



LEADERSHIP PROFILE REPORT

Mamaroneck Union Free School District

April 18, 2023



HAZARD
YOUNG
ATTEA
ASSOCIATES

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Process

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in February and March 2023 for the new Superintendent of the Mamaroneck 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	29	5
Faculty	29	126
Support Staff	17	47
Students	18	59
Community/Parents/Guardians	74	-
Community/Parents/Guardians with children in the Mamaroneck Public Schools	-	334
Community/Parents/Guardians without children in the Mamaroneck Public Schools	-	53
Total	175	624

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 175 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 Mamaroneck 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 Mamaroneck School District staff members who assisted with our meetings. In particular, Joanne Rice, 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 18, 2023

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 Mamaroneck School District is characterized by the following strengths:

- a variety of many choices of courses and options are available at the High School;
- diversity;
- Dual Language Program;
- faculty, staff and administrators who are caring and dedicated;
- parents and a community who are committed to student learning and support the budgets;
- resources that are available to support student learning and innovative programs;
- students who are motivated, hard working and insightful.

Challenges and Issues Facing the District - Consistent Themes

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

- continue to create a sense of belonging
 - provide necessary supports to encourage ongoing equity and access;
- internal and external communication with all constituencies
 - continue to ensure that everyone is informed and all voices are heard;
- staff and administrative turnovers;
- The Hommocks
 - reenvision what a middle school can be
 - size
 - transition to 6th grade.

Desired Characteristics of the New Superintendent of Schools - Consistent Themes

The constituent groups CONSISTENTLY mentioned the following desired characteristics:

- a visible presence in the schools and the community;
- accessible and approachable to all constituencies;
- background in curriculum and instruction;
- collaborative;
- excellent communicator and a good listener;
- experienced superintendent preferred with the ability to mentor an administrative team;
- people person, builds relationships and can bring people together;
- visionary, inspiring with a focus on research based best practices and taking the District to the next level.

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

Academics

Administratively good

Can walk to school

Dedicated and amazing teachers and staff

Diversity

Children integrate well

Ethnically, economically

Respectful of each other

Good place financially

Open to creative ideas

Parent engagement

Passionate about their children and education

Programs

Academics

Science Research

STEM

Athletics

Dual Language Program

Extracurricular activities

Performing Arts

Special Education

Students have a "can do it" attitude

Empowered

Pride in the District

Successful budget votes

Welcoming kind community

Well respected superintendent

Well run and well managed District

Went through pandemic well

Challenges/Issues/Concerns

Ability to explain the why for doing something

Academic gaps among students (especially K-8)
 Focus on differentiating learning

Balancing expectations and reality of what the District is able to provide for all

Boards' responsiveness to community

Budget
 Reassess programs

Communication
 Engage with audiences
 How best to engage the Board and the community
 Internally and externally

Connect initiatives with outcomes

Different options for students who might not go to college

Diversity
 Include everyone
 Students need to be engaged

Divide in community
 Equity
 Social separation

Enrollment challenges

Field and sports access

Literacy
 Phonics, independent reading; balanced literacy (particularly grades 3-5)

Local politics with competing interests

Make everyone feel seen and understood

Many initiatives with a need for accountability

Mental health issues
 How to get to know each child

Middle school
 Academic Challenges
 Personalized experience at the middle school
 Reenvision what a middle school could be
 Safety/discipline
 Should there be schools within a school
 Space at Hommocks
 Transition from 4 elementary schools to 1 middle school

Offer enrichment opportunities

Princeton Plan vs community schools
 May address space issues with UPK

Staff turnover
 Mentoring for new administrators and teachers
 New central office administrators
 Untenured principals

Use of data to drive work and assess success
 Impact assessment to plan for continuous growth

