

# **Westbrook Public Schools Superintendent of Schools Leadership Profile**

Prepared by

Mary Broderick, Ed.D.  
Senior Search Consultant

Paul Gagliarducci, Ed.D.  
Associate Search Consultant



July 2020

# SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

## **Introduction**

Selecting a leader 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 Board of Education, school staff, parents, and the whole community to provide high quality education for a district's children. This may be especially true in a town as small as Westbrook, where the schools are an important part of the community.

In light of the critical nature of this responsibility, the Westbrook Board of Education has sought the input of its school and community stakeholders through a survey, interviews, and focus groups. This Leadership Profile presents findings from nine focus groups and interviews and an online survey conducted in June 2020. The consultants spoke with 59 individuals, including parents, teachers, administrators, support staff, members of the Board of Education and other elected officials. In addition, 160 Westbrook residents and staff completed a survey publicized through the Westbrook school and town websites. In conducting the interviews and focus groups and developing the survey, the consultants used an unbiased, structured approach involving a series of consistent questions. In addition to asking about strengths and challenges of the Westbrook Public Schools and community which could affect future leadership requirements, they asked about the qualities, characteristics, experience, philosophy, and skills most desirable in the next Superintendent of Schools. The Board of Education will use these results as it considers its applicants in order to find the best possible match for Westbrook. The consultants are presenting their findings to the Westbrook Board of Education without revealing the identity of any individual contributor.

The Westbrook Board has made a commendable effort to include voices from as many constituents as possible from the schools and community. Many thanks to interviewees, focus group participants and survey respondents whose commitment to the schools and town of Westbrook was clear as they provided perspectives. Special thanks to Cecilia Lester in the school office for her support in setting up and publicizing the interviews, focus groups, and survey.

Mary Broderick and Paul Gagliarducci

CABE Search Consultants

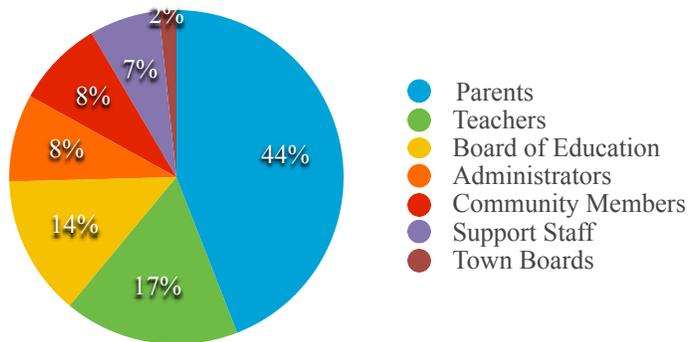
# SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

## Data Collection

In total, about 219 individuals participated either through interviews, focus groups, or the online survey. The data collected do not constitute a scientific sampling, but a representation of the Westbrook schools and community. The survey was voluntary. Though the consultants heard the perspectives of many, this profile cannot entirely capture the complexity and nuances of the schools and town. Nevertheless, the information yields some useful insights for the search process. Items are included in the following report if, in the consultants' judgment, they were repeated by a sufficient number of respondents to warrant the Westbrook Board of Education's attention.

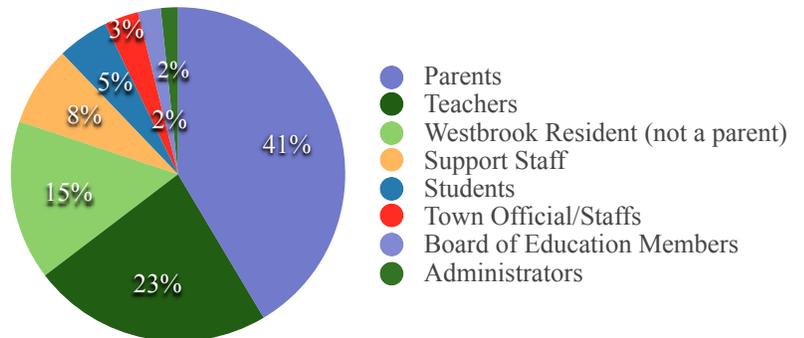
### Interview & Focus Group Participants

