

The Granby Public Schools Superintendent Search Leadership Profile

Prepared by

Mary Broderick, Ed.D.
Search Consultant



April 2023

SUPERINTENDENT LEADERSHIP PROFILE

Introduction

Selecting a superintendent is the most important responsibility a school board undertakes. There are tangible and intangible aspects of leadership required in a superintendent who is going to work with the school board, students, faculty and staff, parents, elected officials, and the whole community to provide high quality education for a district's children.

In light of the critical nature of this responsibility, the Granby Board of Education sought the input of its school and community stakeholders through interviews, focus groups, and a survey conducted in March 2023. The focus group options were as follows:

Stakeholder	Date	Time	Location
Granby Bldg. Administrators	Monday., March 13	2:00 pm	Central Services
Granby Central Services Adminin.	Monday, March 13	3:00 pm	Central Services
Granby Teachers	Wed., March 15	3:45 pm	Central Services
	or Thurs., March 16	or 5:30 pm	ZOOM
Parents/Guardians	Tues., March 14	5:30 pm	ZOOM
	or Thurs., March 16	7:30 pm	
Non-Certified or Support Staff	Wed., March 15	3:00 pm	Central Services
Town Elected Officials/ Staff	Thurs., March 16	3:00 pm	ZOOM
Community Members	Tues., March 14	6:30 pm	ZOOM
Community Organizations	Tues., March 14	3:30 pm	ZOOM

This Leadership Profile presents findings from these focus groups, interviews, and the survey, conducted between March 5 and March 24, 2023. The consultant scheduled 14 interviews and focus groups and spoke with 43 individuals, including parents, teachers, administrators, other staff, town elected officials and staff, representatives of community organizations, and the Granby Board of Education.

In total, 422 Granby residents and staff took the online survey. In conducting the interviews and focus groups and developing the survey, the consultant used an unbiased, structured approach. In addition to asking about strengths and challenges of the Granby schools and community which could affect future leadership requirements, she asked about the qualities and expertise most desirable in the next superintendent. The Granby Board of Education will use these results as it considers its next steps in order to find the best possible Superintendent of Schools for Granby at this time. We are presenting these findings to the Board of Education without revealing the identity of any individual contributor.

The Granby Board of Education has made a commendable effort to include voices from as many constituents as possible from the schools and community. Many thanks to focus group participants, interviewees, and survey respondents whose commitment to the schools and Town of Granby were evident as they provided perspectives. Special thanks to Linda Powell for her enormous help scheduling and publicizing the opportunity to participate.

Mary Broderick
CABE Search Consultant
April 5, 2023

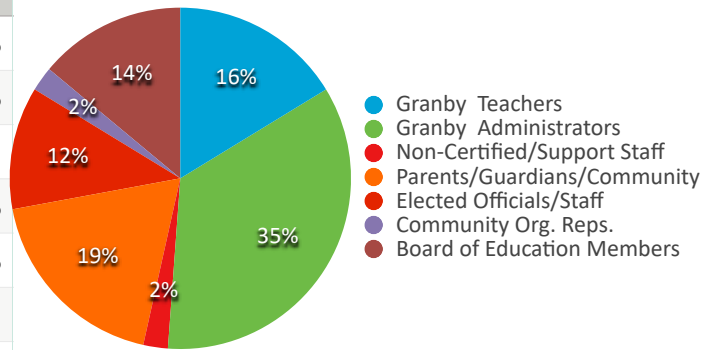
SUPERINTENDENT LEADERSHIP PROFILE

Data Collection

In total, 465 individuals participated through interviews, focus groups, and the online survey. The data collected do not constitute a scientific sampling, but a representation of the Granby Public Schools and community at a moment in time. The survey was voluntary and anonymous. Though the consultant heard the perspectives of many, this profile cannot entirely capture the complexity and nuances of the schools and town. Nevertheless, the information yields useful insights for the search process. Items are included in the following report if, in the consultant’s judgment, they were repeated by a sufficient number of respondents to warrant the Board’s attention.

