Westbury Union Free School District
Old Westbury, New York
Community Engagement and Leadership
Profile Report
April 1, 2021

Presented by
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BWP and Associates Consultants

This report was reviewed and discussed by the Westbury Union Free School District Board of Education on Thursday, April 1, 2021 and will be used to guide the Westbury superintendent search.
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The following is a written report which provides data and information gathered through a community engagement and audit process for the Westbury Union Free School District (Westbury UFSD). An oral summary is being presented to the school Board on April 1, 2021. The purpose of this component of the search process was to conduct a Community Audit and develop a Leadership Profile to be approved by the Westbury UFSD Board of Education. This profile will be used as the basis for the recruitment, identification and selection of the superintendent. A special note of thanks is given to Ms. Beverley Cathnott - District Clerk, Ron Edelson and Jake Mendlinger of ZE Creative Communications, Mr. Robert Troiano - Board President, and the entire District Office staff for their efficiency, consistent communication, gracious hospitality, planning support and assistance.

The information provided reflects the overall themes that emerged from input and feedback from School Board Members and numerous constituent groups March 8 through March 26, 2021. Information was gathered by BWP and Associate consultants via ten (10) individual face-to-face or phone interviews, fourteen (14) virtual focus group discussions, three (3) community forums, and an online survey utilizing SurveyMonkey in which eight hundred sixty (860) responses were received. Of the total number of responses, seven hundred seven (707) were submitted in English, one hundred forty-five (145) were submitted in Spanish, and eight (8) were submitted in Haitian-Creole. In order to address Board and community concerns about engaging all segments of the community and insuring transparency as a component of the process, a broad-based communications plan was created.

The plan included:

- All staff were notified by email about the initiation of the search. They were also provided with information about how they could provide input about the qualities and characteristics they wanted in a superintendent.

- A press release was sent to all local media which resulted in an article about the search being published by the Westbury Times.

- A large “Superintendent Search” graphic was posted on the home page of the Districts’ website linked to a dedicated page with all documents related to the search including a video of the presentation made by BWP and a calendar of the search process.
- The day before the end of the survey an email was sent to staff with the link to the survey and a reminder that it would close on midnight the following day.

- The president of each of the seven bargaining units were sent a letter describing the search process and requesting their help in forming focus groups. Most of the units forwarded the letter to their members and asked who wanted to participate. The letter also informed staff about the presentation made on March 11 by BWP describing the search process.

- Each of the 12 employees who are not members of any bargaining unit were sent letters about the search, asking them to participate in a focus group.

- The presidents of each of Westbury's civic associations and the PTA Council were sent a letter which described the process and asked them to solicit four members to participate in a focus group. The letter also informed staff about the presentation made on March 11 by BWP describing the search process.

- The Chamber of Commerce, Arts Council and the B.I.D. were given information about the search and asked to provide members for participation in the focus groups.

- Principals of the high school and middle schools were asked to identify students to participate in a focus group.

- The District’s ConnectEd messaging service was used to send emails and text messages to their subscribers. At least three emails to 3,200 subscribers were sent with the link to the survey and instructions on how to register for the community focus group. In addition, at least three texts with the link to the survey were sent to 5,300 subscribers. All emails and texts were sent in English, Spanish and Haitian-Creole.

- Each of Westbury's four civic associations, several churches and the Village of Westbury emailed the link to the survey and instructions on how to register for the community focus group to their members.

- An 8x11 card was sent to all households in the in the District about the search, the community focus group, and the survey.

- In some cases, focus group participants were asked to serve as “search ambassadors”, and use their contacts and outreach efforts to inform and encourage participation within the entire community.
The focus group facilitator team included Drs. Debra Hill and Kathleen Williams. Dr. Joseph Porto (BWP Director) participated in the community forum facilitation. All data was gathered and analyzed exclusively by the BWP team.

The survey was provided in English, Spanish, and Haitian-Creole. Of the survey respondents the following should be noted. Forced choice was required to fill in some questions in order to gather quantitative data that could be charted. There was an opportunity for open-ended responses which are included in the survey report document and names of any specific individuals were redacted.

The survey did not specifically track duplication or multiple responses given by a single individual but no aberrations were noted. The survey data also does not account for individuals who participated in the focus groups and took the survey as well.

In reviewing the survey, the data from all 3 language surveys were incorporated with the following notations:

- Approximately 40% of the survey respondents live in Westbury and all categories of respondents were represented.
- Approximately 60% of the respondents are employed by the District and all categories were represented of these, 84% of employed respondents were teachers or support staff.
- All schools had representative participation.
- Open-ended comments are included in the survey data documents.
- Names of individuals were redacted from the reports.

Finally, while notes were taken during the focus groups, they were not meant to be provided as verbatim statements, but rather summarized thoughts while capturing the essence of the participants’ perceptions as related to the question prompts. Other considerations that were shared during the focus group discussions and on the survey included:

- General agreement that a doctorate, while an asset, need not be a requirement
- The candidate should live in the area but not necessarily Westbury proper
- The candidate should have had teaching and leadership administrative experience in a comparable sized district with a diverse population but not necessarily currently be a seated superintendent

The qualitative information paired with the survey’s quantitative data from approximately 1,000 members of the community provided the consultants with information regarding common themes that emerged through this community engagement process and enabled the development of a Leadership Profile.
Appendix A provides the themes which emerged from both the qualitative and quantitative data collected. The themes listed are not in priority order or all inclusive, but summarize and capture the essence of the community’s perceptions about the Westbury community and what will be required for success for the superintendent.

Appendix B presents the “Leadership Profile” which emerged from the analyzed data collected. Again, this listing is not in priority order. This information is being presented on April 1 to the Board, who after review and minor modifications, will be asked to approve the document. The approved “Leadership Profile of Skills and Characteristics” will be used as a recruitment and screening tool for all applicants by the consultants and Board of Education.

Appendix C provides demographic data for the constituent participants of the interviews, focus groups and community forums. Seven (7) Board Members were interviewed; approximately one hundred fifty-eight stakeholders (158) from twenty-one (21) groups were invited to attend fourteen (14) Focus Groups and three (3) one-to-one interviews. There were a total of one hundred forty-four (144) focus group participants. There were three (3) sections for the Community Forums, two (2) in English and one (1) in Haitian-Creole with forty-seven (47) participants registered and thirty-seven (37) in attendance. For the community forum, thirty-two (32) stakeholders participated in English and five (5) participated in Haitian-Creole. No one registered for a Spanish speaking session. Overall, there were approximately one hundred ninety-three (193) participants in the qualitative component of the audit.

Appendix D provides the feedback transcript of comments from all groups. It is important to note that references about specific individuals were not included. In order to protect individual statements, the comments have been provided in group clusters. In summary, twenty-one (21) stakeholder groups including the Board were represented and participants provided qualitative data by responding to the following prompts:

1. What do you see as the greatest strengths of Westbury UFSD and the community?

2. What do you see as the greatest issues or challenges faced by Westbury UFSD?

3. What skills and characteristics does the superintendent of Westbury UFSD need to possess and demonstrate for future success?

4. Is there anything else you would like to share with the Board regarding the hiring of the next superintendent?

Appendix E provides the online quantitative survey results. Overall, a total of eight hundred sixty (860) surveys were completed. Of the total number of responses, seven hundred seven
were submitted in English, one hundred forty-five (145) were submitted in Spanish, and eight (8) were submitted in Haitian-Creole.

A general frequency distribution strategy of both the qualitative and quantitative information was used to analyze the response data from members of the community across groups and to develop themes.

**Summary**

There were approximately one thousand one (1,001) individuals (not including duplications) who participated in the interviews, focus groups, community forum and surveys which were used to identify the aforementioned themes and develop the approved Leadership Profile.

The Westbury UFSD community should be proud of the extent to which multiple segments of the population participated in this search process.
APPENDICES

Appendix A - Major Themes from the Community Engagement Activities
Appendix B - Approved Leadership Profile
Appendix C - Invited Community Organizations and Individuals List
Appendix D - Focus Groups and Community Forum Responses
Appendix E - Online Survey Results
Appendix A

Major Themes from the Community Engagement Activity
Appendix A

Major Themes from Westbury UFSD Community Engagement

Identified Strengths of the Westbury Union Free School District

While a number of strengths were identified, the following listing, which is not in priority order, summarizes the most prevalent thinking of the community participants.

- A welcoming, active, and accepting community for all and a great place that people choose to raise a family;
- Diversity in a mosaic of many aspects – race, culture, language, socio-economic, religion, interests, perspectives, and professions;
- People and students are kind and demonstrate great pride in their community;
- A dedicated, caring, child and family focused faculty and support staff who are caring, creative, innovative, awesome, and dedicated who go above and beyond in and out of the classroom;
- Provides educational options – programs, activities, special education, arts, athletics;
- Demonstrates community care and concern for students, and who are resilient in responding to challenges and supported the passage of bond and construction budget requests;
- Centrally located, it has everything you need for all seasons and you are close to everything, - mountains, major cities, shopping, cultural resources;
- Supportive community – many organizations willing to help schools and parents and who rally together to supports those in need;
- Graduates and alumni – proud community members who return home, work, and are supportive;
- Pandemic collaboration – the community came together to determine what path should be taken;
Identified Challenges of the Westbury Union Free School District

While a number of challenges were identified, the following list, which is not in priority order, summarizes the most prevalent thinking of the community participants.

- Overcrowding in some schools - middle school will help but there will continue to be overcrowding especially if students who left during the pandemic return;
- Increasing academic achievement – leveling up student performance gaps especially in light of the diverse population and the effects of the pandemic;
- An effective plan to reintegrate students and families back into the schools this fall with safety in mind while addressing the gaps in learning achievement and the concerns for the emotional well-being of students due to impacts of the pandemic;
- Faculty relations – there is a disconnect between the administration and schools and a lack of focus and direction;
- Educational options – the diverse population of students requires additional program considerations;
- Cultural diversity – bringing all members of the community on board with addressing the issues of culture, language, and economic disparities with a needed conversation about racism;
- Morale and trust – a need for transparent accountability and improved communication at all levels;
- Infrastructure and facilities – technology needs to be equalized, especially with access to Wi-Fi;
- Inconsistent finances with ebbs and flows and the related negative impacts making budgeting difficult;
- Staffing – general understaffing of instructional staff – substitutes/teaching assistants, diversity of staff needed, salaries of some need review;
Appendix B

Proposed Leadership Profile
Appendix B Leadership Profile

DESIRED QUALIFICATIONS AND CHARACTERISTICS FOR THE Westbury Union Free School District SUPERINTENDENT

The Westbury Union Free School Board, after consulting with staff, students, and members of the community, have identified the qualities, which they desire in their superintendent. All of these characteristics are important and are not in any ranked order. The individual appointed will be:

- A visionary leader and strategic thinker who recognizes and applauds the unique diversity of this school population and is able to lead the Board, District, and the community in ensuring equity, academic growth, high standards while providing optimal learning for all students through his or her expertise, passion, and knowledge of teaching and learning;

- A person who will advocate and incorporate equity, diversity, and inclusivity as part of the landscape of the overall wellbeing of students, staff, and the community;

- A person who will communicate effectively and in a timely manner with internal and external stakeholders both in oral and in written form to ensure that all aspects of the Districts communication are effective while taking into consideration the language needs of the community;

- A strong leader with integrity, compassion, honesty, fairness and who makes decisions and executes them with courage and has the ability to unite the school’s overall leadership team;

