

LEADERSHIP PROFILE REPORT



Katonah-Lewisboro School District April 16, 2024

EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in March and April 2024 for the new Superintendent of the Katonah-Lewisboro 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	23	2
Faculty	3	30
Support Staff	10	12
Students	15	1
Community/Parents/Guardians	55	
Parents/Guardians with children in the KLSD	-	298
Community/Parents/Guardians without children in the KLSD	-	67
Total	114	410

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 114 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 Katonah-Lewisboro 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 Katonah-Lewisboro School District staff members who assisted with our meetings. In particular, Kimberly Monzon, the District Clerk, was especially helpful in organizing and scheduling focused group meetings and assuring that the consultants' time in the District went smoothly.

Respectfully submitted:
Dr. Susan Guiney
Deborah Raizes

April 16, 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.

STRENGTHS OF THE DISTRICT - CONSISTENT THEMES

The input from the various constituent groups suggests that the Katonah-Lewisboro School District is characterized by the following strengths (The comments are listed in alphabetical order):

- Academic excellence
- Caring community
- Culture of thoughtful deliberate listening
- Highly qualified and committed administrators, faculty, and staff
- Students who are engaged and eager to learn

CHALLENGES AND ISSUES FACING THE DISTRICT - CONSISTENT THEMES

The following are some key themes concerning the challenges facing the Katonah-Lewisboro School District that emerged from the focus groups (The comments are listed in alphabetical order):

- Assess instruction looking at research based best practice, alignment, and consistency for all students in the District
- Develop systems to address the structures and functions of departments and schools in the District
- Establish a strategic roadmap that defines District priorities that are aligned to the District vision and mission
- Oversee the upcoming \$49.5 million capital project beginning in the Summer of 2024

DESIRED CHARACTERISTICS OF THE NEW SUPERINTENDENT - CONSISTENT THEMES

The constituent groups CONSISTENTLY mentioned the following desired characteristics (The comments are listed in alphabetical order):

- A strategic systems thinker

- Accessible and visible
- Approachable
- Calm
- Excellent listener and communicator
- Instructional leader
- Mentor
- Open to hearing and respectful of people with opposing views
- Reasonable
- Student focused

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)

(The comments are listed in alphabetical order)

Strengths of the District

Capable students who are eager to learn

Culture of inclusion and belonging

Culture of thoughtful deliberate listening

District reputation attracts talented administrators, faculty and staff

Effective Board which operates with decorum

Sets the tone for the District

Finances strong

How to make school less stressful for the students

- Looking at block scheduling
- Maybe going to 8 periods
- Responsive classrooms
- Mental health resources
- Political diversity
- Special education programs
- Sports programs and extracurricular activities
- Students are well prepared for college
- Supportive of students social and emotional needs
- Systemically and organizationally prepared for the educational needs of students
- Teachers, administrators, and staff
 - Dedicated to students thriving
 - Engaging students
 - Highly effective
 - Vibrant and invested
- Telling the story of the District's success
- Willingness to work collaboratively

Challenges Facing the District

- Accountability
- Board
 - Thoughtful deliberation
- Communication
 - How to communicate at the next level
 - Why decisions are made
- Competing priorities
- Computer and technology
- Creating a strategic plan
- Curriculum
 - Assess and enhance the current curriculum
 - Literacy
 - STEAM/STEM
 - Ongoing changes from the NYS level
 - Seal of Biliteracy
 - Seal of Civic Readiness
- DEIB
- Defining the value add in the District
 - Measuring skills, habits, and dispositions of students and teachers
 - What outcomes can be measured quantitatively/qualitatively?
 - Perseverance
 - Self confidence
- Fiscal prudence
 - What do we need?
- Focus on data to inform decision making

Health insurance unsustainable
How do the schools support working families?
Level of community participation
 Not what it has been
Maintaining reputation and rankings of the District
Mental health crisis affecting students
Mentoring administrative team
Missed opportunity for schools to be a central hub of the community
Navigating individual groups and their needs within the District
Sports culture
 Male dominated
Special education
 Legal
 Programs
 Volume
Would like to see culture of innovation in the classrooms
 How to bring the District to the next level
 Looking for growth and transformation
 Cultural exchanges with the schools
 Using the outdoor spaces