Where to go next: space, universal PreK

Desired Characteristics

Ability to mentor and grow untenured administrators
 Able to balance a succession plan and outside hires
 Able to read the constituents
 Cheerleader for the District
 Comfortable meeting with the community
 Can think creatively about middle school issues
 Comfortable navigating different cultures and communities
 Communicates well with the Board, staff and the community
 Confident
 Creative approach to challenges
 Data driven and well thought through goal process
 Uses performance indicators
 Decisive
 Engenders a sense of trust
 Excellent manager of the District
 Experience running a District
 Forming a team that compliments their strengths and weaknesses
 Good listener who leaves room to disagree
 Knowledgeable
 Curriculum
 School finance
 Openness to new perspectives to drive decision making
 Personable and doesn't take things personally
 Recognizes importance of bringing in new ideas and perspectives
 Sitting superintendent
 Stands up to challenges, pressures, and can hold their ground
 Strong curriculum background and focus
 System thinker
 Thoughtful
 Transparent
 Understanding of schools and educational systems
 Uses data to assess impact
 Visible in schools and community
 Visionary
 Welcoming and open to collaboration

Administrators (29)**Strengths**

Amazing opportunities and choices for students
 Approach to new learning
 Board invested in new initiatives
 Building independence in students
 Buildings communicate with families and the community
 Commitment to innovation
 Community as partner of the District
 Creativity

- Curriculum development and implementation
- Dedicated highly proficient educators
 - Attention to detail
 - Growth by learning from each other
 - Work above and beyond
- District dedicated to social/emotional well being of students, faculty and staff
- Diversity
 - Students coming together from all areas
 - Ethnicity
 - Ideologies
 - Religions
 - Socioeconomics
- Dual Language Program
- Financial stability
- High expectations
- High level of trust and autonomy in the buildings
- Innovative and creative programs
- Intellectual rigor
- Many points of pride
 - Building and District leadership
 - Vibrant programs
- Mission statement
 - Engaging students
 - Exciting students with authentic learning
 - More about learning rather than about test scores
- Motivated and intellectual administrators
- Open campus
- Openness to create programs for students
- Opportunities for students
 - Arts
 - Athletics
 - Media Production
 - Special Education
 - Supporting students on all levels
 - STEAM
 - Technology
- Parents value education and are committed to student learning
- Passionate colleagues
- Personalized experience for students
 - Arts
 - Performing Arts
 - Athletics
 - Authentic learning
 - Students driving their own learning
 - College Bound Courses
 - Counseling Department
 - Elective sequences
 - Paths for learning

Culinary Lab
Photography
STEAM Lab

Private school experience in a public school
Proactively allowing students to choose their path at an early age
Progressive education
Quality education
Research approach to programs and instruction
Resources available to support student learning and innovative programs
Responsive parents
Senior internships
Special Education services and programs
Small district feel
Strong sense of community
 Administrators have each other's backs
Strong programs
Students' choices at the middle and high school
Supporting students mental health and SEL needs
Talented staff and administrators who want to learn and who care about students
Trusts leaderships
Well resourced

Challenges/Issues/Concerns

Ability to sustain successful programs
Access to all that the District has to offer for all students
Budget
 Added transparency and input
 Community voices
 Student voices
Mandated services
 ENL
 Special Education
Not a BOCES component District
 Discounts and opportunities are missed
 IT support
 Special Education and Career/Technical programs
Building instructional support
Building relationships and trust with stakeholders
Communication
 Controlling the narrative
 Constructing the narrative
 Messaging correctly
 Not an either/or approach to addressing student needs
 Frequency
 Style
Curriculum
 Alignment
 Communicating the curriculum

- Dealing with component of community that is not happy with literacy
- Meeting students' needs
- Multi tiered systems of support
- Science of Reading
- Updating materials
- Writing

Diversity

- Middle and High School
- Neighborhood Elementary Schools
- Political divisions
- Socioeconomic differences are wide

Expectation of a world class education while balancing resources and serving the diverse student population

Funding

- Hiring a new Asst. Superintendent of Curriculum and other new administrators
- How to make sure all students have access to options, grants
- Legal issues that need oversight to completion
 - History of last 5 years
 - Sharing appropriate information with staff