PARTICIPANT	59	%
Parents	26	44.1%
Teachers	10	16.9%
Board of Education	8	13.6%
Administrators	5	8.5%
Community Members	5	8.5%
Support Staff	4	6.8%
Town Boards	1	1.7%
	<b>59</b>	<b>100.0%</b>



### Survey Responses

PARTICIPANT*	160	%
Parents	75	41.4%
Teachers	42	23.2%
Westbrook Resident (not a parent)	28	15.5%
Support Staff	14	7.7%
Students	9	5.0%
Town Official/Staffs	6	3.3%
Board of Education Members	4	2.2%
Administrators	3	1.7%
	<b>181</b>	<b>100.0%</b>



\*Please note that survey participants identified themselves under multiple categories so numbers add up to more than 160.

## SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

---



The following themes emerged through an analysis of focus group and survey responses. In each category, themes are presented beginning with the most frequently mentioned.

### **Strengths of Westbrook and its Schools**

Participants in this study overwhelmingly recognized the importance and value of its small size and resulting sense of community and individualized instruction as major strengths. They also highlighted many areas of the program, the teachers and other staff, the town, students, parents and other volunteers, and facilities and resources as most noteworthy assets.

#### **Small size, sense of community, and individualized instruction**

Focus group and survey participants (111) acknowledged the benefit of Westbrook’s small size to its success. Because it is possible to know all students, their families, and staff, Westbrook’s size and low enrollment promote close, lasting relationships. A feeling of family pervades the district and allows individuals to support one another at all levels... staff to students, staff to families, staff to staff, community to staff. This closeness also allows an ease of communication. Students talked about how great it felt to be known and understood in schools and the town. This is “truly a community.”

Small class sizes, enable the staff to individualize instruction, since they really know and appreciate the needs and strengths of each student and staff member.... “We have a supportive educational community... with resources to help each student to excel.” Several (8) felt the small student/teacher ratios and resulting ease of “customizing” learning allow Westbrook to offer “a private school education for public school price.” One spoke for many in saying, “Our small size gives us the ability to reach every child and their specific needs.”

#### **Program**

Participants (97) cited some aspect of Westbrook’s academics, sports, social/emotional learning, diversity, Special Education, Pre-K-program, and technology as the district’s greatest strengths. There were also a number of mentions of the elementary school as a major strength of the community.

#### **Academics/Extracurricular/Sports:**

Many participants (38) spoke of strong academics as an important asset of the Westbrook schools. In general, people talked about a high quality education and academic instruction, diversity of programming, high test scores, openness to innovative instructional ideas, and focused learning. Several talked of educating the whole student, with instruction tailored to each child. High school students may select from advanced placement and University of Connecticut courses and amass significant college credits. The school also boasts exciting and diverse electives. Since the schools are small, students are broadly engaged: “Kids are involved in sports, theater, music, all with award-winning programs.” In spite of its size, Westbrook has achieved state champion athletics, “Halo” awards in theater, and music awards. “We are a small district with lots to offer.”

## **SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE**

---

### **Social and emotional learning/climate:**

Integrated into the school is a focus on social/emotional learning and climate, a strength according to 21 respondents. Some mentioned the high school efforts leading the state in social/emotional learning and restorative practices. Teen leaders at the high school work with elementary students to support emotional growth and foster a kind and caring community. This results in an “overall feeling of safety that students have while attending school.”

### **Daisy Ingraham Elementary School:**

Daisy Ingraham Elementary School, its principal and staff garnered special attention from 14 participants. One noted, “Daisy is a reflection of the community, with all children playing together.” Another said, “the family atmosphere in Daisy is above and beyond. They seem to care about each and every student genuinely. It is important to keep that energy through all the schools.”

### **Diversity and English Learners:**

Nine respondents felt the growing diversity and the schools’ responses to the changing needs of students were significant strengths. They indicated that Westbrook has coupled diversity with rigor. They’ve built a strong bilingual program, ensuring students receive what they need, from breakfast to group meetings. The elementary school has a booming Brazilian Portuguese population and has excellent student role models. The English Learners staff is TESOL certified. Participants appreciated the value of a diverse, multi-cultural population.