- A skilled motivator, who is a team centered problem solver and collaborator who can lead the Board, the staff, and the community and has a proven record of success;

- An experienced leader who will be highly visible in the schools and the community, is prepared to hit the ground running with proven track record of leadership in a complex, similar and like‐sized district;

- An educator and leader who has strong conflict management skills is welcoming, and engaging within the schools and the community and is forward‐thinking, is proactive rather than reactive and truly loves education;

- A leader who is a courageous and confident unifier, not easily intimidated, nor a top down micromanager and who will be an advocate for the district and has the capacity to market and improve image of the district recruiting when required highly effective and talented administrators, teachers, and staff.
• A student-centered leader with exceptional human relations skills, the proven ability to inspire people to the highest levels of achievement and accountability, and spread the good news of the successes of Westbury UFSD;

• A collaborative problem solver who has experience in using technology and data to interpret and analyze information, is capable of identifying issues and suggestions for improvement, can make tough decisions and can execute plans effectively;

• A leader who shows appreciation to all staff for their efforts in providing students the opportunities for success;

• A consensus builder and team builder who is approachable, listens to all voices, and understands and appreciates different points of view and can work effectively with the School Board;

• A person who understands the uniqueness and the landscape of a complex diverse community that contains a multiple language base and who can relate to stakeholders;

• A person who understands the New York school finance system and tax issues, collaborates on seeking additional resources, and can lead the district in addressing issues of appropriate budgeting and school overcrowding.
Appendix C

Invited Interviews and Focus Groups
Appendix C

Invited Interviews (10) /Focus Groups (14)

The following departments, organizations and partners were invited to participate in small focus groups on Monday, March 22, 2021. The purpose was to provide qualitative perceptions and input regarding the strengths, issues and challenges that may be observed in Westbury UFSD as well as to list skill sets and characteristics the superintendent should possess in order to be successful in the position. Participants were also asked to provide additional information the Board should consider in reviewing candidates. In some instances they were asked to serve as ambassadors in soliciting feedback and input from their constituent groups and community members at large through the community forum and the District Input Survey. The goal was to ensure that all members of the community were aware of the superintendent identification and selection process and the role the community plays in providing feedback and input.

Invited Groups (21)

- Business Representatives
- Civic Associations
- Clerical Staff
- Custodians
- Educational Program Leaders
- Haitian Community (ESPOIR Youth Group)
- High School Students
- Middle School Students
- NAACP
- Non-Negotiated Personnel
- Nurses
- Pastors
- Permanent Substitute Teachers
- Political Leaders (Interviewed)
- PTA
- Security Staff
- SRP’s
- Superintendent Secretaries
- United Hispanics of Westbury
- WAAS - Administrators
- WTA - Teachers
Appendix D

Community Engagement and

Focus Group Responses
Appendix D - Focus Group Summaries

Westbury School Board Interviews (7)

Strengths
- Graduates of Westbury believe in community--- many stay or return and raise a family---love for its uniqueness…everybody knows everybody-a generational circle
- Lots of teachers have come from the community
- This community teaches children in both education and life - it pours so much into you and continues a legacy
- Very diverse
- Was Black and White and has evolved with Italians, Caribbean, Hispanic, Haitian, other countries - no differences made between people - no one made fun of them - no ESL learned from each other - language was never a barrier
- Westbury love is real love - people reach out
- Community is supportive - of course, we always want more - dedicated to the community and the children in schools - ready, willing, and able to help when help is needed
- Diversity is a plus - diverse community---unmatched---also Hindu, Chinese
- More strength to be drawn from the diversity - summon the potential that is there
- Microcosm leveraged for other communities
- District offers great wealth of academic programs, athletics, arts…opportunities are vast
- A family orientation of people - personal touch by teachers, administrators, parents
- School atmosphere so welcoming to all - is home for some
- Community doesn’t always support budget – austerity - kids, however, didn’t suffer
- Teachers volunteered - are caring and concerned
- More fiscal responsibility exists and budgets have passed…a strength now - tax dollars are spent wisely
- Care and concern for students’ progress both academic and emotional
- Some years ago…had Schools of Excellence at high school and others - noted that we were a home away from home for kids - kids didn’t want to go home
- Always a search to meet programmatic needs of kids - District is never satisfied with status quo
- Passed a bond and are expanding schools
- Possible 20% cut in state aid but got $1 million — a welcomed surprise
- Staff in general progressive, innovative, aware of what's going on in classes and will try new things
- Ethnic and racially diverse community
- Outstanding location
- Accepting community
- Everyone loves the reception something they get from the community
- Residential and community streets are well-maintained
- Good foundation of reserves
- Demographic makeup of the board provides an opportunity for the board to maximize
- Diversity of ethnic groups (upper, lower, middle) could allow an educator to show their leadership abilities
- Always being a district to provide every means of access to students
- Broadband platform and technology used by staff provided something for everybody
- CEU challenge - look for it
- Spirits high during good athletic seasons
- Students respected
- Good group support
- Starting to see the benefits of the elementary school reconfiguration – more collaboration
- Not an elitist community
- Facilities are good
- Marketing strategies are good
- Very innovative lots of instruction success with instructional for tools are there for the success of all students
- Broadly based diverse community - including race, socioeconomic, cultural groups, languages
- Community supports and values educators with support of referendums and budgets
- The district is financially challenged especially with a commitment to special education whereby one out of seven high school students go to Special Ed programs
- Recent boards make academic achievement a high priority
- State scores demonstrate the commitment and focus of the district
- Commitment at the community, village, state levels - sponsor support example is the downtown development project
- Centrally located with excellent travel connections and access to cultural and outdoor activities
- An attractive community
- Westbury is a special community - a community for all seasons and all people - extremely diverse
- A unique place with a mix of professionals, culture, races, social economic levels, religious groups - lots of role models from all groups
- Dynamic - always upstanding good people who take care of our own even with changing demographics
- Community who supports the district
- A resurgence in our reputation - the district can come back strong with a clear vision and an ability to galvanize resources
- Alumni – affinity - family

**Challenges**

- Overcrowded schools (mainly elementary schools) because the District is so great
- Community is overcrowded and needs more affordable housing
- Morale in district is low…unifying is needed - trust is needed - staff have gone through so much…a great deal of upheaval (Superintendent, changes with principals, pandemic) - emotional roller coaster
- The Pandemic - kids in essence have not gained skill levels needed this year - how do we close that gap - how to adapt to move kids forward - plan and methodology needed
- Not all parents/families coming to school events
- Tend to be reactive instead of being proactive
- Need to do better setting goals and measuring against those goals
- Lack of accountability on many levels
- Challenge with student performance largely due to changing demographics in schools with a lot ELL learners adding different levels of complexity for dealing with the business of education
- Social and emotional needs of students require more attention
- The pandemic-shut down in March with most schools switching to online learning…1-1 devices and access to WIFI was a barrier - how do we better teach these children on line - a heavier lift is required - we have a plan but haven’t gotten there yet - this remains a huge challenge
- An existing culture has been pervasive in the district for many, many years - new ideas and perspectives are often not advanced or embraced
- Change - population has changed - we need to change due to difference in size and demographics, cultures. – some things require a different approach - being more open and willing is critical to our success
- Stimulus money received this year, but we never know where finances are - need to ensure financial resources are there
- Motivation needs to make education one mission and family focused regardless of diversity
- Rapid growth in immigration Hispanic population not yet family with Westbury educators
need to feel comfortable in advocating for children in spite of crossing barriers of the technical divide
- Kids needs not necessarily translated to parents and grandparents
- Staff needs to utilize technology advantages - transform and incorporate them into learning to better serve students
- Have children's future ready for the new trends like utilization of social media and other technology skills
- Cash deficit due to the distribution of school funds
- Residential population characteristics
- Loss of families that made up most of the community involvement - need redirection of parental involvement that can pull them back
- A number the numbers of students going to private schools some don’t see the district as a viable alternative – need a new approach and strategies
- Older members of the community versus parents
- Lots of transition for students in early stages of the new configuration
- Need to broadcast school activities and achievement in the community
- Language barrier may be difficult and the community needs to be more sensitive
- Haitian-Creole stakeholders appear to be able to navigate through the system - Latino stakeholders appear to need the system to be brought to them - limited language barriers may limit buy-in, turn parents off and give them a feeling that students best interests are not at heart
- Disconnected need to understand roles of the parents and district
- Long Island is extremely highly taxed
- There is not a strong parental voting force
- Growth - large class sizes buildings at capacity
- The middle school expansion
- Predominately Latin American (Latino) population
- Parent population may not have mainstream philosophy
- Many parents – Hispanic immigrants
- Need more parent involvement in student education
- Board of Education not representative of the school population not many voices with direct experience with Hispanics
- Strong political influences with some Board Members
- Changes in the district administration - example curriculum and instruction and business department
- Financially the District is short changed - half of what they usually get most pressing issue the funding system based on a system acknowledging minority communities
- Not getting what they should get from the state
- Understaffed - especially instructional staff
- Non-English-speaking parents not always able to support their kids academics at home
- Technology improvements needed and can be used to transform education

