



SPECIAL BOARD OF EDUCATION MEETING

Tuesday, April 21, 2026 6:15 PM

Glastonbury Public Schools, Central Office, Conference Room A
628 Hebron Avenue
Glastonbury, CT 06033

1. Call to Order
2. Reports and Discussion
 - A. Superintendent Candidate Profile Presentation
3. Adjournment
 - A. Please note: It is possible that the Board of Education may go into Executive Session

Glastonbury Public Schools

Superintendent Search

Leadership Profile



Prepared by

Mary Broderick, Ed.D.

Search Consultant

April 21, 2026

SUPERINTENDENT LEADERSHIP PROFILE

Introduction

Selecting a superintendent is the most important responsibility a school board undertakes. The role requires both tangible and intangible leadership skills to work effectively with the Board, students, faculty and staff, parents, elected officials, and the broader community to ensure a high-quality education for all students.

In light of the critical nature of this responsibility, the Glastonbury Board of Education sought input from its community through interviews, focus groups, and a survey. The focus group options were as follows:

Constituent	Date	Time	Location
Teachers (Grs. 6 - 12)	Wed., April 8	2:45 pm	ZOOM
Teachers (Grs. PK - 5)	Wed., April 8	3:45 pm	ZOOM
Administrators	Tues., April 7	9:30 am	Central Office
Support Staff (paras, bus drivers, bldg. secs., custodians, etc.)	Mon., April 6	4:00 pm	ZOOM
Central Office Staff	Tues., April 7	2:00 pm	Central Office
Town Officials	Tues., April 7	12:30 pm	Town Hall
Community Members	Mon., April 6	2:30 pm	ZOOM
GHS Students	Tues., April 7	11:00 am	High School
Parents/Guardians	Mon., April 6	5:30 pm	ZOOM
Parents/Guardians	Tues., April 7	7:00 pm	ZOOM

This Leadership Profile presents findings from the focus groups, interviews, and the survey conducted between March 30 and April 10, 2026. As a consultant to the Board of Education, I conducted 15 interviews and focus groups and spoke with 127 individuals, including students, parents, teachers, administrators, other staff, town leaders, and members of the Glastonbury Board of Education..

A total of 456 Glastonbury residents and staff completed the online survey. I used a structured and unbiased approach in conducting interviews, facilitating focus groups, and developing the survey. In addition to asking about the strengths and challenges of the Glastonbury Public Schools and community and how they may influence future leadership needs, I asked about the qualities, characteristics, and expertise most desired in the next superintendent.

The Glastonbury Board of Education will use these results to guide its next steps in identifying the best possible fit for the district. I am presenting these findings without identifying any individual contributor.

The Glastonbury Board of Education has made a concerted effort to include voices from constituents across the schools and broader community. I extend appreciation to focus group participants, interviewees, and survey respondents, whose commitment to the schools and the Town of Glastonbury is evident in their thoughtful participation. Enormous thanks to Denise Branciforte, who ensured the community knew their opinions were valued and how to share them.

Mary Broderick
CABE Search Consultant
April 21, 2026

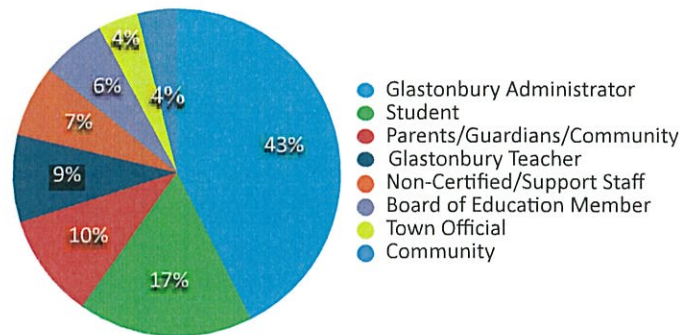
SUPERINTENDENT LEADERSHIP PROFILE

Data Collection

In total, 583 individuals participated through interviews, focus groups, and the online survey. These data do not constitute a scientific sample but instead reflect a snapshot of the Glastonbury Public Schools and community at a specific point in time. The survey was voluntary and anonymous. Though the consultant gathered a range of perspectives, this profile does not fully capture the complexity of the schools and community. The findings nonetheless provide useful insights to inform the search process. The report includes perceptions that, in the consultant’s judgment, were expressed frequently enough to warrant the Board’s attention.