### **Special Education:**

Eight participants identified Special Education as a particular strength. They cited a district reputation for doing very well with students with special needs. Of special note were transitions classes on teen leadership, and internships for students not following college pathways.

### **Pre-Kindergarten:**

In addition, three participants talked about the significant growth in the pre-kindergarten population, with a growth from two to four classes. Offering preschool was a strategy to attract families to the community and numbers have grown considerably of late.

### **Technology:**

A couple (2) of participants spoke of unusual technological opportunities, where middle school students are learning to code and to develop websites. Next year, the school will offer animation, possibly the first school in the state.

### **Teachers and Staff**

Participants (72) highlighted the amazingly dedicated, talented, caring, experienced teachers. Teachers wear a lot of hats, “have the best interests of students in mind,” and offer “so many various opportunities” to meet needs and interests. The administration is adaptable and encourages autonomy. Teachers have “a passion for student growth” and “consistently demonstrate genuine concern for the education of the individual child.” Teachers enjoy a tight bond among their own ranks.

### **The Town of Westbrook: A close-knit community**

Many participants (57) ranked the small, close-knit town as a strength. This shoreline community boasts beaches, marinas, woods, and beautiful natural resources, a destination movie theater, resorts, Tanger Outlets, restaurants, manufacturing, and a generally broad range of businesses. The tax base has allowed



## SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

---

COVID 19, sustainability and the threat of regionalization, and Board of Education issues. Descriptions of each of those areas follow below.

### **Small size and declining enrollment**

Though only 29 participants mentioned some aspect of size as an issue, it is listed first here because it is a factor in many of the other challenges the district faces. Some respondents spoke of concern of attrition of students to independent schools. Others worried about the impact of declining enrollment on viability. One asked, “Will there be fewer academic and extra-curricular opportunities?” Another asked, “How can the district maintain a solid curriculum despite the small size?” And another wondered if an upshot of COVID 19 might be fewer students enrolled. As it stands, “small class sizes put pressure on the school to be very effective with limited resources to prove to the town that the value of a small Westbrook school system is worth funding.”

### **Academics and other educational needs**

Overall, 59 participants cited some aspects of the program as challenges the new leader will face. Included in this area are varied academic and other program needs, and sports issues.

#### **Academic and program needs:**

In general, participants (49) felt the district’s low enrollment meant a lack of opportunities in curriculum and extra curricular options to create a sufficiently robust and diverse program. Though students and alumni talked about loving the system, they felt they lacked course options. Some mentioned the “need to make academics a priority again” and the need to “rebuild the educational foundation we have been missing for many years.” Another offered, “It’s time to raise the bar back up and encourage and inspire all to set big goals and help the students achieve them through hard work and ethics.” Several talked about needing greater accountability for students and staff, and needing a curriculum that embraces new ideas and learning. Others talked about the lack of enrichment opportunities. Some want students pushed past their comfort levels.

A handful of participants (5) would like to see Science, Technology, Engineering, and Math (STEM) offerings enhanced. Some mentioned technology as an area in need of focus. Several also talked about difficulties transitioning from the elementary to the middle school level, where the environment seemed less friendly.

#### **Sports:**

Participants (10) also identified issues with sports offerings. With low enrollments, it is hard to field some teams, and students rarely experience packed gyms for their games. Some felt there were too few sports offerings.

### **Culture**

A number of participants (45) identified some aspect of culture as a challenge. Included in this area are issues with staff morale, and uneven discipline and restorative practices.

In general, participants raised concern that the district’s three schools operate as entirely separate entities, lacking any continuity. Several respondents mentioned that they would like to see the new leader work to synchronize cultures and communities toward district unity and collaboration, all seeking high expectations and positive spirits. Some expressed the wish for a focus on the vision and direction of the district.