Desired Skills and Characteristics
- Hit the ground running
- Has confidence when walking in the door
- Able to connect with people
- Personable but professional
- Comes with experience
- 7 people on board with 7 walks of life—bring value to Board
- Work with alumni
- Hear and listen to the teachers
- Recognize that every student doesn’t learn the same way and knows what to do when they don’t
- Teachers help mold and push in the right direction and guidance - whole child model - Comer model - everyone contributes to the climate of the district
- A leader… others learn from the leader
- Trusting
- Truthful and honest
- Integrity…if that doesn’t exist, game over
- Good judgment
- Interpersonal skills that are likeable but makes decisions that stick
- Strong executive management skills
- Not an expert in every area but needs to know enough to ask the right questions
- A culture here that needs a person to help shift, turn it
- Take hold of the community and Board and really exhibit that they have control
- Drive accountability
- Hold other leaders accountable and those below them accountable
- Set high standards…mediocre not ok, set excellence as the focus
- A person who can raise the bar…from outward grounds and facilities appearances to student growth
- Communications is paramount; write, speak, present—in the newspaper or on TV - set a model for our students
- Conflict management skills
- Politically savvy-understanding the politics of how things happen even in school buildings
- Building trust is imperative; do what you say and set and communicate expectations. Can’t be wishy washy. Earn respect
- Cultural aspect…someone who can read the room, the community, and the district…how best to interact to move agenda forward focused on students
- Well-rounded
- Strategic thinker…has a vision…where do we need to go and can advise the board. This is what we need to do and how we can get there
- Has convictions and is persuasive of ideas and conveying them and laying out the plan
- Proven track record in dealing with complex issues and knowing how to solve them and execute
- Change agent
- Strategic thinker
- Visionary
- Trustworthy, builds confidence of board, staff and community
- Skill sets to move district forward
- Knowledge-based of effective and research-based methodology regarding curriculum, instructional, and assessment practices
- Collaborative and true leader and not a dictator - Can lead and people will follow
- Builds confidence and trust
- Good communicator in writing and speaking
- Some experience…former superintendent referred or has significant experience in a similar leadership position
- Has a positive track record - proven background of success
- Longevity—will stay in the position for a long time and establish roots here
- Needs to have managerial skills
- Needs to have instruction and curriculum knowledge
- Needs to have interpersonal skills
- Has the ability to speak Spanish
- Good at central office personnel recruitment
- Needs to have good rapport with the community and with the students - can converse with them on a personal level
- Experience in education with proven success
- Innovative and creative and use of financing
- Can garner grants and partnerships
- Can flow with all groups
- Show leadership learned by leading from the front - servant leader who will roll up the sleeves
- Has plans ABC and D in the pocket
- Ability to execute plans and galvanize people at all levels
- Lionhearted a prince who motivates through any means necessary
- Affable gets along with people
- Politically astute
- Culturally sensitive
- Intelligent but not condescending
- Relationship oriented
- Walks on water and then turns water to wine
- A visionary who will take good advice and counsel
- No ego and can set pride aside – not feel privileged
- Proactive and accepts responsibility – will not throw others under the bus
- Has well thought out plans
- Hard worker – perseveres
- Experience with diverse populations and staff
- Proven academic track record and focus
- Strong solid community planning and leadership skills
- Spanish-speaking or knowledge of culture of Spanish speakers
- Understands systematic equity
- Advocate for social justice and cultural responsiveness
- Experiences with long-term planning strategies planning
- Capacity to bring change and to lead
- Able to make the case for vision
- Risk taker - has the stamina and belief in the abilities of children
- Has the skills and techniques of an experienced leader being able to build community support in addition to
- Be able to pull people together through trust building
- Has experience with reconfiguration experience
- Has a financial understanding of school district and area and how it benefits Westbury become beyond student and family population
- Can preach about that healthy balance
- Has the ability to juggle local issues and mine them being showing the benefits for all
- Manage different groups of people from different schools of thought on the same issue
- Out in front spokes person who can win the heart and uses positives to work with those in the trenches
- Leader able to win staff over
- Informs and suggests to board policies to cover anticipated issues and with forethought
- open to students in both schools understands how to take something and interact with students with transparency
- Can work with Board members both seated and others who have had board experience with different schools of thought whether or not they have 11 years’ experience and training or are relatively new to see what’s good for kids rather than what’s good for them and in spite of the past boundaries to assist kids in moving the needle
- Can get staff buy-in and bring people along
- Needs to have passion
- Can bring in the community to participate
- Not impatient
- Hit the ground running - has confidence when walking in the door - able to connect with people
- Personable but professional
- Comes with experience
- Plan and methodology needed to address impact the Pandemic and learning (or lack thereof) has had on students
- Someone who can successfully work with 7 people on the Board from 7 walks of life—to help bring guidance and value to the Board
- Recognizes that every student doesn’t learn the same way and knows how better to assist
- A person who can help everyone contribute to the positive climate of the district
- A leader… from whom others learn
- Trusting
- Truthful and honest - do what you say - can’t be wishy washy - earn respect
- Listens to teachers - open ears and open door
- Find new ways to get parents in buildings in order to hear what parents are saying and in smaller settings where they feel comfortable
- Fresh perspective is needed
- Integrity…if that doesn’t exist, game over
- Good judgment
- Interpersonal skills that are likeable
- Strong executive management skills
- Not an expert in every area but needs to know enough to ask the right questions
- Someone who can influence a cultural shift
- Take hold of the community and board and really exhibit that they have control
- Drive accountability
- Hold other leaders accountable and those below him/her accountable
- Set high standards…mediocre is not ok; set excellence as the goal…in ALL areas - raise the bar
- Communications is paramount; can write, speak, and present a highly professional level - sets the model for our students
- Conflict management and problem-solving skills
- Politically savvy- strong understanding of politics - of how things happen even in the school buildings
- Building trust is imperative - build confidence of board, staff, and community
- Someone who can read the room, the community, the district…knows how best to interact to move agenda forward and always focused on students
- Well-rounded
- Strategic thinker…has a vision…where do we need to go and can advise the board - this is what we need - can problem-solve- knows what to do and how we can get there
- Convicted and persuasive in ideas and conveying them and laying out the plan
- Proven track record in dealing with complex issues and knowing how to solve them and execute
- Change agent
- Strategic thinker
- Visionary
- Skill sets to move district forward
- Has a strong understanding of a variety of research-based methodology in the area of curriculum and instruction
- Collaborative: true leader not a dictator…exudes leadership
- Experience in a leadership position preferably the superintendency with a proven successful track record
- Longevity in the district

Other
- Doctorate preferred, not required
- Doctorate preferred
- Desirable doctorate not a deal breaker
- Consider experience not necessarily as superintendent but upper administrator
- Driving into the community okay - living in the community is a gift and curse and you have no separate life
- Not necessarily previous title as superintendent - but they must have the experience in equal size district with diversity and demographics
- Doctorate not really important
- Would be helpful if he/she lived in the community but not a deal breaker
- Have to have been a superintendent unless current staff member
- Experience with a proven record of success
- Concerned with split board votes - how can we support a new superintendent - there is a lack of trust in the community and it may be deteriorating - the Board needs to help restore a place of trust - unifying around making the right superintendent selection could help
- The Board will not micromanage the superintendent
- Concerned with the split board
- While there is support for the current administration, there remains a sour taste as to the process - the Board needs to work together and contribute to a positive process to see this through, individually and as a Board
- A concern that some constituents have a direct line to certain board members and routinely influence board members’ decisions before listening to all information and perspectives -
consequently, trust is an issue - lack of trust can be deteriorating - the Board needs to generate complete trust to our constituents
- We need to come together as a board and get to a place of trust together
- It is essential that we unify around making the right selection together, so that the individual chosen will have our complete support - that needs to be communicated to our parents, staff, and students - to do otherwise will set the person up for failure

Community Leaders (Interviews) and PTA and Civic Associations (24)

Strengths
- Diversity…Westbury is a mosaic community composed of numerous races and cultures; you name it, it’s here - people choose to live here because of that
- Very transparent and identifies what the needs are and what needs to be addressed
- Services of all kinds are provided by the district - district programs at HS with hospital a positive
- FACE family engagement with programs that district sponsors for students and parents
- Westbury Pride…many Westbury graduates move back to or stay in district and many work in the schools
- Compassionate group within PTA - if anyone needs anything, they assist
- Great group of students…work together and eager to work together to help others
- Community members band together to help kids
- Lots of professionals who live in community and truly care about kids… from A-to-Z professions
- People from the district also live in the community - many current teachers were former students and give back - a relationship has been fostered
- Community and school district work hard to help develop people who give back to the community
- At height of pandemic and at graduation time, the community supported kids and especially seniors to be proud of accomplishments…a great effort to get that done and for the community to participate…children were courteous…for 300+ graduates over several days, all were celebrated - had a wonderful car parade
- Teachers care about the kids and are cooperative and helpful
- Dedicated and caring of staff…launched in early childhood…are totally committed.
- Great school district
- The community is encompassed within other areas of Long Island
- Historically it's the most diverse community on Long Island
- The school district reflects the diverse community it serves
- Westbury solid middle-class community
- Administration is doing a good job
- Diverse community
- Alumni graduates come back as a board members
- The District has a considerable amount of staff from the local community
- Higher sense of community attached to the District
- Very community minded- always looking out for the best interests of one another, young and old
- Lots of communication with one another
- Diversity of people - race, ethnicity, religious, economic, ages
- School District is doing very well particularly in face of the challenges…increasing immigrant population and the challenges of communicating due to language and instructional challenges
- The district provides a variety of accommodations with resources
- Everyone will rally together for common causes
- Ability to thrive even during the Pandemic

Challenges
- Overcrowding…bonds passed to increase size of MS. Ratio in classrooms
- More parental involvement would help with in schools in MS and HS, particularly
- Communication—many parents who are English learners…lots of effort to translate
- Busing - every year buses not showing up when and where they need to be and is frustrating…this year wasn’t a big deal…contract with a company - is a big deal…something needs to be done to create a reliable system
- Reputation of the district is not the greatest in academics—hasn’t been a Focus School for a while - District needs more positive marketing
- District suffers from a reputation with a negative image…not just accurate…scares away homebuyers - reputation is not deserved
- Mobility…at times can’t finish graduation requirements…some are out before kids are in Older students who haven’t previous educations…how do help others without knowledge when they come in - some don’t have strong family structure…siblings babysitting
- Funding
- The diversity of the district - White, Caribbean and Haitian, immigrants from Central America
- Meeting the needs of the economic challenges
- Language access issues - we are the right size to learned community needs
- The district has struggled with challenges presented by the community’s’ diversity
- Under performance
- There is an under performance in the District relative to their peers in the county - some results have improved over the years
- One of the highest tax rates
- The district does not receive enough state funding
- Distressed schools socio-economically
- Old Westbury very affluent
- The district has a high percentage of ESL students - lots of remedial instruction has had to take place - impact challenge is not understood by the taxpayers
- Westbury increases in student population and has challenged the budget and overall operation
- Space is an issue
- Improvements and parent involvement in schools be has improved but can be better
- Lack of financial aid and a disproportionate amount given the challenges of the district and its population
- Diversity
- Parent involvement- some families have to make difficult decisions to either work or attend school events and/or meetings- the wealthier can participate more
- Teaching staff composition…reflect the community and students in schools

Desired Skills and Characteristics

- Have the ability to capitalize on deal with middle school students in both their multi-lingual and multi-cultural base
- Can work well with the teachers unions
- Have the appropriate personality to deal with the variations of the district next line has been a superintendent in a large district and has business and educational experience
- A consensus builder will bring people together
- Be a hands-on administrator at schools and will deal with the issues
- Culturally competent in all facets of the leadership role in relationship to students community, staff
- Can determine a high sense of priorities around parent and community engagement
- An innovator doing more with less
- Possess great interpersonal skills
- Starts and maintains relationships with municipal government and community partners
- Visionary who can work with the community and establish collaborative goals and objectives for the district
- Will move forward for implementation
- Someone who can forecast needs advises and works with the Board
- Has the ability and experience to work closely with the Board
- Communicates effectively to all stakeholders
- Will have and set clear goals
- Has a vision (with experience) and will gather input from stakeholders to contribute to that vision
- Fiscal acumen - can manage a budget and direct dollars where most needed
- Manage various areas - board, teachers, facilities, departments, operations
- Hire and place good leaders particularly those who work along with others
- Manage expectations of the community
- Is focused on the job at hand…cannot hold another job
- Handles complex organizations
- Task-oriented
- Fair
- Level-headed
- Mindful
- Listens well
- Strong management skills
- Can deal with different/variety of personalities
- Not wear emotions on the sleeve
- Open to new ideas
- Welcoming
- Makes tough decisions
- Not afraid to make a decision
- Fulfill commitments…if they can’t, explain why
- Consensus builder
- Bilingual
- Open Door…be welcoming
- Thinks outside the box
- Mindset to change processes and procedures if necessary and get it done
- Not intimidated, stands on his/her own two feet and not intimidated by board
- Hold accountable…goals every year
- Not just academics…the shifting of residency, primary languages, transiency, someone who can be proactive and turn it around
- Work for more funding
- One who shares approach that is relevant and important.
- Open door policy
- Can change negative perceptions
- Visionary lead on a positive trajectory and continue momentum
- AP classes, clubs…
- Engaged, students know
- Genuinely cares about students…with every decision made
- Highlight positivity, changes ratings in newspaper
- Clear and achievable goals shared with the community
- Innovative creative
- Look to the past, and present, and where we need to go
- Strategic plan…what is it and what’s in it…. community input…more transparency.
- Visible, approachable, kids should know, hands on
- Promote professionalism throughout district….and do something about it
- Understanding of supervision and accountability at all levels…broad umbrella of skills
- Sense of dedication to faculty
- How do we fix what we’ve done wrong
- Need right fit
- Forward thinking
- Public relations savvy
- Understands what a beautiful community it is, great place to raise kids…despite the rumors
- Understands media and use to our advantage
- Theater space that helps children
- Network with private and public….what kind of structure to do that. The mayor etc.
- Can bring kids back into the classrooms if emotional issues haven’t addressed
- Pandemic issues
- Help kids who are vulnerable…need to be in school and capitalize on this mentality.
- Keep in mind the learning gaps that have occurred this full year…short and long term…and develop a plan to address
- Take advantage of technology
- Set talented team in place
- Strong manager
- Strong listener
- Professional/staff development expertise
- A real team player
- Fortitude to do what is best for kids…despite backlash
- Push agenda that is student first
- Is bold and can get us to the next level
- Honest and transparent
- Community-minded
- Visible
- Can successfully market and routinely share the positive accomplishments of students, schools, and the districts to quiet the undeserving negative reputation of the district

