the faculty
Willing to stand for principles
 What is best for students

SUPPORT STAFF (8)

Strengths

A great District
Academic achievement is valued
Board is smart and has a heart
Dedicated staff
 Teacher aides are in classrooms with students
Facilities in great shape
Great students
One big family, people come back to work
The Board who works well each other and the administration

Challenges/Issues/ Concerns

"A rich poor district"
Appreciates the staff
 Professional development
 Teacher aides are put in classrooms to teach
 Dows Lane
 Main Street
 Middle School (floating aides)
 Teacher aides need to be treated equally across the buildings
Communication
 Keeping parents and community informed
Diversity
 Recruiting, hiring and retaining diverse staff
Managing expectations of small vocal groups

Parents are rough
Use of social media
Special education

Desired Characteristics

Appreciative
Approachable
Caring
Close collaboration and involvement with administrators and staff
Collaborative
Compassionate
Engages the community
Excellent communicator
Experienced superintendent
Fair
Friendly
Good decision maker
Good leader
Good listener
Great rapport with the staff
Has a good relationship with the village
Has a good sense of humor
Honesty
Humble and has ego in check
Integrity
Organized
Protects the District
Respectful
Smart
Someone who wants to stay
Stability
Strong
Supports the staff, listens to concerns and has a good working relationship
Team player
Tech savvy
Thick skinned
Thoughtful
Treats everyone as an equal
Visible
Wants to work together with all staff as well as the faculty
Willing to listen
Willing to support the staff

STUDENTS (5)

Strengths

- A lot opportunities for students
- Evoking change
 - Academic Commons
 - Scheduling
- Focusing on holistic approach
- Homework
 - Best when not graded
- Inclusive atmosphere
- School open to new ideas
 - Encourage students to be creative
- Teachers very supportive
 - Always people to talk to
- Social emotional help
 - Meditate in gym
 - Mindfulness

Challenges/Issues/Concerns

- A lot of turnover in administrators
- Advanced Placement (AP)
 - Many classes don't get through the curriculum
 - A lot of busy work
 - Assignments that don't serve any purpose
 - More prep for the AP tests for the upperclassmen
- English Department
 - Grammar is not taught
 - Teachers are making classes harder so AP class sizes will be lower
- Excessive pressure on grades, testing
 - Cut throat
 - Constantly being tested
 - Hours of homework
 - Not learning to learn
 - Rampant cheating
 - Talk about social emotional stress and then that goes out the door
 - Teachers need to adjust more to the students they are teaching
- Library
 - Not an inviting atmosphere
 - Not reasonable regarding discipline
- Math Department
 - Packets

Some teachers do not teach
Needs to be more interactive
Same classes, different teachers (AP)
Need to be more consistent in terms of expectations, assignments and grading
Schedules
A lot of wasted time and still hard to find time for help
Student Teaching Assistants (TAs) should not be grading papers of other students
Teachers should not delegate important work to their student TAs
Teachers concerns with getting through the curriculum
Teacher attitude
Support is spotty
It depends on the teachers who are willing to give up their time
Teachers complain to students about how much work they have to do
Teachers will say they don't have time for students
Testing schedule
Grouping doesn't work

Desired Characteristics

Educated
Motivated, excited to be here
Open minded
Visible in the classroom
Feedback in person and then ignored

COMMUNITY/PARENTS/GUARDIANS (71)

Strengths

Academic excellence
Array of opportunities
Assistant Superintendents
Board, faculty, administrators open to suggestions
Breath of offerings
Class size
Student/teacher ratio
Personalized attention
Communication, especially from the teachers, principals and the District
Strong communication between the families and the schools
Community is #1
Dedicated, committed, energetic faculty, administrators
Dynamic district
Engagement makes Irvington a special place
Facilities
Feels very personalized (experiences)

Fiscal strength, managed well
Focus of schools for different age groups
 Very good transitions to the various schools
 Paved the way to success for the children
Focus on languages and the arts
Great pride
High achieving and not highly competitive
ICT program
Impressive students
Opportunities for volunteerism
Professional development
Quality educational program
Resources
 Parents
 So many different experiences for the students
 Time and investment in supporting students
Right balance of academic and social emotional support
Rigorous and meets students where they are
Size of the District
 Students do not fall through the cracks
Small tight knit community
 Parents have a wide range of skills that can benefit the students
Social emotional wellbeing of the students
 IASK, CAB
Strong athletic program with spirit
Support for students, particularly for the younger students
Wonderful reputation

Challenges/Issues/Concerns

Address experiences of minority students
 Impact the sense of well being and belonging
Assuring that the abilities of all students are supported
 Teachers could use more professional development
 Differentiation
Clubs and after school activities
 Building community in the schools
 Participate in a more cost effective way
 Need to strengthen extracurriculars after school
 Need more information from the school about clubs and afterschool activities at the elementary level
Changing population
 Influx of new families from NYC
Competing priorities
 Small groups looking to be a priority