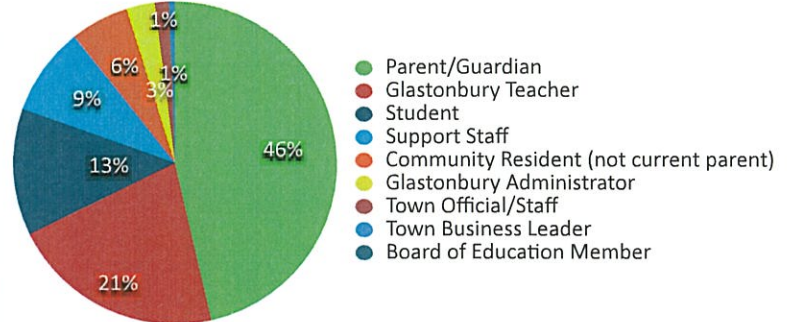
Interview and Focus Group Participants

PARTICIPANTS	#	%
Glastonbury Administrator	54	42.5%
Student	22	17.3%
Parents/Guardians/Community	13	10.2%
Glastonbury Teacher	11	8.7%
Non-Certified/Support Staff	9	7.1%
Board of Education Member	8	6.3%
Town Official	5	3.9%
Community	5	3.9%
	127	100.0%



Survey Responses

PARTICIPANTS*	#	%
TOTAL PARTICIPANTS	456	
Parent/Guardian	230	46.4%
Glastonbury Teacher	106	21.4%
Student	63	12.7%
Support Staff	44	8.9%
Community Resident (not current parent)	29	5.8%
Glastonbury Administrator	14	2.8%
Town Official/Staff	7	1.4%
Town Business Leader	3	0.6%
Board of Education Member	0	0.0%
	* 496	100%



*Please note that survey participants identified themselves under multiple categories so numbers add up to more than 456.

Strengths of Glastonbury and its Public Schools



Glastonbury Public Schools stand out as a high-performing, deeply valued district defined by a strong commitment to excellence, innovation, and community. Feedback from constituents consistently highlights a system that balances rigorous academics with meaningful supports, while fostering a culture where students, staff, and families feel connected and invested. The district's strengths reflect not only the quality of its programs and people, but also a shared vision that prioritizes student success, continuous improvement, and responsiveness to an evolving educational landscape.

Academic Excellence and Rigorous, Comprehensive Programming

Glastonbury Public Schools deliver a consistently high-quality education grounded in rigorous curriculum, high academic standards, and diverse course offerings. The district provides extensive opportunities across disciplines, including STEAM, world languages, arts, and advanced coursework, ensuring that students at all levels are challenged and supported. Vertical and horizontal curriculum alignment, strong subject-area leadership, and a commitment to continuous improvement keep instruction current and effective. Students graduate well-prepared for college, careers, and civic life, benefiting from both strong foundational learning and real-world experiences.

Exceptional Educators and Strong Professional Culture

The district attracts, develops, and retains highly qualified educators who demonstrate deep expertise, dedication, and care for students. Teachers feel respected as professionals, are given autonomy in their practice, and benefit from robust professional development and support systems. Low turnover, strong union relationships, and a culture of collaboration contribute to a stable, positive work environment. Staff across roles—teachers, administrators, and support personnel—work together with shared purpose, creating a culture of trust, professionalism, and continuous learning.