Other
- Board should take a hard look at candidates full range of experience
- Current District staff should be considered
- Should have a doctorate and actual educational experience
- Ph.D. nice but not necessary
- Has demonstrated leadership and qualifications outside the District
- Does not have to be a superintendent but with those experiences
- If goals are met, incent that person appropriately.
- Stipulations need to be present in contracts
- How does community know what’s been occurring with superintendent throughout the year

Clerical Staff and Nurses (10)

Strengths
- Good relationships
- Mutual respect between the administrators and the community
- Feeling of family welcoming – has each other’s back
- Creative and innovative ideas like “My Brother’s Keeper” program
- Pre-and post COVID concerns went beyond safety protocols for COVID
  - All schools in New York have some high ratings Westbury has some of the highest ratings in the state especially for graduation rate of black boys
- 1 to 1 laptops for students and staff
- Pandemic response nurses given a voice regarding the pandemic - felt valued when included
- Excellent COVID Support - spectacular job when with technology and communication

Challenges
- Safe reentry and confidence will be a challenge
- High turnover with teacher assistants
- Difficulty in securing substitutes
- Schoolwork with students did not happen in some cases
- Employees – need to hire more teachers to reflect student population
- Kids and parents information getting needed information
- How will safety be reviewed especially since parents will be going back to work
- Making sure computers properly maintained to avoid reinfections next sentence students mental health should be focused on more next sentence help has been minimal

**Desired Skills and Characteristics**

- Needs great communication skills
- Can work with a lot of different people
- Spanish-speaking would be helpful
- Experience in working with different staff
- Transparent with collaboration and engagement with the community and parents
- Creative and innovative
- Task oriented not too busy to say hello
- Good working relationship with the union and bargaining units

**Other**

- Doctorate not necessarily not necessary but in close proximity may be beneficial
- Ph.D. carries weight but is not absolutely positively necessary
- Must have a background in education
- Needs to have had an administrative role but not necessarily as a superintendent
- Having had successful and demonstrated experience is a must

**Middle school students (10)**

**Strengths**

- The many choices kids have
- sports and music
- Kids open to each other
- You can get involved in many programs like robotics
- Lots of activities like sports
- Programs for after school for extra help
- A lot of school spirit
- Many extra program choices like “My Brother’s Keeper” program and “Black Lives Matter”
- Goals for learning and studying and more are given to students
- The people and students are kind
- The people are great
- Lots of places to see and experience
- We get to know all the kinds of people
- A very nice place – can be perfect place – right now 50/50

**Challenges**
- Adjusting to the local environment
- The local direction
- Space for new students
- Getting rid of the bad people and placers in dangerous areas
- COVID safety for everyone
- Whether we will be taking the Regents and will we get credit for classes

**Desired Skills and Characteristics**
- Focus on students
- Friendly
- Engaging with students and knows students by name
- Knows the difference between right and wrong in working with kids
- Must care about students

**High School Students (12)**

**Strengths**
- Diversity-how our minority groups are sensitive to gender and race
- Pride - the District knows what it is doing, can see its mistakes, and can do better
- Ability to work as a whole unit
- Openness to change
- Having fun
- Accepting staff
- Keeping up with current times—ex. kept informed of social injustice and spreading information
- Community

**Challenges**
- Racism
- Not as many opportunities available for students, such as sports (unlike school districts who have more white kids) …minorities have less advantages-funding for sports and computers and other necessities, buildings are worn down, teachers can’t print in color
- Teachers not all being open to discussing problems in today’s society or children who need help - Homophobia not discussed but needs to be recognized
- Social injustice and racism and Black Lives Matter…aren’t really discuss - Asian-Americans - need to be more open - some teachers have never discussed at all
- Some of the teachers said that what happened in the capital was patriotic
- HS doesn’t have AP classes - need more like white school districts - no funding for them to do
- Clubs limited just like AP - our AP don’t stand out like white schools
- Board members, teachers, etc. acknowledge but don’t act…give excuses - give back more courses, clubs, etc.
- Pandemic has limited communication…there is a mental obstacle - emails to mental health ignore or blame on other reasons…no way for the teacher to understand why you are feeling the way you - Google Meet
- Some departments are not as good as others…. Spanish department is weak - learned more in MS teacher than HS - Math Department has an unofficial ranking of staff which are better than others

Desired Skills and Characteristics
- Young…someone who can relate to kids and can relate to what kids are experiencing
  Connection and relationship - students’ connections with younger staff members are stronger - the older a supt. is the more the views and responses are based on what he/she experienced when they went to school - times have changed
- Need someone who can address the specific needs of students and who will go to events and see things with their own eyes - target things from perspectives of students
- Has a positive background…no bad history - is not offensive
- Is blunt about things…people deserve to know what is happening behind the curtains- no sugar-coating things - a person who is up front
- Acts quickly
- Is creative
- Someone who really wants the job, not for the money, but really wants to do it for the right reasons
- Allows all kids to be who they are and celebrate our differences, such as Black History Month and Coming Out Month
- Has basic skills required of a superintendent
- Holds his/her ground when a decision is made…won’t be persuaded to change mind. Take action and follow through
- A good fit for the community
- A person who conducts themselves well and integrates with community
- Color/race isn’t as important as much as understanding us is
- Open minded…not just lip service
- Not a closet homophobic, etc.
- Humble…not all about what he/she has done

Pastors – NAACP- Business Reps and Ed. Programs (12)

Strengths
- Diversity has proven to be a multiplicity of people with a long and rich history (but that can be challenge, too)
- Efforts to strengthen in community unity and bringing unity among diverse
- Community collaboration and partnership-building with all entities
- Embracing diversity and its history
- Resilience to come back after facing challenges
- Willingness to educate others in school district about culture…make feel welcome.
  - District has assemblies to celebrate
- Westbury Arts- has summer programs for young children
- Strength and resilience of community…very savvy
- Great, great community
- Athletics…rich history within school district
- Continued efforts to build community through a variety of events
- Geographical location accessible to NYC
- Arts history-music and other-high school productions
- Political presence

**Challenges**

- Pandemic
- Need for more of a focus on mental health issues that need to be enhanced…more resources needed
- Health program for families
- Overcrowding
- Lack of money to support the education the kids need
- 3 languages—constant influx of children who require more of the district
- Lack of technology that kids did not have at home…must help so kids can get what they need…they need consistent internet access to access information for school
- Over the last 1.5 years skills in math is deficient…how can community colleges help kids get up to snuff? School district needs to make a demand to area colleges to assist.
- Graduation rates and college acceptance----a collaboration needed with area educational entities to promote
- Increasing mobility of immigrants
- Housing…affordability issues to live in Westbury
- Latino, Haitian, and African populations…district may offer ESL but a challenge to meet needs…once these students fall behind, an increase in drop outs occur - parents are concerned about their children’s well-being, particularly when they may be uneducated and don’t understand the technology - parents often are not able to help with homework because they can’t read or write in English or their native languages - resources like tutoring are needed for both parents and students - some families live in overcrowded conditions….4-5 people living in same room—no privacy - no place for children to study and complete assignments in conducive learning environments
- Home in some circumstances is not a safe place to learn - we can’t let children fall behind
  - where can they go to have a safe learning environment
- Some members of immigrant community members are afraid to vote…tremendous fear exists
- Need to provide adequate staff to work with students…librarians, for example
- Need to bring kids up to expected standards
- Afterschool child care programs at all levels need to be increased as nothing is happening since all were eliminated - we need a Saturday academy, again.
- District has become so streamlined, there are missing pieces that need to be re instituted
- Funding is a huge problem -grant writing used to be constant - no longer exists
- More partnerships need to be created to help

**Desired Skills and Characteristics**

- Tough
- Vocal
- Fighter for kids
- Strong
- Will ‘sell’ Westbury…market it…share the good often
- Vision where to go and take this district
- Knowledge of resources to how to get us what we need to back the budget and get politicians and others to assist us
- Create more awards and recognitions for our kids
- Good listener, communicator, and negotiator to understand expectations and get buy-in by children, staff, students, parents
- Have to move beyond administrative piece and listen to constituents and integrate into a leadership style that best communicates well with all
- Get out of the office and into the community…beyond the round table…keep ear to ground…discover what is the human struggle in Westbury and rise as an advocate
- Typical/standard resume requirements to be an effective and qualified superintendent
- Understand this diverse population and develop a strategic plan and adapt accordingly
- Well-versed in emergency planning…what happens if we have another pandemic or something else - a person who can plan for a variety of emergency circumstances in order to keep the district operating
- Faith as allies not enemies
- Reach out to business community to build other resources
- Tenacious
- Take ideas and formulate a realistic game plan
- Realizes this is a 24/7 job
- Has experience at all grade levels PK-12---knows what Early Childhood looks like and req. at HS setting - is often seen in the community and can speak comfortably with parents
- The face of the community and would be a person of color and bilingual
- If the person is not bilingual, have capable people on team who are
- Surround him/herself with talented people—hire and then delegate
- Has acute cultural awareness and will expand the diversity of teachers who reflect that—extremely important…including hiring a strong male presence within the staff
- Standard of excellence needs to be established…needs to acquire more talented people
- Must be engaged and touchable…lets people know how much s/he cares
- Expand experiences for students outside of the classroom and in the area and New York City…so important…give students the opportunity to experience more.
- Never under estimate the power of the resources in the community…more partnerships—retired educators - never stop at no - coordination of services
- Share more about the good
- Use our intellectual capital more wisely
- Track record of someone who can lead

Executive Secretaries, SRP’s, Custodians, Security Personnel (15)

**Strengths**
- Everyone gainfully cares about students
- A strength is that we think about kids first
- We have a wonderful staff, caring and kind kids who need a lot of support
- The diversity is wonderful with acceptance of everyone
- The schools provide translators and help families in their native language
- There are a lot of long times staff – they make friends with the community and kids who return
- The diversity of the community
- Long terms staff - all are committed for the children
- I’m in love with this town and in love with the kids
- I run into kids all the time – there is an extended family feeling and a familial bond
- There is a familiarity with everyone – kids have a sense of security
- There is a welcoming staff
- Staff is dedicated to developing the whole child and insuring the success of all students
- Proactive in meeting state requirements and programs for students to learn
- The Pandemic technology response
- Commitment to student focused learning
- Dedicated staff interested in in participating in family and community engagement opportunities
- Fantastic staff who all help kids
- We have done better than other schools and districts
- We have community engagement liaisons, staff crisis intervention teams
- Lots of resources available for of different events
- This is learning community
- There is a well-organized process for new families
- The staff cares about and for these families
- Feeling of togetherness – unified – staff gets along great and take time outside of work to be supportive
- Multi-lingual
- Tradition of excellence
- Caring staff invested in student success
- Community gets involved and offers to help each other out