Loss of institutional knowledge

Maintaining District's strengths

Managing parental access

Mental health and social emotional needs

Mentoring new administrators

Monitoring initiatives

Navigating the ongoing work around DEI

Negotiations

- Competitive salaries for support staff
- Teachers' contract
 - Need for healing after last negotiations

Neighborhood school model

Newer cabinet

Opportunity to take the District to the next level

Replacing a long standing superintendent

Retention rate of staff

Shifting demographics

- Ethnic
- Racial
- Religion
- Socio-economic
- Three municipalities

Strong Unions

Substitute and support staff shortages

Teacher Shortages

Desired Characteristics

A leader of leaders

A partner with the administration

Ability to embrace equity work and work with the community around restructuring elementary schools
Ability to work with parents and not allow loudest voices to determine a decision
Able to have difficult conversations
Able to partner and collaborate with administrators
Accessible
Appreciates, acknowledges and validates the work of teachers
 Inspires teachers
Approachable
Builds a cohesive central administration
Builds public confidence
Can say “no”
Charismatic leader
Collaborative
Comes from a diverse background or has experience in diverse districts
Communicative
Connects with all stakeholders on a personal level
Consistent and transparent in decision making
Creative thinker
 Supports out of the box ideas
Current
Doesn't micromanage
Doesn't sweat the small stuff
Empathetic
Excellent communicator
Experience
Explains concepts clearly and respectfully
Flexible
Gentle
Gets to know the administrative team as people as well as professionals
Hands on
Honest
Honors the budget (great idea...put it in the budget)
Honors the history of the District
Honors the rules
Innovative
Intellectual
Kid magnet
Kind
Knowledgeable about professional development
Knows instruction
Multilingual
Personable
Politically savvy
Relatable to community members and staff
Resilient
Responsive
Sense of humor

Smart
 Spanish speaking
 Strong interpersonal skills
 Supports administrative team as they take risks and implement innovation
 Supports administrative team with parent issues
 Supports administrative teams' professional growth
 Systems leader
 Team builder
 Thoughtful risk taker
 True to their word
 Trustworthy
 Understands school leadership
 Understands work life balance
 Unifying
 Values the team
 Versed in DEI and has a strategy to address it.
 Visible
 Visionary
 Wants to learn and be involved
 Warm
 Well versed in a variety of areas
 Willing to listen
 Willing to provide feedback

FACULTY (29)

Strengths

Athletics
 Bold when it comes to trying new things in the District
 Dedicated Faculty

- Committed to dealing with challenges
- Creative

 Diversity
 Great academic programs

- Dual Language
- Electives
- Music program
- Special Education
- STEM Lab
- Leading edge technology

 Incredible faculty who are diverse, care about kids
 Open campus at MHS

- Students have freedom

 Parental input
 Provide great professional development opportunities for staff
 Resources
 Teachers are lifeblood of the District
 Variety and number of programs for students to pursue their passions
 Vibrant elective programs

Challenges/Issues/Concerns

- Aging infrastructure
- Assessing new programs for effectiveness
- Attracting high quality teachers, especially in special education
- Consistency across the District
 - Ensures that all voices are heard
 - School to school
 - Socio-economic diversity
- Class size doesn't have to be NYC
- Connecting with the community
 - Town Hall meetings
- Curriculum is evolving
 - Alignment
 - Clarity around reading and writing
 - Decisions are made at the top and then the teachers are told what is happening
 - Helps parents to understand the curriculum
 - Include teacher input and provide transparency
 - What are the expectations for the curriculum
 - Scripted curriculum versus no curriculum
- Diversity
 - Socio-economics
 - Walking community with no busing to schools
- Dual Language program
- Equity in the District
 - Bringing everyone on the same page around educational equity
 - Plan in place for 3 years
 - Staff is in different places
- Fields
- Great academic programs on paper
 - Ability to implement programs as written
 - Assess the program implementation and outcomes
- Involving faculty as co-creators of professional development and District decision making
- Lean support staff needs to be addressed (secretarial and custodial units)
- Maintaining a vibrant and thriving special education program
- Maintaining vibrant elective programs
- Many initiatives
- Newly hired Directors and Administrators
 - What is the impact on faculty and students?
 - What are the measures of accountability?
- Space issues at the Middle and High School
 - Aging infrastructure
 - Crowded hallways
 - Teachers sharing classrooms
 - Wasted spaces
- Staffing
 - Retaining staff
 - Salaries