Student-Centered Supports and Inclusive Practices

Glastonbury prioritizes the academic, social, and emotional well-being of every student. The district provides comprehensive supports, including special education programming, intervention services, counseling, and wellness resources. Innovative programs such as LINKS and alternative pathways ensure that diverse student needs are met, reducing outplacements and expanding access. Schools emphasize kindness, inclusion, and belonging, while actively addressing equity and diversity. Students benefit from strong relationships with staff who know them well and provide individualized guidance and support.

Innovation, Vision, and Proactive Leadership

District leadership demonstrates foresight, creativity, and a willingness to innovate in response to emerging needs. From rapid adaptation during COVID to thoughtful technology implementation and

SUPERINTENDENT LEADERSHIP PROFILE

evolving instructional practices, Glastonbury stays ahead of trends while remaining responsive to community feedback. Leaders encourage new ideas, support program development, and maintain a clear, coherent strategic vision. A strong leadership structure—with defined roles and collaborative decision-making—ensures that initiatives are effectively implemented and aligned with district goals.

Strong Community Engagement and Partnerships

Glastonbury benefits from a highly engaged and supportive community that values education. Parents, local organizations, and town agencies actively collaborate with schools, contributing time, resources, and advocacy. Communication between the district and community is open, transparent, and responsive, fostering trust and shared ownership. Partnerships with organizations such as the Glastonbury Education Foundation, Parks and Recreation, and public safety agencies enhance opportunities for students and strengthen the overall system.

Abundant Resources and Investment in Education

The district leverages strong financial and community resources to provide exceptional educational opportunities. Investments in staffing, facilities, technology, and programming ensure that students and teachers have what they need to succeed. Small class sizes, extensive support staff, and well-equipped learning environments enhance instruction and student outcomes. Long-term planning, including facilities and program development, reflects a sustained commitment to maintaining excellence.

Broad Opportunities and Well-Rounded Student Experience

Students in Glastonbury have access to a wide array of extracurricular, athletic, artistic, and leadership opportunities. From competitive sports and performing arts to clubs, civic engagement, and mentorship programs, the district fosters well-rounded development. Students take active roles in leadership and decision-making, building skills in collaboration, communication, and responsibility. These experiences complement academic learning and help students discover their interests and strengths.

Strong Culture, Reputation, and Sense of Community

Glastonbury Public Schools are widely recognized for their tradition of excellence and strong community identity. Families are drawn to the district for its reputation, and many staff and residents maintain long-term connections to the schools. Despite its size, the district fosters a close-knit, supportive environment where students feel known and valued. A shared commitment to high expectations, respect, and continuous improvement unites students, staff, and families in a common mission.

Conclusion

Taken together, these strengths position Glastonbury Public Schools as a model of educational excellence and coherence. The district's ability to align high expectations with strong supports empowers talented educators and engages a committed community creating a powerful foundation for sustained success. As it looks to the future, Glastonbury is well-equipped to build on its legacy—continuing to innovate, adapt, and ensure that every student is prepared to thrive in a complex and changing world.

Challenges Facing Glastonbury Public Schools



Constituent feedback highlights a set of complex, interrelated challenges facing the district—ranging from financial pressures and evolving student needs to shifting community expectations and rapid technological change. Though perspectives vary, several clear themes emerge that point to the need for thoughtful leadership, balanced decision-making, and a renewed focus on equity, communication, and student-centered practices. Together, these challenges present an opportunity for the district to strengthen systems, rebuild trust, and ensure consistent, high-quality experiences for all students.

Budget Pressures and Resource Allocation

The district must navigate ongoing financial constraints while maintaining high-quality programming and equitable support for all students. Constituents express concern about rising costs, including salaries, healthcare, and specialized services, along with questions about spending priorities and efficiency. Leaders must carefully balance fiscal responsibility with strategic investment, ensuring that resources directly support classrooms, essential staff such as paraprofessionals, and student services. Transparent budgeting practices and clear communication about financial decisions will be critical to building trust and sustaining community support.