Superintendent Desired Characteristics

Able to evaluate talent
Able to handle multiple projects
Able manager
Approachable
Balanced approach to all school groups
Brings value to the District
 Rankings
Calm
Can read the room
Civic minded
Curriculum and instruction background
Data curious and values the use of metrics
Delegates appropriately
Energetic
Engages with community and students at events
 Makes people feel heard
Excellent communicator
Fair
Fiscally prudent
Inclusive
Involved in and knows the community
Makes decisions and shares the reasoning behind decisions

Open to hearing and respectful of people with opposing views
Professional
Respectful
Singularity focused on the District
Stands strong on issues
Strong educational leader
 Will listen to competing priorities
Strong work ethic
Student focused
 All conversations go back to what is best for students
Supports faculty
Thoughtful
Transparent and shares appropriate information with the Board
Values continuous improvement
Visible
Visionary
 Takes the District to the next level
 Can define what comes next
Willing to spend time speaking to community members and parents
Willing to take risks

Administrators (23)

(The comments are listed in alphabetical order)

Strengths of the District

Academic excellence
Administrative team capable and dedicated
 Check in meetings
 Opportunities to meet at the District level and within buildings
 Supportive and ready to help
Arts
Aspirational high levels of achievement
Athletics
Board of Education
 Leadership to get things done
 Professional
 Support of schools
Caring and welcoming community
 Committed parents and PTOs
 Families are invested in the schools
 Important partners
 Involved parents who care about the education of their children
 SEL focus post pandemic
 Facilities open to the community

- Close relationships between schools and families
 - Teachers really care and know their students
 - Elementary level
- Collaborative structures throughout the District
 - Administration and faculty
 - Curriculum leaders
- Common goals
- Compliance
 - Conscientious and careful record keeping and reporting
- Community and Culture Day at the High School
 - Importance of student voice
 - Run by students
- DEIB
 - Focus on making everyone feel affirmed and welcomed
 - How students and staff are seen and heard
 - Student voice and experiences played a role in DEIB work
- District invests in innovative programs
 - Humanities research
 - Music technology
 - Science research
- Elementary principals empowered to make their schools unique and the best the schools can be
 - Collaborative
 - Have been change agents together
- Enhanced positive culture
- Faculty and staff are dedicated, caring, and talented
 - Experience and different expertise and backgrounds
 - How to make the experience the best for students
 - Students value relationships with the teachers
- Funding and ample resources
- Fiscally sound
- Focused leadership
- Good place to work
- Have all the ingredients to be extraordinary
- In district transportation
 - Able to accommodate field trips
- Innovation grants
- IT Department
 - Cutting edge
 - Fiscally responsive and responsible
 - Supportive with software and hardware
- Integration of students who began in K with students new to the community
- K-12 continuum allows the District to know students and families over time
- Learning commitment

- Guidepost
 - Sustained over many years
- Many opportunities for students
 - Arts and theater
 - Extracurricular activities and sports
 - Students empowered to start their own clubs
- Pride in high quality work
- Professional development for teachers and staff
 - Excellent
 - Literacy
 - Provided in house and outside the District
 - Science
- Supportive Board of Education
 - Listens to the rationales and what is best for the students
- Strong hires in key leadership positions
- Students
 - Branch out and give back
 - Come for an education
 - Come with many experiences
 - Great attitude and mindset
 - Phenomenal students to work with
 - Students do well academically
 - Students supported
 - Take initiative
 - Ready to learn
 - Restorative practices for student discipline
 - Well prepared for college
 - Well rounded and talented
- Support staff are excellent
- Teachers
 - Collegial
 - Friendly
 - Knowledgeable
 - Motivated
 - Want to do right by students
- Tranquil
- Transportation
- Variety of programs and opportunities for students
 - Athletics
 - Arts
 - Boces
 - Clubs
 - DEIB
 - Electives

Performing arts
Students empowered to start their own clubs

Challenges Facing the District

Administrators

Assistant Superintendents new to their roles
Importance of mentoring and professional development
Communication
Be kept more involved
Internal communications between District Office and buildings
Initiatives
Want to be part of conversation that affects them
Delineating specific roles, so administrators can move forward with what needs to be done
Supporting and enhancing morale

Community

Clear lines of communication
Who to call in Central Office
Educated and vocal community
Managing parent expectations
Hearing difficult things about grades and discipline
Post pandemic issues
Opposing beliefs in the community impact curriculum and District decisions
Shifting demographics
Ethnicity
Free and reduced lunch
Racially

Culture transition

Getting comfortable with change
New technology
More important post pandemic
Shifting to improving student outcomes
Transition to new leadership

Curriculum

Benefit from curriculum cycles
Assessing what is working and what might need to be adjusted
Math
Reading
Science
Establishing the portrait of a graduate
Meeting the needs of ELLs
Supporting their needs
Need a clear focus back on curriculum and professional development
Way behind on where the curriculum should be

Professional development

- Administrators

- Faculty

- People don't know what they don't know

- Need to be exposed to new ideas

 - See what's happening outside of Katonah-Lewisboro

- What are the roles of the staff developers?

