

PROFILE FOR THE NEW SUPERINTENDENT

THE NEXT SUPERINTENDENT SHOULD BE A PERSON WHO:

- Demonstrates the highest level of integrity and ethical behavior, with transparent leadership as he/she interacts with and leads all constituents.
- Has a deep understanding of the many cultures composing the community and student body, in order to further the equity work in the district so that teaching and learning support the historical and changing student body resulting in increased academic success for all students.
- Understands curriculum to offer quality programs, for the gifted and talented, for special education and for a more personalized education for each child, which prepares them with skills needed via 21st Century curriculum and instructional practices. Students should graduate career and college ready for the changing world.
- Has knowledge and experience with school finance, contract negotiations, and human resources to guide and support others in the district involved in this work.
- Is a relationship builder with all individuals in the community, including parents, staff, community leaders and institutions, and students, bringing a greater understanding of the district and mutually benefitting all on behalf of a quality community.
- Can build a strong management team whose decisions are focused on the needs of children, and who will work collaboratively together benefitting each other's work, while providing a system of accountability and continuous growth.
- Has a commitment to providing for the whole child meeting both the academic and social-emotional aspects of the changing needs of children today. Someone who is able to bring together resources that will meet the social emotional needs long-term.
- Can work with staff to determine how to support counseling, career and post-secondary education planning, and broader course options for students to stem the flow of students to other districts with greater offerings and support.
- Is actively visible and the face of the district in the community, schools, and activities sponsored by both. Communicates orally and in writing effectively with all constituent groups, engaging individuals where they are in their use of communication tools
- Can support the Board to provide a comprehensive long term understanding for constituents of the district's facilities, accounting for how curriculum and instruction as well as the special needs of individual students affect the use of space and design elements in different buildings.
- Works well with the Board communicating effectively by keeping them informed and advising them through studies and analysis.