Student Behavior, Safety, and School Climate

Concerns about bullying, student discipline, and school safety emerge as significant challenges across constituent groups. The district must strengthen systems that promote respectful behavior, enforce consistent discipline practices, and address issues such as harassment, substance use, and social conflict. At the same time, schools must create inclusive, supportive environments where all students feel safe and valued. Addressing these concerns requires a proactive, consistent approach that emphasizes accountability, prevention, and strong relationships.

Meeting Diverse Student Needs

The district faces increasing demand to meet a wide range of academic, social-emotional, and special education needs. Constituents highlight the importance of expanding supports for students requiring individualized services, including those in special education and those needing behavioral or emotional interventions. Schools must also continue to challenge high-achieving students while ensuring that all learners receive appropriate support. Delivering this balance requires targeted staffing, flexible programming, and a commitment to seeing and supporting each student as an individual.

Staffing, Morale, and Organizational Culture

Maintaining a strong workforce remains a critical challenge. Constituents emphasize the importance of supporting staff morale, recognizing educators' contributions, and ensuring adequate staffing—particularly for paraprofessionals and support roles. Concerns about administrative turnover, workload,

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and respect for staff voice suggest a desire to support an organizational culture where leaders foster an environment of trust, accountability, and professional respect, while ensuring that staffing decisions align with student and school needs.

Communication, Trust, and Community Engagement

Effective communication and meaningful engagement with families and constituents present ongoing challenges. Some constituents feel that the district has not consistently sought input or communicated transparently about decisions and planning processes. Rebuilding trust will require clear, consistent communication and authentic opportunities for families, staff, community members, and community organizations to provide input. Leaders must balance diverse perspectives while keeping student needs at the center of decision-making.

Equity, Inclusion, and Community Dynamics

The district must continue addressing issues related to equity, inclusion, and respect for all individuals. Constituents raise concerns about discrimination, bias, and disparities tied to socioeconomic status or identity. At the same time, community dynamics—including differing expectations and political perspectives—can create tension. The district must lead with a clear commitment to fairness, inclusion, and respect, ensuring that all students and families feel valued and supported.

Technology, AI, and the Changing Educational Landscape

Rapid advancements in technology, including the rise of artificial intelligence and increased student use of electronic devices, present both opportunities and challenges. Constituents express concern about overreliance on technology, distractions caused by cell phones, and the impact on student learning and well-being. The district must develop clear, balanced approaches to technology use that support learning while addressing potential risks. Preparing students and staff to navigate this evolving landscape will require ongoing adaptation and thoughtful policy development.

Leadership, Change Management, and Strategic Direction

The district faces the challenge of implementing meaningful reforms while maintaining stability and momentum. Constituents highlight the need for strong leadership that can manage conflict, make difficult decisions, and stay focused on long-term goals despite resistance or competing interests. Ensuring that decisions reflect the needs of students and educators—rather than external pressures—will be essential. A clear strategic direction, coupled with consistent implementation, will help the district move forward effectively.

Conclusion

These challenges underscore the complexity of leading a high-performing school district in a time of change. Addressing them will require thoughtful prioritization, strong communication, and a steadfast commitment to student-centered decision-making. By aligning resources, strengthening relationships, and embracing innovation while maintaining core values, the district can turn these challenges into opportunities for growth and continued success.

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Desired Expertise and Qualities in a New Superintendent

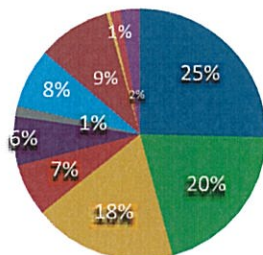
What are the most important expertise and qualities in a new superintendent to tap Glastonbury Public Schools' strengths and meet its challenges? An analysis of survey responses yielded the following:

Expertise

Overall, survey respondents weighted five of the 10 areas of desired expertise in a new superintendent higher than other skills. When examining participant's **first choice**, three areas of expertise rise far above the others: *Builds trusting relationships with students, staff, and community*, at 25.4%, was overwhelmingly the top selection. In second was *Communicates and collaborates effectively in schools and community*, 20.4%, and then *Shares district-wide vision of excellence and innovative instruction*, at 18.4%. Other areas lagged far behind.