 - Need management piece

 - Hold accountable

 - Need job description

- Use data for curricular decision-making

DEIB

- Defining the term and the vision as it continues to evolve

- Implementation during ongoing evolution

- Implementation varies per building

 - Needs a systematized approach

- Leveraging the ERJC group

- Ongoing conversations

- Recruiting, hiring, retaining staff of color

Finances

- Budget

 - Debt service going up

 - Foundation Aid reductions

 - Health insurance costs

 - NYSHIP

 - Staying below tax cap

- Capital Projects

 - \$49.5 million bond project

 - Community concerned about return on investment

 - Complicated and involves every building

 - District must insure we are getting the best

 - Equity among the buildings

 - One elementary school being air conditioned

 - (geothermal project)

 - Implication of construction on buildings and instruction

 - Prices keep going up, might not be able to do everything that was approved

 - Slow SED approvals

 - What are the priorities? What are the goals?

 - Upgrades to safety in the District

- Comptroller's Report

 - Restructured how to write RFPs, contracts and how to approach minor repairs and improvements

- Electric buses

- Infrastructure
 - Transition
 - Hiring clerical, support staff, substitute teachers, and transportation staff
 - More competitive salaries and benefits to attract and retain staff
 - Many retirements
 - How to get people here quicker and acclimated faster
- Special Education
 - Delivery of services
 - Need systems, structures, vision
 - Path to get there
 - Equitable access to resources across the District
 - Inclusiveness
 - Lack of established policies and procedures
 - Defining roles and responsibilities
 - Looking at the organization of the Special Education Dept.
 - Mental health crisis
 - Focus on grades
 - Rise in DASA incidents
 - Students who struggle with anxiety
 - Students with significant needs
 - Difference between getting support or not
- Systems
 - Determining which initiatives are mission critical
 - Develop systems and goals
 - Articulated and delineated organizational structure
 - Need strategic action plan
 - Establish mission and vision
 - Everything viewed as a priority
 - Need an organized plan connected to a District vision
 - Budget aligned with priorities
 - What practices should be made and followed?
 - Implement a systems approach
 - Vision with a plan
 - "The Learning Commitment"
 - Focus on research based instructional practices aligned and articulated across all grades and buildings
 - Review and update "The Learning Commitment"
- Technology
 - Artificial Intelligence
 - Further integration
 - Seeing technology as an integral part of how school does business
 - Supporting technology to increase student success

Superintendent Desired Characteristics

Ability to create and assess short and long term goals
Able to establish priorities
Able to express gratitude
Able to lead people
Approachable
Astute
Available
Balances accountability with kindness
Bandwidth to be on a lot of committees
Been in a similar district
Being able to communicate difficult issues and able to keep people calm
Believes in restorative practices
Brings their best self to the position
Builds a culture of growth and trust
Building level experience, ideally at the elementary level
 Empathy
 Experience with problem solving
Calm and level headed
Can articulate curriculum
Can build a good relationship with the unions
Can empower building leaders
Can have challenging conversations
Can use data to make decisions
Celebrating staff members
Collaborative
Compassionate
Confident
Consistent
Constantly curious, asks questions, learning
Continues to build cabinet structure to maximize collaboration and leadership
Courageous
Curriculum expertise
 Can bring people on board with progressive curriculum
 Can make changes
 Knowledge based curriculum
Decisive
Deliberate
Detail oriented
Embodies the work
Empower the administrators
 Supportive
Encouraging
Equity focused and supports all students