**Challenges**
- High taxes
- Staff turnover and retirements
- Parent involvement – need connectivity for children
- Overcrowding
- May also need smaller classes
- Need to get the right people for this diverse community
- Short timers – people move on – not a staying long
- Language changes – administrators not here long enough to understand
- No consistency anymore – too much bureaucracy
- Salary differences between staff and administrators
- Low morale about some issues especially administrators
- Get people on board and don’t discourage them – help them keep that passion
- There is no assistant superintendent for curriculum and instruction making it hard to lead and also monitor curriculum and instruction this is extremely challenging
- It is hard to navigate with the state
- Reopening schools – decisions about graduation – preparation for 2021 - meetings - who will decide
- Staffing – teaching assistants, more retirements – nurses needed but may be hard to get because of the rate of pay
- Pay scale for some of the other staff groups
- Space is needed

**Desired Skills and Characteristics**
- Needs to be bilingual
- Needs to be decisive not a waffler – not defensive
- Can regroup if needed
- Can expand on the qualities of the staff and truly enrich them with professional development
- Longevity
- Positivity
- Open to real negotiations with staff on salaries
- Will have open communication with other stakeholders
- Is approachable
- Has experience working with diverse communities
- An educator who started from the bottom and moved up
- Will need to be more hands on and not a media hound
- Will be more visible in all buildings with an interest in the staff
- Will come into classrooms to see what goes on for longer periods of time
- Will get involved – staff will feel comfortable and kids will know who you are
- Need a student centered leader
- Believes in equity in education
- Understands and respects diversity
- Embraces students where they are or how they learn
- An inclusive decision maker
- Staff will be involved in key decisions
- Someone who is progressive who can bring in new things and ways to do things
- Can build constructive relationships with the Board
- Can build collaborative, constructive relationships in general
- Can be great with the media, we are good but can improve our online presence
- Will be able to communicate what is good about things
- Understands the community
- Students and families need someone who is approachable and respective of all positions
- Is sensitive about security
- Has experience with a large tri-state area or large city
- A good project planner especially related to construction projects
- Has experience in a large diverse community and school district

Other
- Ph.D. not necessary
- PHD not important
- Fifty-fifty about where they live
- Fifty-fifty about superintendent title – but definitely must have leadership experience
- Leadership centered experience as a superintendent – all key aspects of school operations would be covered
- Some experience as a teacher
- They may not need to relocate to Westbury but should lie on Long Island
- Someone who is qualified with great skills, knowledge, skills, and abilities

WTA and Permanent Substitutes (35)

Strengths
- Both abilities to come together…teachers come together often…work towards a common goal
- Diversity culturally and is a positive and learn from each other
- Faculty is diverse and is an asset to students to community and ourselves
- Great respect of cultural and language differences and makes for superb teachers
- Staff work so hard and a connection
- As a district we go above and abound for students, tap into community
- Offer a wide variety of programs, bi-lingual, communicate with parents
- Resilient and acceptance…all the difficulties parents go through…don’t complain - take what district offers - humble, simple group of people - need to work and older kids take care of others…so what they can and don’t whine
- Flexible - trying to help the Pandemic circumstances work and go with the flow
- Good at attending to the needs of students in these times - good about what kids need
- Vigilant to needs of second language learners in classrooms and district provides
- Political activism---district doesn’t always get what they need from state---supt. active to help
- Strong alumni network - they do what is needed
- Staff – teachers and teaching assistants (TA’s ) is the #1 thing
- Amazing children – we can have excelling students at different levels
- The investment into programs and technology
- We’re on the way to being competitive
- Incredible staff – will in to go above and beyond
- Wonderful families – created a warm climate and inclusiveness
- Parents participate by phone and teleconference
- Collaboration with families
- Families are wonderful – want kids to excel and succeed
- Family feeling
- Families trusts the district to have kids at heart
- Overarching culture of learning and individualize success
- Professional development discussions
- Exciting parents desire for individualize growth
- Everyone came together during the pandemic
- Engagement of teachers collaboration – working together
- Staff is very resilient
- Students seem to get along very well with lots of camaraderie
- Administrative staff at the high school works with autonomy which trickles down to students
- A lot of respect for different cultures by students – students show this feeling of safety
- Students eager to help one another
- Sense of community
- We can take things to another level with all the resources available

Challenges
- Infrastructure – especially tech infrastructure
- Facilities and overcrowding – a facelift is needed and we need community support
- The influx in bodies – attendance rate at the high school – need to maintain attendance
- Remote students – discrepancies will be exacerbated due to COVID
- Constantly switching of programs – staff not given enough time for programs to prove or disprove their worth always rushing into new programs with no fidelity
- Curriculum and training can be done better – some may not be appropriate for students
- Not enough p. d. for implementation
- Need to learn to work smarter not harder
- Reactive rather than proactive - especially related to remediation
- With teacher retirements who will we get to replace them
- Lack of transparency i.e. reading review – priorities need to be identified and the problem addressed
- There is a disconnect between the administration at the elementary level and other levels – resources seem to be invested in the middle and high school
- Professionals are not being heard and are experiencing frustration – shift the focus to elementary to fill the gaps
- The administration needs to look at the lower grades and the foundation for reading levels
- Frustrating environment due to current thinking
- Technology issues are not even - some within the community find it frustrating
- Advocators feel they should not speak up on some issues – micro aggression
- Need for focus on a Pre-K program – students are lacking certain skills
- We are labor challenged
- There is a need to recognize the trauma for students and staff
- Extreme frustration by teachers who are experiencing compassion fatigue
- The connotation was insulting and the p. d. was not worthwhile
- Data is not really used or well used
- Funding
- Technology and software incompatibility
- A quiver of tools with not enough focus
- The ripple effect of COVID on students return to school
- Kids can’t express themselves in writing any longer
- A severe lack of interest in the staff and their efforts
- Need to use the staff to their advantage
- Lack of respect for staff
- Pandemic
- Communication between administration and teaching staff and community…people are receiving via one way but not all…inconsistent…kids don’t know
- Consistency a big disconnect between home and school in some schools
- Parent teacher conferences…few attendees
- Lack of connectivity for students in New Castle, for example, where student lives
- Need political activism to get connected
- We’re not proactive as a district to put the technology in place in September - why so long to receive computers
- Be more proactive
- Lack of State Funding…. not proactive about
- Always reactive, fixing a problem from behind - always catching up - think ahead of what problems are…internet, curriculum adjusted - put out fires…always chasing something
- Doesn’t matter which supt. we have…not proactive - everyone is in on the scramble…in 11th hour which is unfair, takes away from kids – always catching up Google Suite…looking into…so standard…why not now - until we see a need do, we move on…then we jump on it
- Professional Development…only Google classroom and Google meet - training not forward focused…no practical training - lack of knowledge of what we need
- Planning…. teachers are never asked what do you think, how we should do how should we do it…this is a real disconnect - if asked, they don’t take advice or take what we say into consideration - doesn’t meet needs of teachers or students
- Hardly any discussion about next year - entry committee should have been ongoing…it’s not - planning all along…but we weren’t
- No solidarity with Board…teamwork approach needed
- Influx of programs and teaching tools…almost too much…can’t do anything with fidelity…which leads to inconsistency - so many choices…some fluent in one …not all…lack of teacher input and feedback to drive decisions - too many programs rolled out - no mastery
- Different materials at different schools…when they come together to MS not exposed to same materials
- Haitian-Creole disconnect at MS so accustomed to being different
- Get training and help
- Programs may not work for all…can’t provide differentiation
- Communication is different for audience…all hearing different things
- Supposed to be Comer School…but the top doesn’t listen to those in the trenches - there is no silver bullet - the people who are using the programs weren’t asked about it, didn’t want it, doesn’t work…but must use - remedial program being implemented across the program but was never intended for anything but that…. small group only…but use it for everyone - no shared decision making
- When a program is adopted, no proper training provided
- 8 different principals at MS in 18 years
- Differences in schools…not a lot of consistency
- Don’t get the full program…boxes of materials that I don’t know what they are for…huge waste of money…books collecting dust

Desired Skills and Characteristics
- Less micromanagers and more macro managers
- Courage to fire people who are incompetent
- Urban schools in a suburban district
- Understand culture of the community
- Who is the community - someone who can tell you about each child - have a good team so everything runs efficiently - identify people
- Hold people accountable…we have none now
- People are spread so thin…but nothing is actually getting completed as it should
- Don’t surround with yes people…people who can help
- Education level-maybe doctorate
- Teamwork approach…alongside with Board…solidarity
- Visionary
- Team builder/community builder
- Quality over quantity
- Delegate
- Confident yet remembers this is a service job
- Have plans…but do not institute change before asking what is needed and how to best meet those needs and serve accordingly
- Knowledge with diverse students and the kind of community Westbury is
- Humble and realizes that s/he doesn’t know everything and will ask experts
- Admit when wrong and makes a mistake and is willing to listen and take advice
- Equitable and clearly knows who their population is
- Honest, trustworthy
- Good communicator
- Gets in trenches and is truly willing to interact with others
- Child/student driven
- Visionary and resilient
- Awareness and knowledge of SEL (Social Emotional Learning)
- Has a strong commitment to public education
- Knowledge and awareness of diversity, inclusion, and high needs districts
- Record of educational experience and leadership
- Mindset of equitable opportunities for all
- Ability to build and establish innovative partnerships in the community and for resources for the students and district as a whole, including but not limited to local colleges, grocery stores, grants for funding for after school programs, on site wellness and/or clinic for physical and mental health for all levels, etc.
- Connection to peers & other leadership perhaps through the American Association of School Administrators particularly at the local surrounding school & state level. Sharing of ideas for success, etc.
- Needs to have a track record in mental health and socio-emotional learning
- Is ethical and must have integrity
- Has to have true communication skills so negative perspective are considered
- Experience in data driven decision making
- One who is collaborative from the beginning
- A person who owns the challenges and is transparent
- A person who will be able to be aware of the district, cultural diversity and the challenge
- Someone who will be approachable with/their staff
- One who embraces cultural diversity and is aware of cultural diversity
- Someone who can learn from the staff and others and will use staff to help
- Will embrace the entire district and all the stakeholders
- A servant leader who works to serve our students and supports the teachers
- Someone who will engage the community and guide them as well
- Someone with high expectations and will have the pulse of where everyone is
- One who can differentiate between what someone thinks is going on versus what is real
- A person who will spend time in the classroom
- Someone with an inner moral compass
- A creative person
- A problem solver who will think outside the box and not be set in traditional thinking
- Has been a teacher in a classroom
- Someone who can build trust with staff
- Will listen and is open to suggestions
- Understands the value of teacher assistants
- Has a love for music and the arts
- Understands special education and ESL case loads

Other
- Ph.D. not necessary
- Does not need to live in the community but should be close
- Can be an assistant superintendent

Administrators and Non Negotiated Personnel (15)