When considering respondents' combined top five selections, the same three areas remain above the others, but two other areas of expertise are also in the top five choices of more than half of respondents. *Builds trusting relationships with students, staff, and community* is in the top five choices of 84% of respondents. *Communicates and collaborates effectively in schools and community* was in second, at 81.8%. Still in third is *Shares district-wide vision of excellence and innovative instruction*, at 65.4%. These are now joined by *Possesses strong budget and finance knowledge and skills*, at 55.7%. Finally, just more than half of respondents would like the incoming superintendent to have a broad base of knowledge of education issues and practices.

DESIRED EXPERTISE IN NEW SUPERINTENDENT	#1	%	#2	#3	#4	#5	TOTAL VOTES 1-5	% IN TOP FIVE CHOICES
Builds trusting relationships with students, staff, & community	113	25.4%	85	81	58	37	374	84.0%
Communicates & collaborates effectively in schools & community	91	20.4%	96	78	58	41	364	81.8%
Shares district-wide vision of excellence & innovative instruction	82	18.4%	53	51	52	53	291	65.4%
Possesses strong budget and finance knowledge and skills	30	6.7%	64	48	46	60	248	55.7%
Has a broad base of knowledge of educational issues & practices	28	6.3%	41	44	56	55	224	50.3%
Fosters professional development, team building, and staff growth	6	1.3%	34	50	53	64	207	46.5%
Demonstrates proven track record of success improving student performance	34	7.6%	25	36	40	39	174	39.1%
Has experience running a school district	42	9.4%	18	25	31	32	148	33.3%
Shares and delegates leadership	2	0.4%	15	16	23	24	80	18.0%
Thinks well on their feet	6	1.3%	7	13	21	25	72	16.2%
Other	11	2.5%	6	2	6	11	36	8.1%
Totals	445	100.0%	444	444	444	441	2218	



- Builds trusting relationships with students, staff, & community
- Communicates & collaborates effectively in schools & community
- Shares district-wide vision of excellence & innovative instruction
- Possesses strong budget and finance knowledge and skills
- Has a broad base of knowledge of educational issues & practices
- Fosters professional development, team building, and staff growth
- Demonstrates proven track record of success improving student performance
- Has experience running a school district
- Shares and delegates leadership
- Thinks well on their feet
- Other

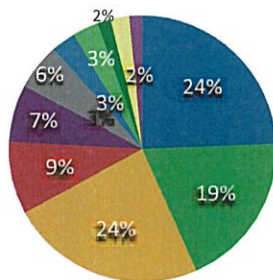
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Qualities

In addition to the leadership expertise identified in the prior section, survey respondents highlighted several key **qualities** desired in a new leader. First choice options included *Keeps students' growth and wellbeing the primary focus* (24.4%), *Accessible, approachable, and visible in schools and the community* (23.7%), and *Trustworthy, honest, respectful* (19.0%), each ranking well ahead of other qualities.

These same attributes also led the "top five" rankings. *Keeps students' growth and well-being as the primary focus* was in the top five of 76.3% of respondents, followed very closely by *Trustworthy, honest, and respectful* (76.1%) and *Accessible, approachable, and visible in schools and the community* (75.6%). Also in the top five of a majority of survey participants was *Decisive, confident, and objective problem solver* (56%).