#### **Morale:**

Twenty participants identified morale as a major challenge. Some of the morale issue is fear-based, as teachers worry about losing jobs or hold uncertainties about new leaders, especially with the backdrop of COVID 19. Some morale issues, especially at the middle and high school levels, stem from “unrealistic expectations placed on teachers” or decisions made elsewhere to which they were expected to “adjust.” Though some felt teachers enjoyed autonomy, that feeling was not universal. One wrote, “It’s important to

## SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

---

give the power back to the teachers in their classrooms.” Several expressed that a lack of student discipline and accountability that had been encouraged by Central Office had eroded trust between the administration and teachers. Others identified administrators’ mistrust and lack of confidence in teachers and staff.

Several cited a lack of pride in the schools, affecting students, teachers, and the community, and wished for a public relations campaign to communicate the strengths and successes of Westbrook’s students and schools. The thought was that this could shore up both morale and the erosion in enrollments.

### **Discipline and restorative practices:**

Though some participants expressed enthusiasm about the social/emotional learning and climate focus in Westbrook, 15 participants raised issues with how such efforts play out in the district. Participants described inconsistencies in practice within and among the schools, “double talk,” weak discipline practices, and a lack of “consequences for students under ‘restorative/climate’ philosophy leading to significant challenges for teachers and [the] majority of students.” One wrote, “We have board zero-tolerance policies that for the last years have not been adhered to in lieu of ‘positive climate.’ Westbrook has never had a climate problem, and this initiative has done the exact opposite of what it was intended to do for all stakeholders.” A handful of respondents also mentioned bullying as a concern.

### **Changing demographics and diversity**

Though growth in diversity in the student body and community was cited as a strength in the preceding section, 37 participants identified a concern regarding shifting populations and expectations. The town’s English Learners population has grown quickly and there is a needy birth-to-three population. Special education identifications have risen to about 16% of the student body. The “ALICE” (Asset Limited, Income Constrained, Employed) population stands at about 33%. Many students are working. With a growing population of Brazilian Portuguese speakers, no one on the staff speaks the language. The town also has a growing population of older adults.

### **Diversity:**

Participants (21) raised a concern regarding the schools’ and town’s diversity. Some expressed concern about the lack of diversity in preparing students for their future and the need to integrate an equity lens into all the the district’s systems. Others talked about the lack of preparedness of staff to relate to non-white students or understand root causes of behaviors. Others wanted to see greater efforts to diversify the curriculum “to introduce students to many more authors, leaders, poets, activists of color.” Some spoke of the need for attention to “mix the classes so that they aren’t as strictly tracked (honors/CP/standard), which has adverse effects on our lower income students.” Several mentioned the need to teach children about social justice and human rights.

### **Communications and Community Relations**

Thirty participants felt that the district needed to do a better job communicating about its successes as a district, including test scores, programming, and small class sizes. One wrote, “We need to work on our reputation and public relations because we have so much to offer.”

There were also serious gaps in communication noted, with suggestions of a regular newsletter for staff and families. Respondents spoke of teachers not hearing at all from some principals during the COVID crisis, and staff members were not alerted when the Board hired an interim superintendent. The lack of communication and transparency has, according to participants, generated a lack of trust at all levels.

### **Administrative Staff**

Participants (26) perceived issues with the administration and leadership as the greatest challenge of the district. In general, people felt the district has lacked strong leadership with a clear vision operating with fairness, consistency, and transparency. There has been a recent turnover in administration. Two respondents suggested that the district might be top-heavy in administration, though others noted that the superintendent must wear a lot of hats and the administration in general is overworked.

## **SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE**

---

### **Resources**

Given the district's low enrollment and resulting high per-student expenditure, 23 participants raised the concern of maintaining a healthy and sufficient budget to sustain the schools. With COVID, there may be stores closing and state cutbacks resulting in lost revenues to the town. Some viewed as untenable the town's perceived wish to maintain the district without regionalizing or compromising the students' educational opportunities. Some were also concerned about the idea of consolidating schools.

### **COVID 19**

This study was conducted in the midst of the COVID 19 pandemic of 2020. Eighteen participants expressed specific concern about the impact of the virus on the district. How will the schools safely reopen? Can we sustain distance learning, especially for students receiving special services? Can we sufficiently modify buildings to reopen? Will we need to increase staff and student support services? Can we adjust curricula to adapt to new learning expectations? Will we have sufficient materials? Will we implement a mental wellness program? How will we address the social/emotional trauma students may have experienced when students and staff are finally able to return safely to school? Can staff communicate effectively and feel a part of a team when working remotely? These reflect the many issues on the minds of students, staff, and families and that a new leader will have to consider.