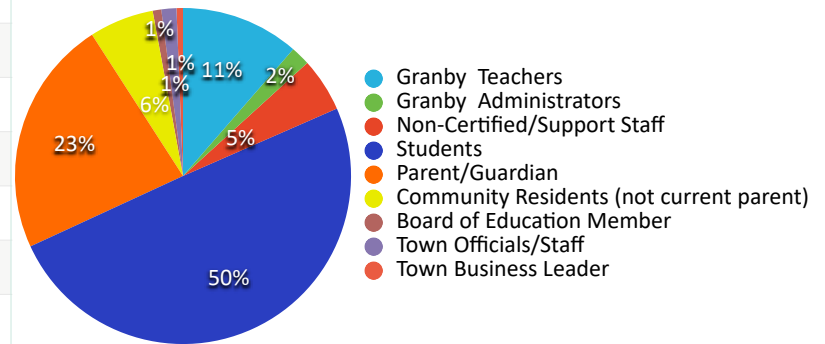
Interview and Focus Group Participants

PARTICIPANTS	43	%
Granby Teachers	7	16.3%
Granby Administrators	15	34.9%
Non-Certified/Support Staff	1	2.3%
Parents/Guardians/Community	8	18.6%
Elected Officials/Staff	5	11.6%
Community Org. Reps.	1	2.3%
Board of Education Members	6	14.0%
	43	100.0%



Survey Responses

PARTICIPANTS*	422	%
Granby Teachers	55	11.4%
Granby Administrators	9	1.9%
Non-Certified/Support Staff	25	5.2%
Students	240	49.7%
Parent/Guardian	110	22.8%
Community Residents (not current parent)	30	6.2%
Board of Education Member	4	0.8%
Town Officials/Staff	7	1.4%
Town Business Leader	3	0.6%
	* 483	100.0%



*Please note that survey participants identified themselves under multiple categories so numbers add up to more than 422.

Strengths of Granby and its Public Schools



The Granby Public Schools and community boast a number of areas of great strength. The following, beginning in order of most cited, emerged through an analysis of interviews, focus groups, and survey responses: Granby’s teachers and staff; the breadth and quality of academic offerings; robust athletic, co- and extracurricular offerings; an invested town and school community; a culture with a strong foundation in values; facilities; a sense of safety.

Teachers and Staff

The teachers and staff of the Granby schools are its greatest strength, according to 177 respondents. They are savvy, intelligent, dynamic people who are committed to student growth, giving each child their best effort. Teachers are talented, well trained, and hold high standards and genuine interest in meeting student needs. They generate an “ethos of caring and hard work.”

Breadth and quality of academic offerings

The second most mentioned area of strength, cited by 125 participants, was the quality and breadth of learning opportunities and electives. The overall “academic excellence in an inclusive environment” and a high graduation rate enhance students’ options. Students are able to participate in a range of Advanced Placement classes, the University of Connecticut’s Early College Experience, Asnuntuck’s College Connection (electronics, manufacturing, and welding), as well as Asnuntuck’s College Career Pathway Program. Opportunities are available for students “of all learning types and abilities.”

Respondents reported that innovation and creativity are highly valued in the Granby Schools, and students enjoy latitude in their course selection. The curriculum “is relevant and rigorous,” with a strong “base to meet state standards.” Technology supports learning with 1:1 devices and up-to-date programs. Middle school students are able to learn to code.

Robust athletic, co-, and extracurricular offerings

According to 110 participants, Granby offers its students excellent opportunities to supplement their academic learning. Of the 110 who cited this area as a strength, 68 mentioned the district’s great athletics program and facilities. These are supported by great coaches.

Another 42 participants mentioned the excellent co- and extracurricular offerings that enrich students’ experiences. Students are exposed early to “enrichment clusters,” cultural presentations, a wealth of specials, field trips, and a “wide variety of after school programs.” The possibilities expand at the secondary level, with band, choir, drama, career skills, robotics, a tv studio, school trips, and a variety of other clubs.

SUPERINTENDENT LEADERSHIP PROFILE

Invested town/school community

The district enjoys strong town support and the spirit of community extends to the schools themselves, according to 102 participants. Of those, 83 spoke of the “justifiable pride in the accomplishments and opportunities for students in Granby schools,” and a community committed to investing in the district and attending events. Town organizations collaborate with the schools to ensure students and families receive the services and opportunities they need to thrive. One wrote, “I think our strength is in our community and how much we care about our students. This is evidenced by GEF (Granby Education Foundation) grants and community support with school activities such as the book donations to kindergarteners.” This small town is friendly, welcoming, and easy to navigate.