Encourage collaboration between the towns and the schools
Traffic issues regarding Broadway
English Department
Essay writing for college
Need more professional development
Enriching afterschool programs
Very popular, was funded by a grant
May not be available next year
Everyone wants transparency
Focus on excellent schools
Foreign language
Encouraging students who already speak a foreign language
Maintaining and growing academic excellence
Managing the taxes and the needs of the District
Master schedule
Disparity concerning the number of classes students can take
Amount of stress
Impact on the GPA
Mandate lunch
More manageable
More and more empty nesters are leaving Irvington because of taxes
More balanced approach to the use of data
Decisions should be more nuanced
More development in the town will impact the schools
Phones affect on students
Social media
Quality of teachers
Recruiting and retaining teachers of color
Technology
Should be on the forefront controlling personal devices
Racial issues for students
Feeling that all students belong
Consistent application of the Code of Conduct
Retention of minority staff
Need more support for the teachers of color
Provide a welcoming environment
Safety in the schools
School counselors
College planning process, informing the parents
Class choice help starting in 9th grade or earlier with what are the implications for the college planning process
What is really the role of the counselor in the college application process
Socio-economically diverse

Shortened days

Effect on learning time

Is there a better alternative for staff to receive professional development

Special needs students

Enhancing partnerships among stakeholders

Ensuring social emotional as well as academic needs are met

Ensuring that appropriate equipment is in place for students

Increasing professional development particularly around neurodiversity

What is the climate and what is happening

More transparency regarding MTSS

Very little communication to parents when a child is in the program

No communication about the progress of the child

Ongoing challenges from COVID

Students who need more challenges also should be addressed

Teachers

Disparity in performance of some teachers

Some teachers don't engage teachers

HS math and social studies

Tracking and scheduling

Scheduling honors classes and, for example, lunch

Tutoring

Hides problems

Some cannot afford the tutoring, inequalities

Volunteers

Difficult to get parents to volunteers

Informing students and parents

Need more communication

Desired Characteristics

Able to be efficient

Financially

Using technology

Able to develop, empower and give voice to the principals

Able to redirect the conversation to focus on academic excellence and overall wellness of students, faculty and staff

Approachability

Background in instructional practice

Balance decisions based on data and what is best for the students

Builds a team

Partners with administrators

Builds relationships with parents and with outside resources

Business background

Can bring in thought partners

Can bring people together
Can identify talent and bring it to the District
Collaborative
Communication and transparency
Confident and courageous
Dedicated to the District
Digitally literate
Diversity, equity and inclusion
 Can bring the community together
Effective, sophisticated communicator
Emotional intelligence
Engages with the community
Excellent communicator
Experience as a superintendent
Experience in a similar district with engaged parents
Experience with curriculum
 Holding teachers accountable
 Evaluating teachers
Experience with large projects
Experience with special education
 Teacher of special education students
 Understands the law and the mandates and that they are being followed
Financially savvy
Flexible
Foundation in teaching
Good grasp of the future
 New trends
 Technology
Growth mindset
Has a strategic vision
Informed about the data
Innovative ideas, what will learning look like in the next decade
Inspirational
 Encourage families to be part of the school community
Integrity, not be defensive
Mindful of the impact of COVID
Longevity
Open to hearing input
Open minded
 Values differences
Passionate about learning
Proactive
Responsive
Secondary school background

Strong enough up to stand up to do what is best for the students and the District

Understands and supports a community that supports athletics

Athletics is an important department and builds spirit

Because of size, many students are all season athletes

Visible

Visionary

Forward thinking

Strong leadership

Technologically adept

Wants a second pair of eyes independent for the Superintendent

Wants growth within the staff

Willingness to partner with families

Welcoming

Irvington Union Free School District

Superintendent of Schools

DRAFT DESIRED CHARACTERISTICS

After seeking input from its Board members, parents, staff, students and the community via focus groups, interviews, and an online survey, the Irvington Board of Education seeks a strong educational leader who:

- A courageous and engaging leader who is able to navigate challenges, empower other district leaders and physically represent the district with confidence;
- Embraces the District's commitment that all students feel welcome and have a sense of belonging in all schools;
- Fosters and models excellent communication through thoughtful interactions and makes everyone feel heard and valued;
- Has a deep understanding of curriculum, the use of data for assessment and decision making, and professional development to improve learning outcomes for all students;
- Is a visible leader who builds relationships through community and school engagement;
- Is a servant-leader who partners with administrators, faculty, staff, parents and the community to support students' learning and the success of the District;
- Is a visionary problem solver who addresses the changing needs of students in a global society;
- Supports and mentors new and veteran administrators, faculty, and staff.

The successful candidate will:

- Be certified as a superintendent, or capable of gaining certification, in New York State;
- Demonstrate a sincere commitment to the long-term success and well-being of the District.