### **Regionalization and Sustainability**

The study participants (16) recognized the community divide on the question of whether Westbrook should consider regionalizing with another district. Several (4) mentioned an enrollment study facilitated by Elizabeth Osga in 2015 that emphasized the complexities and pitfalls of regionalization. One participant suggested it was time to regionalize with Old Saybrook. Others encouraged maintaining independence. The divide will need to be resolved, perhaps, as one participant suggested, with a transparent five- and ten-year view of the district in enrollment, structure, and staffing.

### **Board of Education**

Ten participants identified as a key challenge board dynamics and communications. Respondents felt the Board was not cohesive, but "fractured" into "factions." The tension and distrust on the Board have led to the Board's attorney's presence at each meeting. Participants wanted the Board to leave behind partisan behavior, work together, and focus on the educational needs of children.

Participants also noted that there is no contact information listed for Board members and there were no videos of in-person board meetings. They would like to see lines of communications opened.

Finally, a couple of participants expressed fear that the Board would form a committee to look at the structure of the administrative team, rather than leaving that work to the new superintendent of schools.

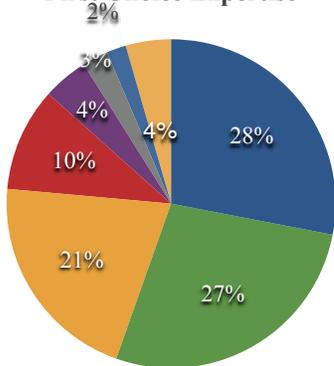
## SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

### Desired Expertise and Qualities in a New Superintendent

What would be the most important expertise, qualities, and characteristics in a new superintendent to tap Westbrook’s strengths and meet its challenges? An analysis of survey responses yielded the following:

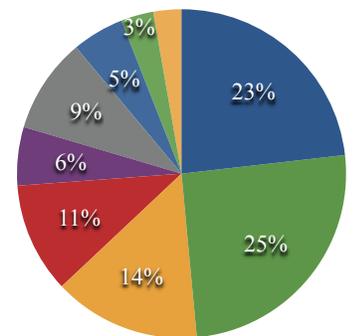
DESIRED EXPERTISE IN NEW SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Builds trusting relationships with students, staff, community	44	28.0%	41	26.3%	24	15.3%	109	23.2%
Communicates and collaborates transparently in schools and community	43	27.4%	42	26.9%	34	21.7%	119	25.3%
Shares vision of excellence and innovative instruction	33	21.0%	19	12.2%	16	10.2%	68	14.5%
Has a broad base of knowledge of educational issues and practices	16	10.2%	16	10.3%	19	12.1%	51	10.9%
Promotes the quality and virtues of the Westbrook Public Schools	7	4.5%	8	5.1%	12	7.6%	27	5.7%
Fosters professional development, team building, and staff growth	4	2.5%	16	10.3%	24	15.3%	44	9.4%
Possesses strong budget and finance knowledge and skills	3	1.9%	8	5.1%	13	8.3%	24	5.1%
Shares and delegates leadership	0	0.0%	3	1.9%	12	7.6%	15	3.2%
Other	7	4.5%	3	1.9%	3	1.9%	13	2.8%
	157	100.0%	156	100.0%	157	100.0%	470	100.0%

First Choice Expertise



Top Three Choices

- Builds trusting relationships with students, staff, community
- Communicates and collaborates transparently in schools and community
- Shares vision of excellence and innovative instruction
- Has a broad base of knowledge of educational issues and practices
- Promotes the quality and virtues of the Westbrook Public Schools
- Fosters professional development, team building, and staff growth
- Possesses strong budget and finance knowledge and skills
- Shares and delegates leadership
- Other