Nineteen (19) respondents identified the spirit of community in the schools themselves, where “we are all familiar and kind to each other.” The size of the community and district allows teachers to know their students, their workloads, and problems that exist in the schools and community and are able to personalize their approaches to students.

Culture/values

Many study participants (87) identified some aspect of the district’s culture as a great strength. Citing a commitment to “students first” and “the whole child,” respondents noted a supportive, open environment and collaborative spirit. Staff enjoy a team approach and warm relationships.

The high school’s core values seem to be lived by the students, many of whom cited one or more of them as strengths, specifically curiosity, perseverance, integrity, and involvement. They also mentioned kindness, respect, persistence, teamwork, acceptance, excellence, openness, loyalty, resilience, and inclusivity. “People here are kind, everyone feels welcome, and everyone has opportunities.” They also “hold themselves to a high standard.”

Administration

A number of participants (34) cited the system’s administration and/or organization as a strength. The 20 who mentioned the administration used terms such as accessible, approachable, knowledgeable, understanding, responsive, supportive, and committed, and very well organized.

In addition, 15 specifically mentioned communications as a strength. The district communicates transparently with parents and the community.

Facilities and resources

The district has been modernizing and updating schools and other facilities, a strength cited by 27. Some spoke generally about the modern buildings and equipment, updated technology, fields, the new cafeteria, media center, tv studio, gyms, and culinary arts facility. Schools are well equipped with adequate furniture, materials, and supplies.

Safety

Twenty-six (26) participants identified safety and security as strengths. The schools offer a safe learning environment with “many safety measures in place.”

Students

Twenty-four (24) respondents cited the students and their friendliness as a strength. They “do a good job with highly motivated, high achieving students.” They are nice and friendly. (They also are eager to provide input, witness the participation rate in the survey that informed this report.)

SUPERINTENDENT LEADERSHIP PROFILE

Of the 164 total identifying this as a challenge, 136 spoke of discipline, behavior, or safety as a concern. According to 36 of those, behavioral and disciplinary issues have ramped up considerably. One noted, "Student behaviors are disruptive, anti-social, and concerning across the school system. This is measured by numerous incidents of vandalism (H.S. and M.S. bathrooms), students harassing one another on Social Media that then affects the school day, and students demonstrating an overall lack of grit when it comes to managing peer relationships or student responsibilities."

An additional 32 specifically mentioned bullying. One wrote that the "root cause is not being addressed and instead when the victim reacts, they are the ones punished and the bullies live to see another day."

Thirteen (13) expressed concern about safety in the schools and on buses. Others (19) expressed concern about vaping and drugs in bathrooms. An additional 33 mentioned issues with the high school bathrooms.

Overall, teachers do not feel that Granby has sufficiently ramped up its staffing to address these heightened needs. Several also suggested they have not been supported with strategies to deal with behavioral issues. "District level Professional Development that deals with SEL strategies are not effective. Teachers are asked to complete different base-level assessments such as the DESSA or to manage behavior intervention plans for multiple students without actual scenario-based, practical training to help students. Instead, our Professional Development involves Zoom or WebX presentations during which a theoretician in the field speaks to faculty for 90 minutes about esoteric ideas without any chance to practice or problem-solve with peers." The new leader will be challenged to find ways to support staff in appropriately guiding students and coping with student behavioral issues.

Attracting and retaining staff

An enormous challenge for the new superintendent will be attracting and retaining high quality staff, according to 143 participants. Historically, Granby enjoyed a strong spirit of dedication among staff toward the district. Recently, however, the stresses of the pandemic and an increased sense that "employees were just chess pieces to be moved around" has left staff feeling "that they don't matter as a person" anymore.

This perceived cultural shift is coupled with salaries considerably lower than surrounding communities, though the school day is longer in Granby. Since most school districts are seeking staff at all levels, many teachers and other staff have left and significantly increased their salaries. "When a colleague can move to another town and make \$20,000 more, the result has been a lot of new teachers, and loss of institutional knowledge and family spirit." In addition, the lack of sufficient staff to address behavioral challenges mentioned above has left existing staff feeling burned out and morale has suffered.