Student support services has grown exponentially and has taken over classroom spaces to create offices and storage

Teacher morale

- Asked to do more with less

- Expectations have increased

- Evaluating systems to ensure that all faculty are treated with respect and fairness

- Feeling tired after pandemic

- Not given time to work together and implement with fidelity

- Retribution, if don't tow the line

Teachers want to be tapped for their expertise

Tenured teachers are leaving for higher paying positions in other districts

Time for teacher professional development, planning and collegial work

Turnkeying professional development into actual practice

School calendar

Strong Union

- Contract negotiations (3 year contract)

Students without socioeconomic support are not having the same experience

Desired Characteristics

Able to retain tenured teachers

Able to share best pedagogical practices with the Board of Education

Appreciates diversity

Approachable

Been an educator and understands the challenges of teaching

Believes in systems thinking

Classroom experience and understands teacher life

Collaborative

Compassionate and understanding of the staff

Connecting with the community

Educator who supports the learning of all students especially of people of color and marginalized groups

Empathetic

Experienced

Fearless and bold

Financial astuteness and can manage the budget

Friendly

Good listener

Has a heart for staff

Has presence to garner the respect that is due

Human side and a people person

Life long learner

Loves children and passionate about the students and who they are

Makes teachers feel that they are a priority and valued as professionals

Makes a connection with teachers and staff

Open to change

Open minded

People person

Personable

Range of experiences in the classroom
 Reflective
 Respectful
 Sensitive
 Smart enough to know and admit when wrong
 Student centered
 Understands the District and its complexity
 Warm personality
 Well traveled with a global perspective

SUPPORT STAFF (17)

Strengths

Community is very involved and supportive
 Exceptional programs for students with special needs
 High School has so many options

- Extra curricular opportunities
- Internships
- STEM
- The Arts

 Students are able to find their niche
 Students are given their voice, are heard, and responded to
 Teachers and building administrators appreciate the teacher aides and secretaries
 Wide spectrum of students from diverse backgrounds

Challenges/Issues/ Concerns

Ability to balance affordability with community's educational wants
 Changing community

- Continuing to respond to students with diverse needs
- Increase in new residents
- Less multi-generational

 Complexities and nuances of the secretaries' and teachers aides' work needs to be shared with the Superintendent
 Discipline within the buildings
 Emails addressed to the teachers often leave off the teacher aides and secretaries

- Central Office emails are not addressed to support staff

 Four out of the six buildings are over 100 years old

- Continual investments in maintaining the buildings

 No affordable health insurance for aides
 Nontenured administrators
 Short staffed are pulled left and right and are under tremendous amount of stress

- Teachers' aides, secretaries were cut by almost 50%
- Workload is increasing

 Staff are leaving the District

- Takes time to replace, if they can be found
- Teachers, teachers' assistants, aides, building subs, secretaries

 Taxes

Desired Characteristics

Considerate of whole community
 Realistic about what the District can and can't do
Decisive and will stick to a decision once it is made
Empowers staff and builds trust
Experienced superintendent
Fiscally responsible
Good communicator
Kind
Needs to understand and appreciate how hard staff and teachers work
Personable
 Compassionate
 Human
 Knows the names of the staff
 People enjoy working with
 Relatable
Strong and can stand their ground

STUDENTS (18)

