



ARLINGTON CENTRAL
SCHOOL DISTRICT

The Arlington Central School District is located 75 miles north of New York City and comprises eight elementary schools, two middle schools, and one high school. Geographically, the district covers an area of 114 square miles and is situated to the east of both the Hudson River and the City of Poughkeepsie. There are nearly 8,000 students and achievement is high.

The Arlington Central School District's first priority is to provide their students with a high-quality, well-rounded education. While academics are paramount, they also expect their students to be of good character and to contribute positively to our local and global communities. It is the mission of the Arlington Central School District to empower all students to be self-directed, lifelong learners, who willingly contribute to their community, and lead passionate and purposeful lives. They have an excellent rating among the State's schools and are recognized nationally for several of their programs. There is widespread appreciation for the breadth of programs for all students with a commitment to the fine and performing arts.

The Arlington Central Board of Education is looking to build upon and enhance the tradition of excellence of the Arlington Schools by seeking a Superintendent of Schools with the following qualities and skills.

1. Has a deep understanding of the teaching and learning process with a proven record of supporting the principles of collaboration, continuous improvement and committed to bringing a high-performing school district to its next level of excellence. The successful candidate will:

- Be an educational leader who respects and values the expertise of staff, critically assess programs and initiatives so that only effective programs are in place and will inspire, motivate, and lead all faculty and staff with a continuous improvement mindset;
- Display integrity, courage, sound judgment, self-awareness, self-confidence, empathy and a "person centered" approach to one's community and stakeholders. A high level of emotional intelligence, prodigious energy, trust and trustworthiness, optimism and openness to new ideas, perseverance and resilience, and a sense of humor;

- Understands the importance of the investment in professional development of faculty/staff and will utilize and capitalize on the talent within district to turnkey training for all staff;
- Be a person of impeccable character, accountability and integrity who demonstrates ethical behavior, honesty, forthrightness, consistency, authenticity and humility;
- Can readily engage with people in a collegial, open and accessible manner; a strong work ethic who sees themselves making a long-term commitment to our students, the faculty/staff; the district and the Arlington Central community;
- Be a purpose driven leader who is able to support the development of their employees by guiding them to find purpose in their work, building confidence and strengthening autonomy, as opposed to micromanaging;
- Delegates appropriate authority, holds others accountable, and is able to build and foster effective teams;
- Creates programs addressing the options for students who are not college bound that will be explored both in and outside the district;
- Embraces and utilizes the latest research and innovation in the areas of curriculum, instruction and assessment. Demonstrates exceptional pedagogical knowledge and the need for differentiation to meet the needs of all learners that includes Special Education, English Language Learners, and CTE.

2. Is a proactive leader with excellent communication skills and is visible and approachable to students, staff, parents, and community. An educational leader who will:

- Encourages student voice, values their perspective, and uses a system-wide, student-centered approach to support the needs of all students and articulate a clear vision that puts students at the center of the district's work;
- Be a dynamic, energetic and approachable leader who develops strong connections with staff, parents, other educational institutions, governmental agencies and legislators to enhance services and build support for the district;
- Be visible, accessible leader who communicates regularly with the community by sharing information and genuinely seeking input in a manner that enhances trust and respect while maintaining the role of the educational leader and holds the self-possession to share both good and bad news;
- A listener who responds to input; establishes systems and expectations to ensure information is communicated precisely, consistently, expeditiously and with transparency;
- A superintendent will draw upon principled and transparent discernment practices and decision-making methods to carefully balance the needs, responsibilities, and authority of all stakeholders while keeping open channels of communication to promote a culture of trust;
- Will know or become familiar with the Arlington Central School District as well as the environment culture and community and is someone who lives or will live close to the ACSD;
- The superintendent will project care and concern for faculty, staff, students, alumni, and friends as individuals and as a community, and will shepherd the

ACSD community with courage, compassion and care;

- Is not afraid to make difficult decisions based on an educated perspective informed by consultation and collaboration, has excellent follow through, delegates appropriate authority, and holds others accountable while building a cohesive and effective team.
- The district is seeking a leader who sees themselves as part of a team working in concert with their employees. This requires a purpose driven leader who is able to support the development of their employees by guiding them to find purpose in their work, building confidence and strengthening autonomy, as opposed to micromanaging.

3. Visionary and forward-thinking individual who understands the changing environment of education and what is needed for the district to grow and thrive. The Board seeks an individual that:

- Supports effective instruction, respects the expertise of staff, and critically assesses programs and initiatives so that only effective programs are in place;
- Is not afraid to make difficult decisions based on an educated perspective informed by consultation and collaboration.
- Demonstrates a forward-thinking, innovative approach to leadership; exhibits flexibility and willingness to take measured risks and look at problems in new ways while using data to inform the decision-making process; embraces new tools, technologies and thought leadership to support decision-making and delivery of service;
- Is a dynamic, empathetic, and transparent educator with proven leadership experience, preferably at multiple levels, who excels at mentoring, developing, assessing, and fully utilizing the talents of staff and faculty.

4. Invest in a culture of mutual respect, inclusion, and trust. The ideal candidate will be a leader who:

- Has uncompromising integrity and deep wisdom who brings a record of leadership with a demonstrated accomplishment in improving diversity, equity, and inclusion; and a record of improving the social, emotional well-being of student and staff;
- Understands the issues surrounding diversity, equity, inclusion, and belonging. This includes fostering a culture of inclusive excellence and diversity in the recruitment, retention, and development of outstanding faculty, staff, and students; demonstrated commitment to effective practices and the capability to reflect on and address matters of inclusion with nuance/sensitivity; an understanding of how people experience institutions and organizations differently; and a willingness to explore how best to remove barriers and cultivate a sense of belonging. Ensuring all students have equitable access to educational opportunities.
- Shown a commitment to effective programs, practices and initiatives that address matters of diversity, equity, inclusion, and belonging with nuance and sensitivity;
- Has the ability to relate to disparate and diverse communities and stakeholders,

liberating the talents and the passions of the entire school community through transparency through genuine and authentic communications.

Additional desired attributes include:

- Possessing overall operational and managerial acumen. This is most clearly demonstrated by experience managing a complex organization, and it encompasses financial acumen and the ability to allocate resources in a strategic manner that is aligned with district priorities;
- Has experience in Facility Management and will be an asset in addressing the building needs/capital projects while maintaining a focus on teaching and learning;
- Has expertise in special education and can maintain the district's commitment to educating all children in the least restrictive environment;
- Someone who will be the face of the district and understands the importance of branding, marketing, networking, and public relations;
- Can work with strong labor groups while keeping students a priority;
- Be able to navigate through NY State laws, regulations and funding;
- Has experience that translates into successfully running a larger school district.

All candidates are asked to send a cover letter describing how they meet the above criteria, together with their resume to:

Strategic Educational Advantage
Attn: Dr. Michael Kuchar/Dr. Frank Auriemma
arlingtonsuptsearch@gmail.com

ALL APPLICATIONS WILL BE HELD IN STRICT CONFIDENCE.

The Arlington Central School District is an EEO employer.

Receipt of resumes and cover letters are preferred by 12:00 pm on March 5, 2024