



New England School Development Council

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**Barre Unified Union School District
Superintendent Search
Successful Candidate Profile**

March 2025

This document provides the *Successful Candidate Profile* to inform the candidate selection process.

Barre Unified Union School District Superintendent Search

SUCCESSFUL CANDIDATE PROFILE

INTRODUCTION

During the week of February 10, 2025, the Barre Unified Union School District (BUUSD) School Board, with the assistance of the New England School Development Council (NESDEC), conducted a Community Needs Assessment through a series of focus groups and an online survey.

Participants provided their responses to two prompts:

- What are the qualities, characteristics, skills, knowledge and experiences you desire in a new Superintendent of Schools?
- What do you see as the pressing tasks and challenges ahead for him or her in year one?

The Barre Unified Union School Board reviewed and analyzed the community's input and then added its own perspective to create the BUUSD *Successful Candidate Profile*. The *Successful Candidate Profile* is designed to guide the Superintendent Search interview and selection process.

The Barre Unified Union School Board wishes to thank and commend all those who participated in the community needs assessment process.

Respectfully submitted,
The Barre Unified Union School Board

CANDIDATE PROFILE

The community of Barre expects a high level of competence across all aspects of the position of Superintendent.

To ensure the selected Superintendent is a particular match for our district's needs and goals, *preference will be given to the educational leader who demonstrates a significant depth of skill and knowledge in the following key areas:*

- ❖ **Educational Leadership**
- ❖ **Unifying Practices**
- ❖ **Collaborative Leadership**
- ❖ **Operations Management**

The successful candidate will establish evidence of such expertise in the following ways:

Educational Leadership

A leader who:

- Has a strong educational background anchored in an understanding of the classroom experience. Understands the importance of keeping the focus on student achievement.
- Is knowledgeable in the use of data and understands current research to support both student improvement and staff development.
- Has the knowledge, background, and experience to create short- and long-term goals that meet the wide range of students' needs and services in the district.
- Demonstrates the ability to unify districtwide programs (academic, special education and extracurricular) to bolster students' academic, social-emotional, and physical development.
- Is an innovative thinker in an academic sense. Places a focus on creating not only academic programs for our struggling students, but also those that enhance the child who is excelling in school.
- Demonstrates a strong commitment to leading the effort to define and deliver an effective, consistent 21st Century education program for students of all backgrounds and ability levels.
- Understands the importance of building relationships with teachers, parents and community members, which is essential to achieving student success.
- Can create consistency in services, resources, and academic support across all the Barre Unified Union Schools.

Unifying Practices

A leader who:

- Can establish clear expectations and ensure a high level of consistency of those expectations districtwide.
- Can develop and share a vision for the district that is focused on creating unity in a manner that allows all stakeholders to understand the direction the district is moving in.

- Can bring together and work with building administrators and teachers to provide the support and resources they need to reach their full potential.
- Establishes pathways to encourage input from the variety of stakeholder groups that make up the Barre Unified Union School District.
- Has the ability to work with different populations while building relationships with the stakeholders who make up the district and community.

Collaborative Leadership

A leader who:

- Demonstrates a willingness to build a vision for the Barre Unified Union School District alongside district and community stakeholders.
- Demonstrates a collaborative approach to leadership. Listens to and works with staff, supports collaborative problem solving, and values the expertise of teachers. Is someone who is open to staff feedback and input with a willingness to work with others.
- Has strong communication skills and can connect with the multiple stakeholder groups within the district, municipal departments, and the community.
- Understands the value of building relationships and the importance of relating to and connecting with individuals to build districtwide unity.
- Someone who can develop a presence in the district and in the community and values the community he/she works in.
- Will take the time to learn about the district and community by engaging with stakeholders. Demonstrates a true desire to learn about the Barre Unified Union School District.

Operations Management

A leader who:

- Has a strong working knowledge of school finance, including budget development and management; has the ability to effectively communicate regarding budgetary issues with the School Board, staff, community and local municipal officials; has clear understanding of federal, state, and local funding issues.
- Is skilled at working with the budget and can evaluate the school budget to find cost saving measure that will not affect student achievement.
- Has a solid understanding of how to develop a school budget through collaboration with the finance manager and municipal departments.
- Is innovative and explores other funding sources and partnerships to support district programs and activities.
- Has experience in negotiations and working with unions. Demonstrates the skillset to bring different groups together and work toward a common goal.
- Understands the state of Vermont's current practices regarding school funding and regionalization plans.
- Is comfortable delegating and supervising when a task or problem is given to them to ensure situations are dealt with in a timely manner.

CHALLENGES AND TASKS IN YEAR ONE

Challenges

- Barre Unified Union School District is a diverse community with different needs. The new Superintendent must consider all stakeholders (both in the school community and in Barre community at large) and develop a plan to meet all needs and unify the communities.
- Build a school budget that is fiscally sound, and focused on student achievement, by engaging district leaders, staff, municipalities and stakeholders.
- A need to create and articulate both short-term and long-term goals to improve our education system for students, staff, and the community.
- Address the inconsistencies found in the policies, procedures, and building culture in the district's school buildings. Focus on student discipline and methods of supporting students with behavioral needs.
- Establish a collaborative relationship with the school board to support the development of a working relationship to restore trust in the leadership of the Barre Unified Union School District.

Tasks

- Take time to learn about the Barre Unified Union School District and the community by engaging with the variety of stakeholders making up the district.
- Establish a communication pathway to share information and receive feedback from building administration, staff, parents, students, and the community to support relationship development.
- Review student academic and extracurricular programs focusing on areas of strength and how to improve weaknesses.
- Get to know building administrators and staff to support their work; create open, honest and consistent systems to evaluate and supervise district staff. Focus on practices to retain professional staff.
- Be involved in the community, get to know the community and its values; discern what the community wants from the schools.