Strengths

Amount of resources
Choice of courses and options
College admissions
 Feel well prepared for college
 Had to find out for themselves
 Too many students for the amount of counselors
Good size (small enough to make an impact; large enough for options)
More culturally accepting
Strong academics and athletics
Strong spirit and brand in Mamaroneck
Teachers are caring and have office hours
Vast amount of opportunities
 Commitment to encourage all students to do what they want

Challenges/Issues/Concerns

Accessibility
 All voices need to be heard
 Board feels inaccessible
 Board meetings are only held at the high school and are not translated
 Directed by Superintendent
 Want to see the Board members discuss issues in public
 Bridge needed between administration and student body
 Information goes from administration and Board to parents and
 Students are not aware if the information is sugar coated
 Challenge for all parents to come to Board meetings
AP classes only accessible in Junior and Senior year
 Students try to fit as many in as possible in very busy years
Communication

Information needs to be shared with consistency and equity

- Information about resources and funding is not readily available to some students

- School should have added resources about test taking for college

- Students need tutors for AP classes and college preparation courses

Parents need to be more in loop

Some students are unaware of courses, extra-curricular opportunities

Student Council needs to reach out to all students and not just members of the Council to ensure that everyone can be heard

Students would like more opportunities to meet with the administrators/BOE

- Open forum with the Board

- Use social media to connect with students

- Understand role of Superintendent

Discipline is not consistent and there should be more accountability for staff, students

Bullying

- LGBTQ+ in particular

Diversity

Club leadership and access to higher level courses should be more accessible to all students

Maintaining acceptance of all students

Rezoning and the Princeton Plan (parents and community members were worried about home values)

- Families want to keep neighborhood schools for the strong connections between the families and the elementary school administration

- Where you go to elementary school has a very large impact on friendships, sports and academic courses

Elementary schools should have more standardized experiences

- Because of the division in the elementary schools, Middle School is a culture shock

- More training in DEI to promote empathy and inclusion at much earlier age

Food

- Offer vegan options

Increase staffing in high school guidance

- Busy with other students

- Counselors are swamped

- Mental health staff for students

Language evolution

- How languages change and the use of pronouns

Middle School

- Students didn't know what was going on outside of their team

Pressure to set yourself apart

Professional development for teachers on LGBTQ+ students

Security getting into the building

- Checking IDs

- Some door alarms don't work

Special Education

- Helping students obtain the supports they need

Staff overworked

Students should be asked, "What do you want to get out of the high school experience?"

More information about opportunities beyond just the 4 year schools
More information about the financial opportunities
Students want to know the “why” behind decisions
Taking advantages of community resources

Desired Characteristics

A true advocate for students
Accountable
Caring
Communicates with all stakeholders
Empathetic
Kind
Personable
Transparent
Truly cares about Diversity, Equity and Inclusion
Visible and well known
Work with stakeholders

COMMUNITY/PARENTS/GUARDIANS (74)

Strengths

Academic Culture
 Aspirations
 Forward looking mindset
Academic Programs
 AP courses
 Different opportunities in and out of the classroom for students to enhance their knowledge
 Introducing students to new topics and important life skills
 Mindfulness
 New books and reading materials
 Meeting needs of students and their interests
 Performing Arts, particularly music
 All children have an opportunity to play an instrument
 Reading at all levels
 Special education and support services for students
 Variety of high quality electives
Activist community
Calm, non reactive approach prior to responding to situations
Close to NYC and a destination for families
Culture of trust/welcoming
Data driven decision making
Diversity
 Community and opportunities to interact with students who are native speakers
 Strength that the communities are very different
Do a good job making social services available to students
Dual Language program
 Dos Caminos valued by participants and community
 Important that students retain fluency in their native language