The Board will be negotiating contracts in the near future. There will be a lot of pressure to increase salary scales significantly. In addition, the new leader will be challenged to ensure a culture that enhances the sense of worth and family spirit Granby has enjoyed in the past.

Student achievement, curriculum, and program

The third most mentioned challenge, noted by 82 participants, involved student achievement and learning outcomes. A number perceived that achievement has been declining over the years. They want the new leader to keep the bar high and grow student learning and the district's reputation, "strategically moving us to become 'exceptional' in a few areas while remaining above average in all areas."

There was a tension in responses between those who want to see improved test scores and others who want to "resist pressure to chase test scores, but deal with the well-being of teachers and students."

SUPERINTENDENT LEADERSHIP PROFILE

Several participants (28) identified curriculum as an area of challenge. Some talked of the district “chasing shiny objects” and imposing a lot of change without letting a new initiative really take hold before moving on to the next change.

Some specific issues raised in this area were insufficient student access to high level courses and schedule conflicts; low math scores; “a flawed Grade Point Average calculation, with advanced placement and honors courses weighted equally,” and the potential “loss of academic integrity” and “a surge in social/emotional issues” due to social media and technology use; and Science of Reading curricular changes.

Funding/Resources

Study participants (64) cited some aspect of funding or resources as a challenge for the new leader. Since Granby doesn’t have significant commercial development, much of the burden for funding the schools is borne by homeowners. One noted that Granby has “champagne taste and a beer budget.” The district, like most Connecticut districts, will face a “funding cliff” as federal pandemic funds (ESSR) are retired and the district needs to make up the difference.

Some fiscal pressures mentioned included underfunded special education and mental health services, and underfunded arts and sports programs.

Another concern is a perceived unwillingness of Business Office staff to support students and staff. Some sense that the office creates unnecessary roadblocks and hoops, leaving staff and students feeling undervalued.

The new leader will be challenged to “operate within their budget, allocating money wisely,” explore shared services, and thoughtfully communicate to the town the district’s fiscal needs. The superintendent will also need to encourage a culture of support in the Business Office.

Administration/communication

Though identified as a strength by 34 in the prior section, participants (43) identified issues with the administration and communications. Several mentioned administrative changes and a perceived lack of respect by Central Services for the district’s teachers. Some noted tensions between Central Services and building principals. They described operating in silos, without true coordination district-wide. Some felt excellent educators’ experiences and ideas were ignored. “There is a very big drop in dedication to our schools and lack of presence from our current superintendent that we need back.”

Of the 43 participants who cited challenges in this area, 15 identified communications issues. “There is a serious lack of communication and mixed messages amongst schools, principals, staff, etc.” The district “feels siloed... different systems need alignment.” Different schools apply different rules, leading to confusion and frustration.

The new leader will be challenged to articulate, share, and implement a “vision for the evolution of Granby schools to meet the evolving challenges of schooling into the second quarter of the 21st century.” Participants would like to see consistency and clarity, shoring up system-wide processes, though not micro-managing staff.

Diversity, equity, inclusion, belonging

Study participants (39) felt diversity, equity, inclusion, and belonging (DEIB) would pose a challenge for Granby’s next leader. Granby was an early leader in equity work, “but other districts are lapping us.” Perspectives ranged considerably, from an overall wish to “create a safe and welcoming environment for all students, especially those in marginalized communities,” and welcome more diverse students and staff, to identifying racism as an issue.

SUPERINTENDENT LEADERSHIP PROFILE

One echoed others in suggesting that the new leader would be challenged to evolve “the school curriculum and culture to a higher level of inclusivity, diversity, and equity in today's politically divisive society.... (The F)uture superintendent should be steadfast in these values and not cave under pressure to engage in policies or directives driven by misinformation and rhetoric designed to discriminate.” The leader will need to “highlight how we have our strengths through diversity,” and “know how to approach instances of racism, homophobia, or any other kind of targeted bullying / harassment.” Others encouraged “improving education about communities of color and what their history is--starting in the earliest grades. The history of communities of color must become a standard part of the educational journey of students.”