Strengths
- Great amount of support from community
- Diversity of community and school district...meets needs of each group - different individuals and views of a cross-section of people is very appealing
- Community is dedicated to school district and is involved
- Staff and Board are being transparent and are clear about their recommendations
- Active community, wonderful place
- Completing more space in our schools is a positive
- Collaboration between school and community – mutual support
- A place where people stay generation upon generation and don’t want to leave
- Staff that stays I invested in the community
- Alumni come back and comeback to teach which speaks to commitment
- Innovation and creativity – developed from everyone, community, administration, staff
- Diversity on many levels – racial- student abilities, which creates a purpose for coming to work
- Allowed to be a community to use for seeking grants given the population – this gives special opportunities due to the diversity
- The commitment of staff – peer to peer learning
- Community participants who step up
- A focus on data both horizontal and vertical articulation
- Provided with a pathway with the 5 year strategic plan which sets a footprint

**Challenges**

- Pandemic
- Outside financial constraints…state and federal impact - challenging state aid formula which we rely upon
- Growing enrollment
- To some degree the community is fearful…even registering children, barriers of languages and cultures—must reach in to the community to register kids…some children aren’t attending school…more focus is needed in this area
- Much illiteracy for parents and children in native language and English, which causes a lack of understanding of processes and is a big challenge
- More community liaisons would be of benefit to help with challenges of parents/families
- Facilities - high school addition, addition for middle school, are a positive but the district must increase personnel to address the increase in size; how to do
- Must work quickly with reopening plan…new CDC guidance…how to get back safely and effectively
- Home school student movement growing due to pandemic - will the impact negatively impact the school district
- Continue increasing trust—a major factor so parents will allow kids to return to in person school—how to convince families - what about those who say ‘no’
- A new challenged due to COVID – hybrid schools – academic and social emotional development concern
- Enrollment numbers at Pre-K – many may not be in schools and will be coming into first grade
- Funding and the budget
- Slow progress and actions that can be taken
- Transient population – high school can be a completely different group of students while the state may not know that you finish with a group that may not be the same but the bar remains the same to achieve
- Understanding the trauma and the need to understand what it looks like
- Prior to COVID – ice created a long term stress and trauma – the number of crisis and death over the years has had an impact on everyone and in spite of that there are still success stories
- Gaps in academic, economics with new families – fissures in community participation - some are more isolated
- Political divisions
- Channels for communication
- A disparity among sub-groups – peoples comfort levels with asking for help – perception of the people impact and how they are welcomed – shifts in demographics make it where people are not always welcomed
- Going deeper with equity , cultural competency, cultural responsiveness and empathy
- Reality of what can now be seen
- The way the neighborhoods are perceived and the lack of services – perceptions and realities

**Desired Skills and Characteristics**

- Will understand and practice Bob Marzano’s 21 traits of an effective leader (refer to **MARZANO SCHOOL LEADERSHIP EVALUATION MODEL TEACHER & LEADERSHIP EVALUATION** Prepared by Learning Sciences, Marzano Center for Teacher and Leadership Evaluation, April 2012)
- Visionary with realistic mission
- Proactive
- Strong communication…listens twice as much as talking
- Calm, collected, but firm decision making
- Listens and is fair and listens to new ideas
- Honest, transparency
- Visible, approachable
- Bridge builder
- Trust relationship with leadership…does not micromanage and helps people feel valued and creates a better work ethic
- Know the needs of the community in order to serve community and do that with staff, students, board and politicians, etc.
- Building and supporting resources that will support the district
- Learn, value, and honor the history that is in the district
- Don’t change for change-sake
- Don’t have meetings for meeting-sake
- Multi-skilled and multi-faceted
- Experience…is highly valuable
- Builds consensus
- Equity is recognized in terms of how people are treated
- Visionary who will be able to take all stakeholders to the next level
- Reliable and dependable whose actions will be followed up on
- One who is skilled relationship building both with and in schools and the community
- A person with a focus on children first and what’s best for them
- Inclusive of all stakeholders
- Someone who values student voice
- One who can demonstrate empathy and can refill your bucket and help you know that you are not alone
- A person who is courageous and will truly take on the challenges and the good trouble
- Someone who can demonstrate growth and make sense of things immediately
- Collaborative but can stand firm in showing their truth
- Analytical – providing data driven approach which is routed in experience
- Experience in the classroom – an educator
- A strong leader with some familiarity with leadership building, departmental activities and hard to move masses at the same time
- Inclusive and a real listener of multiple perspectives but keeps their eye on the prize – children first but listens to the voices of everyone
- Can create a culture where it is okay to disagree
- Fair and equitable – transparent on all sides
- Seizes opportunities to celebrate
- Demonstrates leadership and accomplishments
- Can adapt quickly and needs to know the job

Other
- Ph.D. nice but not necessary
- Needs to have demonstrated leadership and accomplishment to relative goals

**Haitian Community – ESPOIR Youth Group and United Hispanics of Westbury – (Translated) (11)**

**Strengths**
- Good communication has improved from leadership and has brought in assistance from not-for-profit organizations and has brought leaders together where the school can meet the community. Still room for growth, however…other strategies needed
- More focus
- Helps kids work together, particularly for parents who have jobs
- A community that is diverse
- I love and believe in Westbury – have had no problems with the neighbors – changes have been seen and it’s a great village to raise a family
- The Latino community is unique – very diverse with great changes – a rich community and you can find everything we need here
- Feels comfortable and you can find everything near – the kids like it here
- Small but grand
- Grateful for the schools the kids are doing well, happy and feel good
- Amazing (from a product of the schools) many come back
- Amazing families that trust that their children are being well taken care of by the district

**Challenges**
- Safety is still an overarching concern, and parents are not completely comfortable - more safety strategies needed
- Pandemic
- Kids had to wear uniforms at one time - but some parents didn’t make them - lack of enforcement at schools - the policy does not work - make a rule mandatory or not
- Do a better job maintaining records and assisting parents - example: no copy of report when requested - needed a copy of an accident report but was told they did not have one, and nothing on file - was a problem
- Respect of students is needed by teachers and vice versa - parents must be communicated with more successfully so they can assist child when necessary and not when it is too late - this is fixable
- Learning cannot take place in a chaotic classroom - focus on that - focus on maintaining order - respect for teachers and other students - bring respect back so kids can learn
- Budget – retirees are on a fixed income and the taxes are high
- The administration should think about the retired residents and big school budgets which should be strictly for students and their programs that will enable them to go on to higher education
- Negative talking about the school district that encouraged families to got to private schools
- The district is better and more kids go to higher education
- Communication with the Hispanic community and parents
- There is a need to get the community members more involved with the schools
- There needs to be more outreach to the community and parents
- Challenge in that the past is different from those today – better that where we - used to be – to be cultural sensitive and fulfilled the needs and of where we are today and can communicate this to the parents
- We’re paying higher taxes
- We need to have more representation from the lower income population to the community
- We need to be prepared and step up
- Overcrowding – 4 years ago now more construction and more room in the classrooms
- Teachers and students are not being credited enough for what they are doing and should be acknowledge
- Bridge the gap in the community between engagement versus involvement of parents

Desired Skills and Characteristics
- Be tough about education, but soft with parents.
- Good character
- Compassionate
- Understanding, respectful
- Crazy about education
- Believe in what s/he is teaching.
- Understand the process of educating students and staff and teachers
- Has balance…disciplined but knows when to be lenient - plays and engages with the children
- Stress that after school is the time to do work first and then take opportunity to do other things
- Has character
- Sets limits...with children - must be clear, documented, and understood
- Communication...needs a direct line where that person can reach out directly to parents when concerns arise
- More communication between teachers and parents needs to be increased...to not let a child fail when no communication was provided to parents about homework assignments limited or no contact occurs and must in order to help avoid problems
- A person people love - embraces all children...at school for one main purpose- to educate you. Not prone to one specific race or ethnic group...but one who embraces all
- Has an effective, positive, and timely communication system with parents...helps teachers be more responsive to parents, particularly with those who do not
- Must be qualified
- Open minded and able to understand what the community is dealing with
- Needs to know everyone and why parents are not coming to meetings
- Needs to be sensitive to the needs of the community and the tax payers
- Needs to have parent interactions daily
- Needs communication skills for all groups
- The person needs to feel a big hat
- Needs to be able to manage a multicultural community with a large immigration population
- Needs to be able to work with students from all backgrounds
- Needs to work with diversity
- Should be bilingual
- Should be close to children, parents and the community
- Has integrity
- Is culturally aware
- Has ethical and moral values
- Has had experience as a teacher and administrator
- Believes in the children and that they can excel

Other
- Afraid-don’t know who is coming as superintendent...must be there for the children
  Worried
- Will “My Brother’s Keeper” be removed - hope the person will keep it - important
- Should have a Ph.D.
- Does not necessarily need to live in the community
- Needs to have been a superintendent

Community Forum (44)

Strengths
- Caring, dedicated and skilled teachers
- Diversity in the schools and community; positive multi-cultural environment
- Camaraderie and school spirit
- Programs and extracurricular activities (honor society, robotics, clubs, etc.)
- STEM program; staying competitive in math and science
- Arts program; many offerings; instills confidence
- Support team for social-emotional growth, such as counselors, social workers and mental health experts
- School district engages with the families and community
- 1:1 reading program
- The most diverse community on Long Island – professional and non-professionals make it a unique place
- There are vested community members with the same goals
- Community commitment
- Alumni return and are proud products of Westbury
- Proven success by the Board, Administration, community, worked successfully during the COVID challenge – they worked well together
- You can find anything and everything you want here
- There is a sense of pride and self-respect
- Great feeling place - a great town
- During the Pandemic we worked together as a great community of people pulling together
- Alumni work in the district and step up and look out for the community
- Proudly tell members of the district what they doing and what they have accomplish
- Connected kind of community
- Community and school district work together…particularly FACE - to strengthen the district and community
- Multi-cultural community with strong Haitian-Creole, Hispanic, Caribbean, and African-American
- People - is very special, and all blend in - a plus
- District has been intentional to have culturally relevant services and want that continued
- Hired great educators - sometimes the best of the best…innovative, dedicated to students
- Lots of diversity in staff; represent community and look like it
- Previously, lacked representation…now we have it and want that to continue
- My Brothers Keepers program
- Chrome Books

Challenges

- District has a negative reputation (high taxes and low student achievement) that is unfair and needs to be turned around
- Pride and ownership in the district needs to be restored
- 28% of students in the district attend private schools; this needs to be reversed
- Overcrowding in the schools
- Funding issues and fiscal responsibility
- More transparency, accountability and trust-building with community
- Need stronger parent participation in the schools
- Develop a clear succession strategy to quickly and effectively replace administrators and staff members when someone exits the district
- More proactive, streamlined communication
- Make sure charter school students and private school students get the services they are entitled to without hassle
- Reading is the key to student achievement improvement; pre-school and early reading programs should be a focus
- Administrators and staff should be at board meetings
- Diversity and how to work together with different cultures – need support from haves and have not’s
- We don’t have a full student population since some to go private school – we need more offerings and challenging courses – parents go for private offerings i.e. class size, rigor
- More success stories needed
- Transient community in some areas
- Overcrowding – working at the middle school and high school
- If more kids come back will we to be prepared to receive them
- Programs and courses needed like IB and AP courses – we may just need more marketing and need to increase AP and rigor
- Getting parents to stay in the public school to make these changes – parents can make the difference and should not abandon the public schools
- More Spanish and Haitian-Creole speakers
- Perception has to change – parents need more involvement – Westbury sometimes gets a bad wrap
- Public schools are our schools and we can make them be what we want them to be – need parent involvement
- Children need someone who looks like them
- Finances and funding public schools – special needs financial needs increase
- Do more to support the families particularly during pandemic (with special education, too)
- Knew what they needed and id something about it
- Transparency and accessibility…to decision making and access to information - factions
- Space
- People that are representing students
- More diverse staff, classroom educators for sure
- Communication used to go home in English and Spanish…not in Haitian-Creole…not getting the information they need to receive more guidance
- More programs
Leadership search is a concern of the community - the design and implementation has been a troubling process in regards to representation and inclusion
- Losing superintendent of choice for some — question marks how voices to be heard