DESIRED QUALITIES IN SUPERINTENDENT	#1	%	#2	#3	#4	#5	TOTAL VOTES 1-5	% IN TOP FIVE CHOICES
Keeps students' growth and wellbeing the primary focus	108	24.4%	80	59	62	29	338	76.3%
Trustworthy, honest, respectful	84	19.0%	90	71	50	42	337	76.1%
Accessible, approachable, visible in schools & community	105	23.7%	72	73	49	36	335	75.6%
Decisive, confident, and objective problem solver	39	8.8%	47	55	53	54	248	56.0%
Committed to transparent communication in schools & community	31	7.0%	30	38	48	57	204	46.0%
Inspirational leader and team builder	25	5.6%	43	47	50	49	214	48.3%
Exhibits appreciation for & love of children	13	2.9%	29	34	39	39	154	34.8%
Fosters & values a culture of belonging	14	3.2%	20	18	31	36	119	26.9%
Knowledgeable and hardworking, with attention to detail	7	1.6%	18	31	31	49	136	30.7%
Life-long learner	10	2.3%	9	9	22	33	83	18.7%
Other	7	1.6%	1	3	1	7	19	4.3%
Totals	443	100.0%	439	438	436	431	2,187	



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

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Needless to say, all of these qualities and skills are essential in a leader, yet they point to the prioritized needs of Glastonbury 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.

Introduction

The ideas gathered from constituents reflect a thoughtful and deeply invested community with high expectations for its next superintendent. While responses spanned a wide range of perspectives, several consistent themes emerged, pointing to a leader who is both relational and strategic—someone who can build trust, communicate with clarity, and guide the district forward with vision and integrity. Constituents are seeking a visible and approachable presence who prioritizes students above all, while also demonstrating the experience, resilience, and decisiveness required to navigate the complexities of a high-performing school system. The following themes represent the collective voice of the community and outline the qualities, skills, and dispositions most desired in the next leader.

Builds Trusting Relationships with Students, Staff, and Community

At the core of constituent feedback is the expectation that the next superintendent will be a relationship-centered leader who prioritizes trust as the foundation for success. This includes fostering meaningful connections with students, staff, families, and the broader community, and ensuring that all constituents feel heard, valued, and respected. Respondents emphasized the importance of investing in people—recognizing the contributions of teachers, support staff, and administrators, while also building strong partnerships with families and community organizations. A successful leader will actively cultivate mutual respect, demonstrate genuine care for individuals, and build credibility through consistent, authentic engagement. Trust is not viewed as incidental, but as essential to creating a cohesive and high-functioning school community.

Communicates and Collaborates Effectively in Schools and Community

Constituents consistently highlighted the importance of clear, transparent, and proactive communication. The next superintendent must be an excellent communicator who not only shares information effectively, but also listens deeply and engages in meaningful dialogue with all constituencies. This includes fostering open lines of communication with staff, families, and the Board of Education, as well as collaborating with community partners and local organizations. Respondents value a leader who seeks input, balances diverse perspectives, and communicates decisions with clarity and purpose. Collaboration is seen as a shared responsibility, requiring intentional outreach, responsiveness, and a commitment to ensuring that all voices are acknowledged and considered in the decision-making process.

Shares District-wide Vision of Excellence and Innovative Instruction

The community seeks a visionary leader who will both preserve the district's strengths and push it toward even greater excellence. This includes articulating a clear, forward-thinking vision that embraces innovation while remaining grounded in the district's values. Constituents emphasized the importance of continuous improvement, creative problem-solving, and a willingness to challenge the status quo in order to meet the evolving needs of students. A strong leader will promote a culture where innovation is encouraged, diverse learning opportunities are expanded, and all students are prepared for success beyond graduation. Balancing aspiration with realism, the next superintendent should inspire confidence in the district's direction while ensuring that progress is both strategic and sustainable.

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Possesses Strong Budget and Finance Knowledge and Skills

In addition to instructional leadership, constituents expect the next superintendent to demonstrate strong fiscal and operational expertise. This includes managing complex budgets, ensuring transparency in financial decision-making, and aligning resources with district priorities. Respondents highlighted the importance of long-term planning, particularly in areas such as facilities, capital improvements, and resource allocation. A successful leader will be able to navigate financial constraints while maintaining high-quality programming, clearly communicate budget decisions to the community, and identify efficiencies that support both innovation and sustainability. Fiscal responsibility is viewed as critical to maintaining trust and ensuring the district's continued success.