Special Education

According to 27 respondents, the area of special services will pose a challenge to the new leader. Staffing and resources are not keeping pace with rising number of students and acuity of needs. On top of these stressors, staff are coping with an influx of evaluations, resulting in staff feeling “overburdened and under resourced.” In addition, participants identified a lack of consistency and equity across the district.

Six of the 27 participants who expressed challenges in this area identified the SRBI process as an issue. Not all students who need response to intervention are identified as having special needs. However, there are so many who are identified that those unidentified students’ SRBI needs go unmet. In addition, there is a perceived lack of Tier two interventions.

Facilities

Though the district has updated many schools and facilities, 22 respondents still mentioned issues with them. Several construction projects are still underway and may pose inconveniences to students. Several mentioned grounds that need work. When building projects are underway, they need to be “properly managed and feedback sought from the personnel they will most impact.”

Though the list of facilities needs was varied (such as a middle school in need of a face lift and a variety of space needs), one area that got a handful of mentions was the need to air condition the high school.

Social pressures/political influences

According to 20 participants, the widespread social pressures and political influences, certainly not unique to Granby, will likely pose a challenge to the new leader. Perspectives spanned the political spectrum, with some expressing concern about “ensuring education/the schools do not fall victim to woke ideology” while others want Granby schools to provide “opportunities for all Granby Students to learn about true American History.”

Parental pressures

Though 14 identified parent involvement as a strength of Granby, 19 mentioned challenges in this area. Involvement appears to have diminished as a result of the pandemic, and parents are now perceived by some as complacent, unrealistic, annoying, “helicopter,” and angry. Some felt that parents sought to wield undue influence on curriculum, echoing the prior challenge. Parents were viewed as “demanding more,” creating greater challenges for the superintendent.

SUPERINTENDENT LEADERSHIP PROFILE

Desired Expertise and Qualities in a New Superintendent

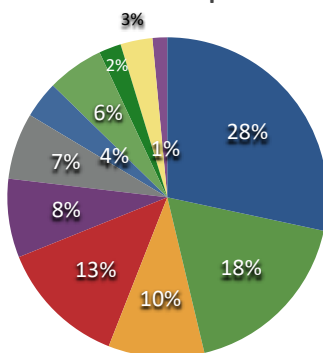
What would be the most important expertise and qualities in a new superintendent to tap the Granby Public Schools' strengths and meet its challenges? An analysis of survey responses yielded the following:

Expertise

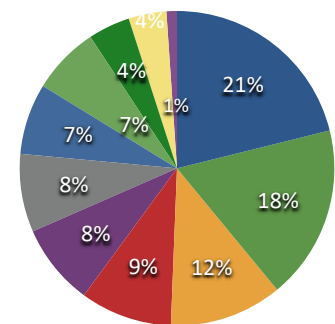
Survey respondents weighted two of the 10 areas of **desired expertise** in a new superintendent significantly higher than the other skills. If we look at participant's **first choice**, *Builds trusting relationships with students, staff, and community*, at 28.4%, was the top selection. Coming in a fairly distant second was *Communicates and collaborates effectively in schools and community*, at 17.9%. Running a more distant third was *Shares district-wide vision of excellence*, at 12.9%. If we look at respondents' **top three choices combined**, we see some shifts: *Builds trusting relationships with students, staff, and community* is still the top choice, with 21.1%. *Communicates and collaborates effectively in schools and community* (17.9%) is still second. However, now in third is *Possesses strong budget and finance knowledge and skills*, at 11.6%, and *Shares district-wide vision of excellence* is now in fourth, at 9.4%.

DESIRED EXPERTISE IN NEW SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3 #	TOP 3 %
Builds trusting relationships with students, staff, & community	114	28.4%	90	22.4%	51	12.7%	255	21.1%
Communicates and collaborates effectively in school and community	72	17.9%	82	20.4%	62	15.4%	216	17.9%
Possesses strong budget and finance knowledge and skills	39	9.7%	41	10.2%	60	14.9%	140	11.6%
Shares district-wide vision of excellence & innovative Instruction	52	12.9%	32	8.0%	30	7.5%	114	9.4%
Has a broad base of knowledge of educational issues/practices	32	8.0%	23	5.7%	46	11.4%	101	8.4%
Has experience running a school district	27	6.7%	35	8.7%	35	8.7%	97	8.0%
Fosters Professional Development, team building, & staff growth	15	3.7%	38	9.5%	35	8.7%	88	7.3%
Demonstrates proven track record of success improving performance	23	5.7%	24	6.0%	37	9.2%	84	7.0%
Shares and delegates leadership	9	2.2%	16	4.0%	27	6.7%	52	4.3%
Promotes the vision & mission of the Granby Public Schools	13	3.2%	17	4.2%	17	4.2%	47	3.9%
Other	6	1.5%	4	1.0%	3	0.7%	13	1.1%
Totals	402	100.0%	402	100.0%	403	100.2%	1,207	100.0%