Dynamic district
Engaged parents and community
Fiscally savvy and responsible
Great facilities
Offer a full range of services for students with disabilities
Parents who are giving and willing to volunteer
Pays attention to individual student needs
Progressive and forward approach to education
 Preparing students for the future
 STEAM Lab
Range of opportunities for all students
 The Arts
Sense of community
 Parent to parent
 Parent to teachers and administrators
Serves a diverse community
Size allows for a variety of programs and services
Students are well prepared for high school
Students feel empowered
Students feel safe
Teachers are creative and provide lessons that engage the students
Teaching to the whole child and addressing the needs of all students
Well resourced

Challenges/Issues/Concerns

Accountability
Activist Community
Addressing academic challenges
 Acceleration
 Special learning needs
Administrative turnover
After school programs
 Difficult for working parents to access for their children
 Where to house them?
Assessing program effectiveness
Bridging diverse communities
 Receiving communication in English and Spanish
 More translators
 Translations should not be an afterthought
Transitioning to Middle School a shock
 Students not integrated with other schools
Bringing parents back into the schools after COVID
Communication models differ per building
 Open and engaging
 Reaches all groups in the community
 Understanding and valuing all people
Communicating the District's vision and mission to the broader community
Contract negotiations

Ensuring teachers are feeling heard
Teachers
Curriculum
Accessibility of curriculum for parents
Disconnect between parents, teachers and administrators around curriculum
No teachers on PT Council
Literacy instruction (reading, writing, including grammar)
Publishing the curriculum online for parents
Differences in socioeconomic status is apparent at the elementary level
Digital literacy instruction at the elementary school
Diversity
Alignment of elementary schools
Diverse and open hiring processes
Ensuring access to higher level courses and athletics at the high school
Ensuring communication reaches all parents, students and community members
Ensuring ongoing work around diversity, equity and inclusion
Pursuing diversity in a genuine way without an overfocus on it to ensure access for all children
Socio-economics is a major component of the District's diversity
Systemic look at diversity to include policy as well as actions
Dual Language needs to be provided with the necessary resources
Growing the program to include more students
Electives at high school
PACE program
Selecting and registering
Elementary schools are very different
Enrollment and changing needs of new students
Establishing and implementing a shared mission/vision for all stakeholders, including students
Facilities
Addressing ongoing work in the future
Finding time for students to take elective programs
Focus on and carry through of SEL into MS and HS
Focus on newly arrived students
Dealing with trauma
Health education should provide relevant information
Hire and retain highly qualified and excellent faculty, administration and staff
Open process and not just hiring from within
Impact of digital technology on communications and education
Importance of belonging
Increase in the number of students who are placed out of district for mental health issues
Institutional knowledge at the the administrative level
Investing in technological tools, programs that impact students with disabilities as well as the general population to effect positive growth and learning
Maintaining liberal and performing arts in the schools
Maintaining a strong curriculum and high expectations for all students
Mental health needs of students
Middle school is underleveraged facility after 3pm
New administrative team

- Post graduation expectations
 - Ability of students to show their passions
 - College admissions
 - Core curriculum
 - Secondary course offerings
- Princeton Plan discussion vs community schools
 - Enrollment Task Force
- Reading
 - K-3 grade literacy program
 - Children leave to other schools to address reading deficits
 - Lack of progress monitoring
 - Literacy program Implemented without integrity and fidelity
 - Need a research based program for reading
- Resolving issues that seem to be ongoing for many years
- Safety and security, including physical, psychological and social media
 - Drugs, alcohol not just weapons
 - Multiple forms of intersecting discrimination
 - Can't be swept under the rug
 - Homophobia
 - Kids need to be held accountable for their actions
- Socio-economic and ethnic diversity in the District
- Social media
 - Educating students about the pros and cons of social media
- Some people feel that MAS doesn't feel a part of the District
 - Importance of valuing ALL people
 - Ongoing professional development in belonging
- Special education should have earlier evaluations
 - Addressing reading challenges/dyslexia
 - Changing administration
 - Maintaining staff
 - Responding to parents' requests for curriculum materials
- Staffing
 - Attracting new staff
 - Consideration of staff (snow days, juggling childcare)
 - Maintaining existing staff
 - Providing professional development to meet the needs of students
- Summer programs for low income families allows students not to fall behind
 - Academic support
 - Swimming
- Sustainability (across many disciplines and departments)
 - Have a coordinator
 - Integrate into curriculum
 - Maintain programs
 - Need more than volunteer parent involvement
- Superintendent meeting with Spanish families at a time that the parents can be available and would find a comfortable and inviting environment
- Supervising a non-tenured administrative team and keeping the District unified
- Teacher morale