Establishes an environment of trust
Excellent communicator
Experience with capital projects
 Making sure things are going in the right direction
Flexible
Good listener
Good sense of humor
Has convictions
Has a positive relationship with the Board
Helps shake up status quo
Hires great people who do great things
Honors accomplished work as well as the seeds of work that have been planted
How and when to make decisions
 When to make decisions by bringing in other people or not
Humble
Inclusive in decision making process
Innovative, creative, progressive
 Curriculum
 Special Education
Interested in a system's approach to leadership
Interested in developing people
Kind and firm
Leverages the team to do wonderful work
Listen, open to hearing different perspectives
Mentor administrators
Open
Open to hearing what people say and to people's questions
Personable
Positive professional reputation
Putting systems in place
Reassuring that people can do their work with support from the Superintendent
 Can share good and bad news
Respects expertise of administrators in the decision making process
Responsive
Strong
Systems thinker
Tap into strengths of the administrators, faculty and staff
Thought partner
Thoughtful
Transparent
Understands budgeting
 State aid
 Tax cap
Understands the challenges of these times with parental and student needs*

- Understands technology and social media
- Understands what is important to people
 - Incorporate that into decisions when implementing change
- Values perspective of administrators
- Values professional relationships
- Values professional learning
- Visible
- Visionary
- Wants to stay for a while

FACULTY (3)

(The comments are listed in alphabetical order)

Strengths of the District

- Faculty
 - Innovative and caring
- Opportunities for students
 - Balance of athletics and performing arts
- Rigorous coursework
 - Students well prepared for college
- Resources used to benefit the students
- Staff
 - Well educated, hard working, value relationships
- Students
 - Eager to learn

Challenges Facing the District

- Initiatives
 - How to balance what has to be covered
- Community
 - Interaction with parents
 - Balance needs and concerns of families balanced with the needs of the students and schools
 - Politically evenly divided
- Growing ENL population
 - Make sure all students are served
- Hiring a diverse staff
- Implementing the bond
 - Schools and students will be affected
- Staff
 - Majority of staff have been in KLSD 20+ years
 - Change in practice needs time and a rationale for the shift
 - Need to understand reasoning
 - Making shift using data and best practices

Educating the staff will help to move them forward
Opportunities for reflection and questions
In next five years, there will be a significant number of new staff

Superintendent Desired Characteristics

Ability to make sound and timely decisions
Stand by convictions
Take risks
Builds relationships
Transparent and honest
Central Office experience
History of leadership
Collaborative and able to compromise
Empathetic and a good listener
Experience with a diverse group of students
Flexible
Shift gears in the moment
Self aware
Strong communicator
Will stand behind the faculty and administration
Values DEI
Visionary, critical thinker, problem solver

SUPPORT STAFF (10)

(The comments are listed in alphabetical order)

Strengths of the District

Collaborative effort amongst the staff and faculty
Diverse experiences for students
BOCES program
Many choice of classes and programs
Many clubs and activities
Diversity and Inclusion
Focus on all students
Offerings for all
Extra curricular activities, sports, performing arts
Faculty
High performing District
Academics
Athletics
Performing Arts
Open to new ideas

- Resources
 - Special Services
 - Students are well prepared for college
 - Supportive parents
 - PTO
 - Technology initiatives
 - Current devices
 - Wifi
 - Theater
 - Transportation
 - Do our own

Challenges Facing the District

- Adjusting to the changing NYS standards
- Balance of devices and life
- Carry work through
 - "The Learning Commitment"
- Change
 - Cabinet not tenured
 - Could have three new trustees
- Communication
 - Open door policy can take up too much time
- Contract negotiations
 - Many groups in this unit
- Curriculum
 - Science of Reading
- Finances
 - Budgeting
 - Health Insurance
 - Inflation
 - Retirement
 - Tough decisions to be made in the future
- Fiscally responsible
- Hybrid opportunities for staff
- Involved parents give of their time and also have high expectations
- Managing expectations of parents
- National politics dividing the community
- Special education
 - Many students with diverse needs
 - Families move to KL for special education
- Test scores

Superintendent Desired Characteristics

Able to mentor administrative team
Approachable
Budget conscious
Builds relationships
Empathetic
Experienced superintendent
Fiscally responsible
Friendly and has the human touch
Good listener
Great leadership skills
Has secondary experience
Honor the work that has been done
Knowledgeable about Westchester and NYS
Knowledge of special education
Longevity
Non reactive and not easily rattled
Open minded
Progressive
Reflective
Sense of humor
Strong, kind and understanding
Strong relationship with the Board
 New Board members
Trustworthy
Understands and values the work of the support staff
Visible
Visits classrooms and knows staff
Will lend an ear when needed