First Choice Expertise



Top Three Choices



SUPERINTENDENT LEADERSHIP PROFILE

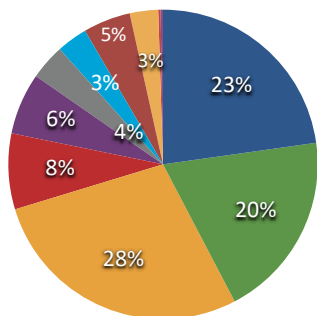
Qualities

In addition to the leadership characteristics and expertise identified in the prior section, Granby survey respondents reflected some clear preferences for **qualities** desired in a new leader. The top **first choices** respondents identified were *Accessible, approachable, visible in schools and community* (28.0%), then *Trustworthy, honest, respectful* (22.8%), followed by *Keeps students' growth and wellbeing the primary focus* (19.6%).

These areas lead in the "top three" category, too, but the order has changed. *Trustworthy, honest, respectful* (19.1%) is now in front, with *Keeps students' growth and wellbeing the primary focus* (18.8%) now in second. *Accessible, approachable, visible in schools and community* (18.0%) has moved into third.

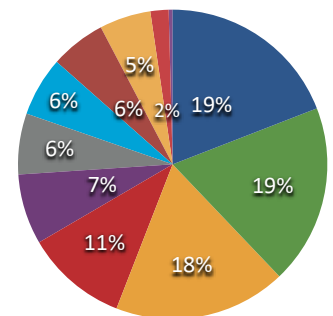
DESIRED QUALITIES IN SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3 #	TOP 3 %
Trustworthy, honest, respectful	92	22.8%	70	17.4%	69	17.2%	231	19.1%
Keeps students' growth and wellbeing the primary focus	79	19.6%	86	21.3%	62	15.4%	227	18.8%
Accessible, approachable, visible in schools & community	113	28.0%	52	12.9%	53	13.2%	218	18.0%
Decisive, confident, and objective problem solver	32	7.9%	50	12.4%	47	11.7%	129	10.7%
Fosters & values diversity, equity, inclusivity & accessibility	26	6.4%	27	6.7%	36	9.0%	89	7.4%
Knowledgeable and hardworking, with attention to detail	15	3.7%	24	6.0%	38	9.5%	77	6.4%
Committed to transparent communication in schools & community	13	3.2%	31	7.7%	31	7.7%	75	6.2%
Exhibits appreciation for and love of children	20	5.0%	25	6.2%	25	6.2%	70	5.8%
Inspirational team builder	12	3.0%	25	6.2%	28	7.0%	65	5.4%
Life-long learner	1	0.2%	13	3.2%	9	2.2%	23	1.9%
Other	1	0.2%	0	0.0%	4	1.0%	5	0.4%
Totals	404	100.0%	403	100.0%	402	100.0%	1,209	100.0%

First Choice Qualities



- Trustworthy, honest, respectful
- Keeps students' growth and wellbeing the primary focus
- Accessible, approachable, visible in schools & community
- Decisive, confident, and objective problem solver
- Fosters & values diversity, equity, inclusivity & accessibility
- Knowledgeable and hardworking, with attention to detail
- Committed to transparent communication in schools & community
- Exhibits appreciation for and love of children
- Inspirational team builder
- Life-long learner
- Other

Top Three Choices



Needless to say, all of these qualities and skills are essential in a leader, yet they point to the prioritized needs of the Granby Public Schools at this point in time. This profile will explore these areas of expertise and dimensions of leadership, integrating perspectives garnered through interview, focus group, and survey comments.