### Expertise

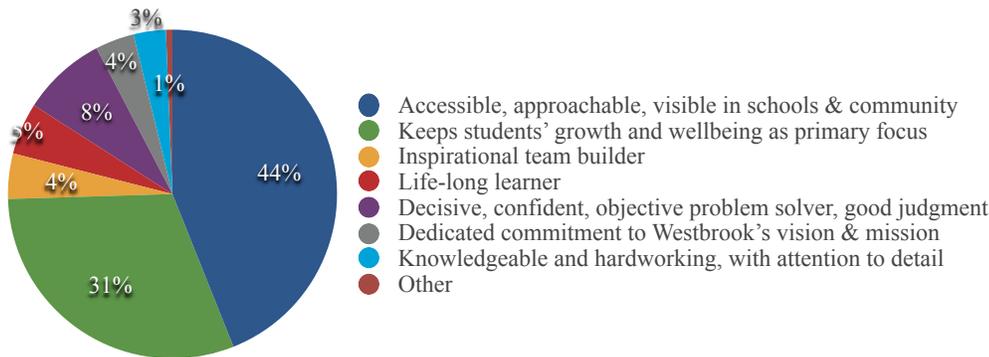
Respondents weighted three of the eight areas of **desired expertise** sought in a new Superintendent of Schools vastly higher than the other skills. The first choice of participants was *Builds trusting relationships with students, staff, and community* (28%), followed very closely by *Communicates and collaborates effectively in schools and community* (27.4%), then *Shares vision of excellence and innovative instruction* (21%). These three areas garnered 76% of the top choices.

If we look at respondents’ top three choices combined, we see the same top choices, but in a slightly different order: *Communicates and collaborates effectively in schools and community* (25.3%) is the top choice; *Builds trusting relationships with students, staff, and community* (23.2%) moves into a very close second place, and *Shares vision of excellence and innovative instruction* (14.45%) ranks a more distant third.

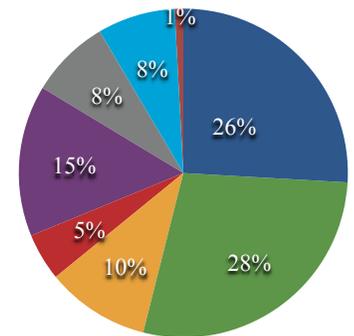
## SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

DESIRED QUALITIES IN SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Accessible, approachable, visible in schools & community	69	43.9%	30	19.1%	23	14.6%	122	25.9%
Keeps students' growth and wellbeing as primary focus	48	30.6%	50	31.8%	34	21.7%	132	28.0%
Inspirational team builder	7	4.5%	15	9.6%	26	16.6%	48	10.2%
Life-long learner	8	5.1%	7	4.5%	7	4.5%	22	4.7%
Decisive, confident, objective problem solver, good judgment	13	8.3%	32	20.4%	25	15.9%	70	14.9%
Dedicated commitment to Westbrook's vision & mission	6	3.8%	8	5.1%	23	14.6%	37	7.9%
Knowledgeable and hardworking, with attention to detail	5	3.2%	13	8.3%	18	11.5%	36	7.6%
Other	1	0.6%	2	1.3%	1	0.6%	4	0.8%
	157	100%	157	100%	157	100%	471	100%

**First Choice Qualities**



**Top Three Choices**



### Qualities

In addition to the leadership characteristics and expertise identified in the prior section, Westbrook survey respondents reflected some clear preferences for **qualities** desired in a new leader. By far top choices respondents identified were *Accessible, approachable, and visible in schools and community* (43.9%), followed distantly by *Keeps students' growth and wellbeing the primary focus* (30.6%). There is not a clear third choice.

If we again look at participants' top three choices, the order shifts, *Keeps students' growth and wellbeing the primary focus* (28%) emerges as the top choice, with *Accessible, approachable, and visible in schools and community* (25.9%) now a close second. Though still a distant third, *Decisive, confident, object problem solver with good judgment and resiliency* (14.9%) now becomes a clearer preference.