STUDENTS (15)

(The comments are listed in alphabetical order)

Strengths of the District

Feeling that at the High School, administrators, faculty and staff care about students and truly want to help
Good system in the High School for dealing with mental health issues
Makes sure everyone can feel themselves
Many opportunities and programs for all students
Nurturing community
Principals, assistant principals, and teachers engage in equity and racial justice conversations
School tried its best during pandemic to make everything accessible quickly
Student involvement and strong relationships

Community Day
Spirit Day
Students feel that they are heard
Superintendent, Principal, Assistant Principals, other administrators, teachers and all staff engage with the High School Students
Technology is accessible
Visible and approachable administration that makes students feel known

Challenges Facing the District

Enforcing school policies equally and consistently
Bathroom sign in
Stage crew drama
Keeping the school spirit going
Assisting students with making connections and with building relationships with building administrators, faculty, monitors, and each other
Staying visible and involved
Learning about current and historical events
Access to and learning more about history
The Holocaust and Pearl Harbor
Appropriate for high school students
Have to rely on learning outside of school
Include controversial topics (Russia/Ukraine, Middle East, Congo)
Living in a bubble if not learning about and discussing issues at school
Mixed opinions about assembly speakers (Empathy)
Opportunities for more in depth and ongoing discussions
Not enough time to cover all topics
Questions about curriculum selection and why topics are taught in social studies
Managing issues around diversity, equity, inclusion and belonging
Consideration of students in the affected group and not highlighting them as representative of all
Emails aren't enough
Feeling as if nothing was done, though students are aware that situations are addressed behind the scenes
Restorative justice at the High School will be moving to Middle School
Situations arise 2-3 times per year
Mental health
Prefer being asked "how they feel", rather than told "how to feel"
Supports should be more accessible and better advertised, particularly at the Middle School
Middle school
MS culture needs to be improved
Feels restrictive and stifling after elementary culture was fun
Effort to inspire fear about going to HS

- Made to feel frightened in order to get them to do their work
- Great relief when they realized HS culture is much freer
- Promote after school activities and clubs to help students feel engaged
- Student conflict
 - Understanding why students are in trouble
- Too many rules
- Transition from 5th to 6th grade
 - Connecting with other students from the other elementary buildings prior to school starting
 - Connecting with principal, assistant principals, building staff and teachers before coming to 6th grade
- Teaching parents about DEIB and helping them become more accepting so they share these ideas with their children

Superintendent Desired Characteristics

- Authentic
 - A real human being
- Appreciative
- Approachable
- Cares about students
- Empathizes with students
- Knows how kids feel about changes
- Listens
- Open Minded
- Partner to students
- Protects students
- Sees themselves as a helper without a large ego
- Social and friendly
- Speaks to the student body at assemblies and events
- Understands students
- Understands what schools are really all about
- Visible at games, performances, events with students
- Wants to get to know the student body

COMMUNITY/PARENTS/GUARDIANS (55)

(The comments are listed in alphabetical order)

Strengths of the District

- Academics
- Accessibility to administrators
 - Parents are able to raise concerns
- Availability of Superintendent
- College acceptances

Communication
 Feeling heard
Community involvement
 Particularly Katonah Elementary
Dedicated teachers, administrators, staff
 New hires are very caring
Different levels of support
Faculty
Focus on making sure everyone feels that they belong
Handled transition from elementary to middle school well
Involved parents
Learning Cafes
Opportunities and programs
 AP offerings
 Architectural program
 Arts
 Classes are of substance
 Many resources available
 Science Research
Respectful students
Robotics and technology
RTI
 Services have been very positive
 Very helpful
Sense of community
Size
 Small enough to feel personalized and large enough to have many offerings
Social emotional support
Sports
Strong empowered administrators in the District
Students are well prepared for college
Students are well supported
Superintendent monthly coffees
Supportive community who are willing to go above and beyond
 Education is important
 Parents are engaged and involved
Teacher professional development is supported
Teams at the middle school
The ARTS
 Caramoor
 Galleries
 Museums
 Visual and performing arts
Transition from elementary to middle school

Very inclusive and meet the children where they are and provide opportunities for who they are
Visibility and ability to connect with superintendent
Welcoming