SUPERINTENDENT LEADERSHIP PROFILE

The Granby Public Schools and community seek a very bright, inspiring leader with a passion for student learning. A strong leader and savvy manager, this individual will build the confidence of students, families, staff, and community.

Builds trusting relationships with students, staff, and community

The successful new leader in Granby will recognize the importance of building strong, trusting relationships system- and community-wide as the foundation for success. Focused on wellbeing of students and staff, the leader will foster a culture of caring, gratitude, and kindness, generating an appealing workplace where staff will want to work and to stay around.

Highly emotionally intelligent, genuine, empathetic, and sincere, this individual will trust staff as competent professionals, allowing them to do their jobs and providing guidance when needed. The leader will model work/life balance, with hobbies unrelated to the education field, and expect it district-wide. This individual's leadership will attract and retain teachers and staff to the Granby Public Schools.

Experienced as a teacher and administrator, this leader will understand conditions on the front lines of teaching, and will value and shine the spotlight on the work of others.

Communicates and collaborates effectively in schools and community

Granby seeks a highly collaborative culture where all feel integral to the success of the team. The new leader will understand and enhance that culture and spirit of community and teamwork. Listening carefully and with an open mind, the successful leader will value and incorporate the ideas of others. The team will thoughtfully analyze data and collaborate on identifying what's working and where challenges lie, then forge solutions together.

Able to communicate clearly and transparently orally and in writing, the leader will empower others, keeping ego in check, and celebrating district successes collectively.

A team player, the leader will also communicate and collaborate effectively with the town, other boards, and community organizations. The superintendent will work well with the police to ensure student safety.

Possesses strong budget and finance knowledge and skills

The successful leader will have an excellent grasp of the business side of operations and facilities and capital project management. The superintendent will also bring knowledge of navigating school construction and grants processes. Skilled at articulating why budget increases are necessary, the leader's efforts will result in town-wide understanding of the need to improve the district's capacity to pay competitive salaries.

Shares district-wide vision of excellence and innovative instruction

A chief responsibility for the new leader will be articulating a collective vision, building on Granby's existing vision. This thoughtful educational leader will not be a box-checker, but rather will inspire and excite staff about the direction of the district in improving student growth and learning. The collective vision will reflect an understanding of the fragility of students and staff coming out of the pandemic, and will energize and motivate them to move forward. The leader will help the staff know what they will need to achieve the collective vision. The vision will champion equitable outcomes for all students. The result will be greater unity in this politically divided town.

SUPERINTENDENT LEADERSHIP PROFILE

Understanding the state of burn-out affecting many staff members, the leader will not bring a trove of “shiny new objects,” but will build on a strong foundation, letting recent initiatives take hold. Staff will feel supported and be inspired to take risks, knowing it is a safe culture for innovation.

Trustworthy, honest, respectful

Modeling strong personal integrity, the new leader will be steadfast in convictions and values. Always communicating transparently, the individual will demonstrate respectful behavior, hard work, and professionalism.

Keeps students’ growth and wellbeing the primary focus

This strong leader will be able to speak to all issues, Pre-K through high school, fully understanding Granby, teaching and learning, and the diverse groups of students in the system. Focused on what children need— both as students and as human beings, this instructional leader will model a growth mindset, with high expectations for themselves, students, and staff. This individual will be genuinely interested in and value the accomplishments of all students, not only the “high flyers,” and will challenge students to become the best versions of themselves.

The administrative team will candidly confront student achievement data and implement a plan, mindful of initiative fatigue and burn-out on the part of staff.

Accessible, approachable, and visible in schools and community

Granby’s successful new leader will be highly relatable, in touch with what’s going on in classrooms at all levels, what teachers have on their plates, and what’s going on in the students’ lives and community. The leader will not take themselves too seriously and will bring a good sense of humor to their work. Visible in the schools, and at sports games and student performances, the leader will be known to students, staff, and community.

Other

In addition, the new leader will be well-rounded in their understanding of education, leadership, and management. The individual will understand systems and their interactions. This leader will need relevant experience and a deep understanding of the role of a superintendent so that they are confident in their decision-making. The successful leader will have a backbone and be confident, but not arrogant.

Finally Granby would like a leader committed to staying for a long time and putting roots down. They want someone who will care for the district and become a leader they can rally around.