Has a Broad Base of Knowledge of Educational Issues and Practices

Constituents emphasized the importance of a leader with deep and varied educational experience, including a strong understanding of classroom instruction, student development, and current educational trends. This includes familiarity with the unique needs of students across all grade levels, as well as expertise in areas such as special education, social-emotional learning, and emerging challenges in education. Respondents value a superintendent who has demonstrated success in diverse settings and can adapt to changing conditions while remaining grounded in best practices. A broad knowledge base allows the leader to make informed decisions, support staff effectively, and guide the district with both confidence and credibility.

Keeps Students' Growth and Wellbeing the Primary Focus

Above all, the community expects the next superintendent to be unwavering in commitment to students. This includes prioritizing not only academic achievement, but also the social, emotional, and physical well-being of every child. Constituents emphasized the importance of creating safe, inclusive environments where all students feel a sense of belonging and have access to meaningful opportunities. A student-centered leader will listen to student voices, address issues such as safety and bullying, and ensure that decisions are guided by what is best for all learners. This focus extends to supporting diverse pathways, recognizing individual strengths, and fostering the development of well-rounded individuals prepared for future success.

Trustworthy, Honest, Respectful

Integrity emerged as a non-negotiable quality for the next superintendent. Constituents expect a leader who demonstrates honesty, ethical decision-making, and respect for all members of the community. This includes being transparent in both communication and actions, maintaining professionalism, and approaching leadership with humility and fairness. A trustworthy leader builds confidence not only through words, but through consistent behavior that reflects strong values and a commitment to doing what is right. Respect for individuals and perspectives is seen as essential to fostering a positive and inclusive culture across the district.

Accessible, Approachable, Visible in Schools and Community

Visibility and approachability are critical components of effective leadership in this community. Constituents want a superintendent who is actively present in schools, engaged in daily life across the district, and accessible to students, staff, and families. This includes attending events, visiting classrooms, and building relationships through consistent, on-the-ground engagement. An approachable leader is seen as more relatable and better able to understand the realities of the district. Visibility is not simply symbolic; it is a key strategy for building trust, strengthening communication, and demonstrating commitment to the entire school community.

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Decisive, Confident, and Objective Problem Solver

While collaboration is highly valued, constituents also expect the superintendent to be a strong and decisive leader. This includes the ability to make informed decisions, particularly in complex or high-pressure situations, and to do so with confidence and clarity. Respondents emphasized the importance of balancing input from constituents with the ability to act decisively in the best interest of the district. A skilled problem solver anticipates challenges, navigates competing priorities, and communicates decisions effectively—even when those decisions are difficult. Objectivity, fairness, and a focus on outcomes are critical to earning and maintaining the confidence of the community.

Internally Strong; Does Not Take Things Personally

Given the demands of the role, constituents recognize the importance of emotional resilience and internal strength. The next superintendent must be able to navigate criticism, manage conflict, and respond to challenges without becoming reactive or taking issues personally. This includes maintaining a calm and steady demeanor, demonstrating perseverance, and approaching situations with balance and perspective. A leader with strong internal fortitude is better equipped to handle the complexities of the position, sustain focus on long-term goals, and model professionalism for the entire district.

Conclusion

Taken together, these themes describe a leader who is both people-centered and performance-driven—someone who can build strong relationships while also guiding the district with clarity, expertise, and purpose. The community is seeking a superintendent who is visible, communicative, and deeply committed to students, yet also capable of making difficult decisions and navigating complex challenges. Balancing innovation with tradition, collaboration with decisiveness, and empathy with accountability will be essential to success in this role. Ultimately, the next superintendent must inspire confidence, unify the community, and lead with integrity to ensure that the district not only maintains its current strengths, but continues to grow and thrive in the years ahead.