Challenges Facing the District

Adapt to changing student body

The importance of hiring, retaining and supporting a diverse staff

Administration

How children interact with each other

Should be constructive, restorative conversations

Not necessarily what is happening

Separating to verify issues

Articulation of the curriculum

Budget

Health insurance costs

Staying under the cap

Capital project

Increase Miller Elementary

Enrollment and redistricting

Temporary classrooms to permanent classrooms

Upgrades at all buildings

Not all projects at the MS and HS included

Caution with technology

Cell phones

Managing student use of technology

Social media is a problem

Adds to anxiety

Communication

Parents should go to the source

Some parents feel Middle School keeps them "at arm's length"

Especially after COVID

Partnering with parents

Special education

Enrichment for advanced students

Establishing a curriculum vision

Art

FLES

Universal pre-K

Frustrating dealing with the administrators

Frustration by ERJC with lack of progress

- Identifying special education needs more quickly
 - Creates emotional and confidence issues in children (Meadow Pond)
- Inconsistencies in terms of how groups are handled by the District
 - How and where to fundraise
 - A lot of pockets, don't work in tandem
 - Fragmentation in terms of priorities
- Including support staff and aides in yearbook
- Inclusion has to be planned and implemented
 - From Kindergarten forward
- Infrastructure in the buildings
 - Older buildings
- Lack of cultural sensitivity
 - Teachers need professional development on working with diverse groups of parents and students
- Looking at DEIB
 - Bridging the gap between pedagogy and what is actually happening
 - Inclusivity has to really mean everyone
 - Need for more diverse staff
 - Resources and programs need to be different depending on the needs
- Managing opposing beliefs in the community
- Need to bring the community together
 - Build school spirit, needs to be a unified effort
- Not enough action, if little to none on DEIB
 - Driving systemic change
 - Consistent messaging
 - Lack of ongoing training and discord
- Ongoing work in all curricular areas
 - Critical thinking
 - Literacy
 - TC Readers and Writers College
 - Problem solving
 - Science
 - Using technology
- Parents are very involved
 - High goals
 - Professional
 - Strong opinions
- Physically a very spread out District
 - Diversity in the District
 - Ethnicity
 - People with children in the schools and people who do not have children
 - Socio-economics

- Large District (square miles)
- Looking at ways to build and create community
- Rankings compared to other districts
 - Making sure KLSD places higher in the rankings than it does now
- Retaining special education staff
- Safety
- Special Education
- Strategic goals around DEIB
 - Need more direction
 - Parents providing the leadership
 - Professional development
 - Some teachers not knowing what to do
 - Not equipped on what to do and what to say
 - Specific goals which have timelines
- Summer reading program for High School students
 - Review how the books are chosen

Superintendent Desired Characteristics

- Able to ask tough questions
- Able to gently educate the community
- Ability to navigate "entitlement"
- Accessible
- Act on the concerns of the parents
- Active listener
- Appreciates the arts
- Approachable
- Articulate what DEIB looks like and affect change
 - Make courageous decisions
 - Will support faculty and administrators
- Calm
- Can build strong relationships
- Caring
- Communicates well with parents and makes them feel heard
- Courageous and able to engage in difficult topics
- Data driven
- Empathic
- Encourage school spirit
- Experienced
- Focuses on bringing the District together
- Foster teachers who want to be innovative
- Good listener
- Holding administrators accountable
- Highly competent
- Humility

Inspires confidence in parents
Invested in the community and the District
Listener and collaborator
 Brings people together
Longevity
Nonpartisan (looking out for the best interests of students and the community)
Open minded
Outreach to the community
Patient
Proactive and preemptive
Reasonable
Responds rather than reacts to situations
Risk taker
Special education background
Strong leader
Think outside the box
Transparent
Understanding and knowledgeable about educational trends and the impact on KL
Understands the District
Values parent input
Visible at all types of events
 Acknowledges the students
 Present at the Arts and Athletic events and events at all levels
 Supports the community
Visionary

Katonah-Lewisboro School District Superintendent of Schools

DRAFT Superintendent Desired Characteristics

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

- Addresses challenges and issues calmly, respectfully, and is open to hearing opposing views;
- Assesses instruction through the lens of research based best practices to align and provide a consistent educational experience for all students across the District;
- Develops systems to address the structures and functions of departments and schools in the District;
- Guides the District in defining its priorities and collaboratively develops a roadmap to assist the District in achieving its mission and vision;
- Is experienced with capital projects;
- Is an experienced Central Office leader with a proven record of success.

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;