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

### ***Builds trusting relationships with students, staff, and community***

Westbrook views itself as a family. The community would like the new superintendent to fully engage as a member of that family. Fundamentally, the successful leader will truly care about the growth and

## **SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE**

---

wellbeing of each and every student, staff, Board, and community member. This empathetic and compassionate leader will model natural, organic, strong, open relationships, ensuring that Central Office and the schools are warm and comfortable places where mutual respect is a core value.

A trustworthy, humble “servant leader,” this individual will listen thoughtfully and be open to the ideas and views of others, taking the time to learn about the community’s strengths and challenges. Holding high expectations for self and everyone else, this team player will inspire, trust, and build up the students, staff, and community, growing the confidence of others that their actions are in the best interest of the children and families of Westbrook. This individual will have a great sense of humor and be able to admit mistakes.

### ***Communicates and collaborates effectively in schools and community***

Transparency is key to the success of this new leader. The community would like an inspiring individual and cheerleader who unites the town behind a common sense of purpose for and pride in the Westbrook Public Schools. The district and the town need someone who can communicate easily and regularly, orally and in writing, highlighting the successes and sharing relevant news in an honest and timely way.

As a result of excellent communication skills, stakeholders will feel heard and all will have a common sense of what is happening in the district. The leader will help the Board of Education be more accessible to the broader community through the website and televised/zoom meetings.

This leader will deeply understand the needs and values of teachers and do what it takes to build morale and attract excellent staff. The leader will generate energy and excitement about and commitment to the schools and their shared vision. This leader will also understand the importance of appearing apolitical.

### ***Shares vision of excellence and innovative instruction***

This creative, forward-thinking new leader will be inspirational and innovative, focused on excellence and equity, holding high expectations that encourage the growth of everyone in the Westbrook Public Schools. A strong instructional leader PK-12, this individual will draw on the talents of the staff, Board, and community in together articulating a cohesive direction for the district, thus uniting the three schools in “making us the most amazing schools on the planet,” where students and staff grow in their skills and competencies and understanding of one another.

A number of participants mentioned wanting this leader to integrate into the vision a specific focus on diversity, equity, and inclusion as an “actionable priority,” examining academic, extracurricular, budget, recruitment, and professional development systems through an antiracism lens. Several mentioned the need for more robust STEM offerings, and the leader’s role in attracting unusual options for students such as aerospace, engineering, and the arts, encouraging partnerships with industry to garner expertise and resources.

In generating high expectations for all, the leader will need to foster a district-wide commitment to a process for effective discipline that encourages a healthy, safe learning culture. This leader will also understand the impact of health, mental health, trauma, and other conditions of wellbeing on learning.

### ***Accessible, approachable, and visible in schools and community***

Westbrook’s next superintendent will make it a priority to be visible, in the schools and classrooms regularly, and attending as many school and community functions as possible. When in the office, the successful leader will have an open door policy, inviting perspectives and sharing thinking, and generating a warm and welcoming climate. Personable, approachable, listening well, this leader will demonstrate commitment to Westbrook, getting to know students and staff, families and community.

## **SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE**

---

### ***Keeps students' growth and wellbeing the primary focus***

The successful new leader will love students and have the courage always to make decisions guided by what is best for their growth and health. Guided by a “growth mindset,” the leader will expect staff to encourage and celebrate the growth of all students. Holding high expectations for all, the leader will work to ensure children’s needs are met so they can thrive. The leader will foster excellent professional development opportunities for staff to have the skills and supports needed to meet their students’ growth needs.

### ***Decisive, objective problem solver with good judgment and resiliency***

The next superintendent will be a quick study, able to hit the ground running. This exceptional leader will demonstrate great judgment and confidence to take action, even when unpopular. The leader will delegate and share decision-making comfortably, trusting others to do their jobs, and ensuring staff and district accountability to the vision.

### ***Understand small town and regionalization issues***

Ideally, the next leader will understand the challenges and the value and unique opportunities of education in a small town such as Westbrook and help the district survive declining enrollments. The leader will support staff in being flexible and taking advantage of small class sizes to enhance student learning. At the same time, the leader will be sensitive to the high per-student expenditure driven by small enrollments. The superintendent will demonstrate strong public relations skills and investment in the community to garner the trust and ongoing support of the town.