Teaching students how to budget
Technology
 AI professional development for faculty
Three towns and municipalities
 Fields, parks politics, police
Transition to middle school is challenging for students coming from four different elementary schools
Use of data
 How is the data used to make a difference and improve the experiences of the students?
 What happens after the District collects data?

Desired Characteristics

Able to create a culture of transparency
Able to handle difficult conversations, especially with parents
Able to identify the other Districts we compare ourselves too
Able to identify the loud minority
Able to reset around equity
 Proactive and not reactive/defensive
Able to see the big picture
Able to weigh feedback and share “why” behind decisions
Able to work effectively with the Board
Ability to build, motivate, and mentor a team and District wide staff
Ability to create a succession plan in the District
Ability to create partnerships with outside organizations
Ability to work with all constituency groups and make everyone feel that they belong
Accepts feedback gracefully
Accessible
Adapts to evolution in education (managing AI)
Approachable to all, including Spanish speaking parents
Aware of data and research based best practices (especially around reading and writing)
Brings fresh ideas to the District
Classroom experience
Clear north star
Collaborative with the community, parents, other districts
Committed to making sure board meetings are accessible in Spanish
Confident
Connects to others
Creative
Curriculum experience
Dual language program as a priority
Empathetic
Emphasis on safety
Engages with and champions faculty
Equity in representation
Excellent communication skills
 Proper use of grammar in written communications
Experienced as a superintendent
Experience in many disciplines

The Arts
Athletics
STEAM
Financial background
Fiscally astute
Flexible
Focuses on equity
Fosters and encourages all students
Future thinking
 Budget forecasting
 Facilities
Good at leading a team to get things done
Has best interest of children and District at heart
Has great ideas and prepares students for the future
Inspired by global leaders as well as educational leaders
Inspirational for everyone
Knowledgeable about current research and best practices in education
Makes people feel heard
Meets people where they are (in their neighborhood) and gets to know the entire community
Knows how to hire good people
Open minded
Personable
Possesses and enacts an inclusive philosophy
Resilient and thick skinned
Sensitive to and able to address the SEL needs of students and families
Sensitive to community, in particular in communication and community triggers
Speaking Spanish is a plus
Systems thinker
Temperment to work well with others and without taking things personally
Transparent decision making
Trustworthy
Understands special education and integrates students with disabilities into the broader community
Understands the importance of supporting and encouraging girls in STEM careers
Uses data to inform decision making
Visible
Visits classrooms and schools
Visionary
Well read and learned
Willing to discuss issues and concerns with faculty

DRAFT FOR BOARD DISCUSSION

Mamaroneck Union Free School District

DESIRED CHARACTERISTICS

Superintendent of Schools

After seeking input from its Board members, parents, staff, students and the community via focus groups, interviews, and an online survey, the Mamaroneck Union Free School District Board of Education seeks a strong educational leader with the following characteristics:

- a visible presence in the schools and the community;
- accessible and approachable to all constituencies;
- background in curriculum and instruction;
- collaborative;
- excellent communicator and a good listener;
- experienced superintendent preferred with the ability to mentor an administrative team;
- people person, builds relationships and can bring people together;
- visionary, inspiring with a focus on research based best practices and taking the District to the next level.

The successful candidate will:

- be certified as a superintendent, or capable of gaining certification, in NYS, and
- have a long term commitment to the District.