Desired Skills and Characteristics
- Visionary leader who can empower others and implement meaningful change
- Passion for the job
- Has the background and experience to improve both student achievement and the reputation of the district
- Courageous
- Has spent time as a classroom teacher
- Deeply and honestly cares about children
- Has the background and experience to wisely utilize the district resources and find new revenue sources like grants
- Reading and early-childhood focus and experiences
- Someone who has the ability to unify all of the district
- A community builder
- Will use community resources
- Has integrity and all people can trust him/her
- Will create and environment for positive conversations - able to join and work in harmony
- A risk taker
- Demonstrates strong experience in change management
- Demonstrates a strategic vision – can lead and has a vision to be shared
- Strong enough to stand for students first
- Can look inward – can see strengths and see what we have
- Visionary who is not intimidated and has clear goals from here to the top of the mountain
- A person who understands and appreciates the community
- A person who knows students by name…very important, and is in the hallways, approachable, interacts
- Knows the community, its needs, makes a point to have a clear vision, a plan to make things happen
- Take time to stay here; be invested, understands needs and not just something that needs to be fixed but uplift the community
- Understands student voice and leadership
- Participates in parent and family engagement
- Focuses on post-secondary preparation
- Understands formative assessment and puts plans into place to utilize
- Universal access to formative assessment
- A leader-someone who will lead the school as currently
- Someone who cares and engages with families and students their needs and is visible
- Walks through the schools…someone who cares
- Gives full focus and attention…took notes showed he cared and was heard and important
- Will follow through…answer emails, ensure that issues are resolved, cares about grades and students making progress and being successful even after graduation…motivates students to continue to do well and strive to make growth
- Increase graduation rates
- Help kids understand they can do well and be successful
- Help staff, teachers, principals believe our kids can do great and provide the necessary support…some just need a little boost
- Keep culture changing for the positive
- Work with all staff to create a nice learning atmosphere to achieve and will continue to improve on that
- Respect families and children
- Not too busy to make time for others
- A person who children will recognize and know very well
- One who shows care for children and families and what they need particularly after the Pandemic
- Is transparent
- Can communicate with other language people
- Pandemic aware—necessary communications to continue
- Experience and worked with diverse community and backgrounds
- Knows how to manage a budget to show the community how money is being used (like expanding facilities and technology)
- Explains clearly and in an understandable way the vision and budget to community
- A leader who is independent of and not influenced by the board.
- Someone not too busy to interact with us…someone involved and is truly is part of the community
- Westbury is a complex community involved in a pandemic and new construction - a new person would need to know about our schools and the bond
- Confident to handle motions in place
- Instills confidence in others
- Someone who will continue strong programs such as My Brother’s Keeper
- Technology savvy person who understands Chrome book usage
- Must be a quick learner-no time for learning curve
- Continue work started — must see things through to completion

**Other**

- A doctorate is nice to have but not a requirement
- Experience in leadership is important, not necessarily experience as a superintendent; a strong “up and comer” with solid central office experience who be acceptable
- Experience in a large district with significant diversity is very important
- A bi-lingual leader would be highly desirable
- There was no consensus about a requirement to live in Westbury - people spoke eloquently about both sides of that issue
- PH.D. may really be needed
- Fifty-fifty on living in the district
- Fifty-fifty on current superintendent position
- Needs to be incentivized
- We hope to continue with current administration
- When something like this is happening, it is helpful to receive information in the different languages
- Don’t want to lose the positive things…time is well-managed
- Incorporate a transition period if a new person is selected for the job
APPENDIX E

Community Engagement

Online Survey Results (English)
Q1 Please indicate all which apply to you:

- I live in the Westbury UFS... 38.5%
- My children attend school... 23.5%
- My children attended a... 20.2%
- I am a student in a public... 3.6%
- My children or I currently... 8.9%
- I am a graduate of... 17.3%
- I represent a current... 8.9%
- I volunteer in the Westbury... 5.2%
- I am retired... 6.3%
- I hold an elected... 0.9%
- I am a member or have been... 1.1%
- I am employed by Westbury... 59.0%
- I am not employed by... 17.9%
- I have previously b... 4.2%
- English is not the primary... 3.9%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>I live in the Westbury UFSD attendance area.</td>
<td>38.5% 269</td>
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<tr>
<td>My children attend school.</td>
<td>23.5% 164</td>
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<tr>
<td>My children attended a public school in the Westbury UFSD attendance area.</td>
<td>20.2% 141</td>
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<tr>
<td>I am a student in a public school in the Westbury UFSD attendance area.</td>
<td>3.6% 25</td>
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<tr>
<td>My children or I currently attend or have attended a private or charter school.</td>
<td>8.9% 62</td>
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<tr>
<td>I am a graduate of Westbury High School.</td>
<td>17.3% 121</td>
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<tr>
<td>I represent a current non-child household.</td>
<td>8.9% 62</td>
</tr>
<tr>
<td>I volunteer in the Westbury UFSD schools.</td>
<td>5.2% 36</td>
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<tr>
<td>I am retired.</td>
<td>6.3% 44</td>
</tr>
<tr>
<td>I hold an elected political office.</td>
<td>0.9% 6</td>
</tr>
<tr>
<td>I am a member or have been a member of the Westbury UFSD School Board.</td>
<td>1.1% 8</td>
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<tr>
<td>I am employed by Westbury UFSD.</td>
<td>59.0% 412</td>
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<tr>
<td>I am not employed by Westbury UFSD.</td>
<td>17.9% 125</td>
</tr>
<tr>
<td>I have previously been employed by Westbury UFSD.</td>
<td>4.2% 29</td>
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<tr>
<td>English is not the primary language spoken at home.</td>
<td>3.9% 27</td>
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<tr>
<td>Total Respondents: 698</td>
<td></td>
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Q2 If your child or children attend a school in the Westbury UFSD, please indicate locale(s) and click all that apply.

Answered: 246   Skipped: 461

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<tr>
<th>ANSWER CHOICES</th>
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<tr>
<td>Drexel Avenue School</td>
<td>15.4%</td>
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<tr>
<td>Dryden Street School</td>
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<tr>
<td>Park Avenue School</td>
<td>18.7%</td>
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<tr>
<td>Powells Lane School</td>
<td>21.5%</td>
</tr>
<tr>
<td>Westbury Middle School</td>
<td>32.9%</td>
</tr>
<tr>
<td>Westbury High School</td>
<td>41.1%</td>
</tr>
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</table>

Total Respondents: 246
Q3 If you are employed by Westbury UFSD, please specify your position. If you are not employed by the district, please proceed to the next question.

Answered: 408  Skipped: 299

### Answer Choices

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<th>Responses</th>
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<tr>
<td>Teacher</td>
<td>64.5% 263</td>
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<tr>
<td>Building Administrator</td>
<td>2.9% 12</td>
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<tr>
<td>Central Office staff</td>
<td>2.9% 12</td>
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<tr>
<td>Support staff (includes secretary, instructional assistant, custodian, bus driver, food service, maintenance)</td>
<td>19.9% 81</td>
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<tr>
<td>Other (Please specify. Response format is limited to 50 characters.)</td>
<td>11.0% 45</td>
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Total Respondents: 408

### Other

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<tr>
<td>1</td>
<td>I would like to keep our current Superintendent.</td>
<td>3/26/2021 12:50 PM</td>
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<td>2</td>
<td>Teaching Assistant</td>
<td>3/26/2021 10:57 AM</td>
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<td>3</td>
<td>Subcleaner</td>
<td>3/26/2021 9:48 AM</td>
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<td>4</td>
<td>Related Service Provider</td>
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<td>5</td>
<td>Parent</td>
<td>3/25/2021 9:54 PM</td>
</tr>
<tr>
<td>6</td>
<td>Teacher assistant</td>
<td>3/25/2021 7:07 PM</td>
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<tr>
<td>7</td>
<td>Security</td>
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<td>8</td>
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<td>Perm Sub.</td>
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<td>Date/Time</td>
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<td>23</td>
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<td>24</td>
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<td>25</td>
<td>retired from Westbury school District in 2002..</td>
<td>3/17/2021 8:57 PM</td>
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<td>26</td>
<td>Community partner</td>
<td>3/16/2021 11:53 PM</td>
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<tr>
<td>27</td>
<td>School psychologist</td>
<td>3/16/2021 8:52 PM</td>
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<tr>
<td>28</td>
<td>Speech therapist</td>
<td>3/16/2021 7:35 PM</td>
</tr>
<tr>
<td>29</td>
<td>NA</td>
<td>3/16/2021 7:33 PM</td>
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<td>30</td>
<td>employee</td>
<td>3/16/2021 2:38 PM</td>
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<td>31</td>
<td>School Counselor</td>
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<tr>
<td>32</td>
<td>school nurse</td>
<td>3/16/2021 9:30 AM</td>
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<tr>
<td>33</td>
<td>Social Worker</td>
<td>3/16/2021 8:25 AM</td>
</tr>
<tr>
<td>34</td>
<td>School Nurse</td>
<td>3/15/2021 9:29 AM</td>
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<tr>
<td>35</td>
<td>Nurse</td>
<td>3/15/2021 7:31 AM</td>
</tr>
<tr>
<td>36</td>
<td>support staff different than above</td>
<td>3/13/2021 8:15 PM</td>
</tr>
<tr>
<td>37</td>
<td>A parent, community leader.</td>
<td>3/13/2021 11:14 AM</td>
</tr>
<tr>
<td>38</td>
<td>I'm an employee</td>
<td>3/12/2021 5:18 PM</td>
</tr>
<tr>
<td>39</td>
<td>Dean of Students</td>
<td>3/12/2021 5:08 PM</td>
</tr>
<tr>
<td>40</td>
<td>School psychologist</td>
<td>3/12/2021 2:18 PM</td>
</tr>
<tr>
<td>41</td>
<td>nurse aide</td>
<td>3/12/2021 1:53 PM</td>
</tr>
<tr>
<td>42</td>
<td>School Nurse</td>
<td>3/12/2021 1:19 PM</td>
</tr>
<tr>
<td>43</td>
<td>Nurse Aid</td>
<td>3/12/2021 1:02 PM</td>
</tr>
<tr>
<td>44</td>
<td>Coach</td>
<td>3/12/2021 1:00 PM</td>
</tr>
<tr>
<td>45</td>
<td>Districtwide Chairperson</td>
<td>3/12/2021 12:59 PM</td>
</tr>
</tbody>
</table>
Q4 Select from the list below the three most significant strengths of Westbury UFSD:

Answered: 631
Skipped: 76

- Supportive community: 33.0%
- Teachers and staff: 70.2%
- Size of district: 10.1%
- Location of district: 25.2%
- Available resources: 17.1%
- School facilities: 8.9%
- Supportive parents: 13.0%
- Reputation of District: 3.6%
- Financial management: 5.4%
- Technology: 12.0%
- Effective leadership: 14.6%
- Curriculum: 7.8%
- Educational options and...: 20.9%
- High academic standards: 12.2%
- Innovative: 4.9%
- Other (Please specify...): 7.9%
## Westbury Union Free School District
Community Engagement Survey

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive community</td>
<td>33.0% 208</td>
</tr>
<tr>
<td>Teachers and staff</td>
<td>70.2% 443</td>
</tr>
<tr>
<td>Size of district</td>
<td>10.1% 64</td>
</tr>
<tr>
<td>Location of district</td>
<td>25.2% 159</td>
</tr>
<tr>
<td>Available resources</td>
<td>17.1% 108</td>
</tr>
<tr>
<td>School facilities</td>
<td>8.9% 56</td>
</tr>
<tr>
<td>Supportive parents</td>
<td>13.0% 82</td>
</tr>
<tr>
<td>Reputation of District</td>
<td>3.6% 23</td>
</tr>
<tr>
<td>Financial management</td>
<td>5.4% 34</td>
</tr>
<tr>
<td>Technology</td>
<td>12.0% 76</td>
</tr>
<tr>
<td>Effective leadership</td>
<td>14.6% 92</td>
</tr>
<tr>
<td>Curriculum</td>
<td>7.8% 49</td>
</tr>
<tr>
<td>Educational options and programs</td>
<td>20.9% 132</td>
</tr>
<tr>
<td>High academic standards</td>
<td>12.2% 77</td>
</tr>
<tr>
<td>Innovative</td>
<td>4.9% 31</td>
</tr>
<tr>
<td>Other (Please specify. Response format is limited to 50 characters.)</td>
<td>7.9% 50</td>
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</tbody>
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### Total Respondents: 631

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<th>OTHER (PLEASE SPECIFY. RESPONSE FORMAT IS LIMITED TO 50 CHARACTERS.)</th>
<th>DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>I would like to keep our current Superintendent</td>
<td>3/26/2021 12:52 PM</td>
</tr>
<tr>
<td>2</td>
<td>Generations of alumni fam stay</td>
<td>3/25/2021 9:02 PM</td>
</tr>
<tr>
<td>3</td>
<td>SEL staff and programs</td>
<td>3/25/2021 7:26 PM</td>
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<tr>
<td>4</td>
<td>Communication re: COVID has been exceptional.</td>
<td>3/25/2021 7:06 PM</td>
</tr>
<tr>
<td>5</td>
<td>Students</td>
<td>3/25/2021 7:03 PM</td>
</tr>
<tr>
<td>6</td>
<td>Music program</td>
<td>3/25/2021 1:49 PM</td>
</tr>
<tr>
<td>7</td>
<td>Children</td>
<td>3/25/2021 1:42 PM</td>
</tr>
<tr>
<td>8</td>
<td>Having a great leader, such as</td>
<td>3/25/2021 1:30 PM</td>
</tr>
<tr>
<td>9</td>
<td>great kids</td>
<td>3/25/2021 12:11 PM</td>
</tr>
<tr>
<td>10</td>
<td>A good number of invested faculty/staff.</td>
<td>3/24/2021 12:20 PM</td>
</tr>
<tr>
<td>11</td>
<td>unk</td>
<td>3/23/2021 6:59 PM</td>
</tr>
<tr>
<td>12</td>
<td>Caring students</td>
<td>3/23/2021 12:11 AM</td>
</tr>
<tr>
<td>13</td>
<td>N/A</td>
<td>3/22/2021 6:24 PM</td>
</tr>
<tr>
<td>14</td>
<td>All areas need improvement</td>
<td>3/22/2021 4:39 PM</td>
</tr>
<tr>
<td>15</td>
<td>Desire to do better for children</td>
<td>3/22/2021 11:58 AM</td>
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<tr>
<td>16</td>
<td>None that are currently relevant.</td>
<td>3/22/2021 11:14 AM</td>
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<tr>
<td></td>
<td>Comment</td>
<td>Date/Time</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>17</td>
<td>Student population diversity</td>
<td>3/22/2021 9:28 AM</td>
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<tr>
<td>18</td>
<td>Does not have a strong back or rep</td>
<td>3/21/2021 8:43 PM</td>
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<tr>
<td>19</td>
<td>None</td>
<td>3/21/2021 7:14 PM</td>
</tr>
<tr>
<td>20</td>
<td>none that I am personally aware of</td>
<td>3/20/2021 10:19 PM</td>
</tr>
<tr>
<td>21</td>
<td>None. There is a poor reputation.</td>
<td>3/20/2021 6:41 PM</td>
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<tr>
<td>22</td>
<td>Inclusion Awareness</td>
<td>3/19/2021 8:21 AM</td>
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<tr>
<td>23</td>
<td>Community has avenues to voice opinions</td>
<td>3/19/2021 8:30 PM</td>
</tr>
<tr>
<td>24</td>
<td>Our students</td>
<td>3/18/2021 11:23 AM</td>
</tr>
<tr>
<td>25</td>
<td>Diversity (Multi-Cultural)</td>
<td>3/17/2021 10:22 PM</td>
</tr>
<tr>
<td>26</td>
<td>Effective leadership during this pandemic!</td>
<td>3/17/2021 9:03 PM</td>
</tr>
<tr>
<td>27</td>
<td>Respect of diversity of languages &amp; cultures</td>
<td>3/17/2021 2:34 PM</td>
</tr>
<tr>
<td>28</td>
<td>Diversity</td>
<td>3/17/2021 7:42 AM</td>
</tr>
<tr>
<td>29</td>
<td>High academic standard to an extent</td>
<td>3/16/2021 11:00 PM</td>
</tr>
<tr>
<td>30</td>
<td>The leadership of the Westbury School Board.</td>
<td>3/16/2021 10:52 PM</td>
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<tr>
<td>31</td>
<td>works! Best leader to date.</td>
<td>3/16/2021 10:33 PM</td>
</tr>
<tr>
<td>32</td>
<td>A great leader in the current superintendent</td>
<td>3/16/2021 10:12 PM</td>
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<tr>
<td>33</td>
<td>overloaded homework /no teaching for exams</td>
<td>3/16/2021 9:56 PM</td>
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<tr>
<td>34</td>
<td>Covid safety is put at the utmost importance</td>
<td>3/16/2021 8:10 PM</td>
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<tr>
<td>35</td>
<td>SRP's</td>
<td>3/16/2021 7:41 PM</td>
</tr>
<tr>
<td>36</td>
<td>Diverse students and staff</td>
<td>3/16/2021 7:36 PM</td>
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<tr>
<td>37</td>
<td>Wonderful students</td>
<td>3/16/2021 7:35 PM</td>
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<tr>
<td>38</td>
<td>multilingualism</td>
<td>3/16/2021 12:11 PM</td>
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<tr>
<td>39</td>
<td>Collaboration amongst teachers</td>
<td>3/16/2021 8:10 AM</td>
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<td>40</td>
<td>District supports overall well-being</td>
<td>3/15/2021 3:41 PM</td>
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<td>41</td>
<td>Still learning the district</td>
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<td>42</td>
<td>Not sure what the 3rd is</td>
<td>3/15/2021 4:54 AM</td>
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<tr>
<td>43</td>
<td>untapped high achieving alumni contingence</td>
<td>3/14/2021 7:37 PM</td>
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<tr>
<td>44</td>
<td>The diversity of our students</td>
<td>3/12/2021 3:39 PM</td>
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<td>45</td>
<td>Opportunities</td>
<td>3/12/2021 2:28 PM</td>
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<td>46</td>
<td>The Children</td>
<td>3/12/2021 2:20 PM</td>
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<td>47</td>
<td>Diversity of student population</td>
<td>3/12/2021 1:15 PM</td>
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<tr>
<td>48</td>
<td>little/no micro-managing/teacher autonomy is high)</td>
<td>3/12/2021 1:11 PM</td>
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<tr>
<td>49</td>
<td>A major strength is our great Supt.</td>
<td>3/12/2021 1:05 PM</td>
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<tr>
<td>50</td>
<td>Sports teams/athletic department</td>
<td>3/12/2021 1:02 PM</td>
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Q5 Select from the list below the three most important leadership skills you would like to see in a superintendent:

Answered: 611  Skipped: 96

- Managerial skills: 29.6%
- Financial skills: 13.4%
- Instructional skills: 12.9%
- Organizational skills: 20.5%
- Interpersonal skills: 29.5%
- Public relations: 10.3%
- Background as an educator: 53.8%
- Decision maker: 15.5%
- Strategic thinker: 29.3%
- Politically savvy: 0.8%
- Cultural competence as a leader: 19.1%
- Experience working in: 39.1%
- Ability to speak another language: 8.8%
- Written and oral communication: 6.9%
- Other (Please specify): 5.2%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>Managerial skills</td>
<td>29.6% 181</td>
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<td>Financial skills</td>
<td>13.4% 82</td>
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<tr>
<td>Instructional skills</td>
<td>12.9% 79</td>
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<td>Organizational skills</td>
<td>20.5% 125</td>
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<tr>
<td>Interpersonal skills</td>
<td>29.5% 180</td>
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<tr>
<td>Public relations skills</td>
<td>10.3% 63</td>
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<td>Background as an educator</td>
<td>53.8% 329</td>
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<tr>
<td>Decision maker</td>
<td>15.5% 95</td>
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<tr>
<td>Strategic thinker</td>
<td>29.3% 179</td>
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<tr>
<td>Politically savvy</td>
<td>0.8% 5</td>
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<tr>
<td>Cultural competence and proficiency</td>
<td>19.1% 117</td>
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<tr>
<td>Experience working in diverse communities</td>
<td>39.1% 239</td>
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<tr>
<td>Ability to speak another language</td>
<td>8.8% 54</td>
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<tr>
<td>Written and oral communication skills</td>
<td>6.9% 42</td>
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<td>5.2% 32</td>
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<td>Total Respondents: 611</td>
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<td>Person with integrity</td>
<td>3/26/2021 3:41 PM</td>
</tr>
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<td>2</td>
<td>I would like to keep our current Superintendent</td>
<td>3/26/2021 12:53 PM</td>
</tr>
<tr>
<td>3</td>
<td>Doesn't play favorites.</td>
<td>3/25/2021 4:46 PM</td>
</tr>
<tr>
<td>4</td>
<td>Integrity, Boosting low morale</td>
<td>3/25/2021 1:52 PM</td>
</tr>
<tr>
<td>5</td>
<td>Being able to LISTEN to the teachers.</td>
<td>3/25/2021 12:28 PM</td>
</tr>
<tr>
<td>6</td>
<td>The bravery to stand up to the school board</td>
<td>3/24/2021 12:23 PM</td>
</tr>
<tr>
<td>7</td>
<td>ability to listen to residents of the community</td>
<td>3/23/2021 2:24 PM</td>
</tr>
<tr>
<td>8</td>
<td>Motivating</td>
<td>3/22/2021 9:31 PM</td>
</tr>
<tr>
<td>9</td>
<td>Ethical, Reliable, Accountable</td>
<td>3/22/2021 6:27 PM</td>
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<tr>
<td>10</td>
<td>Transparency and transformational leader</td>
<td>3/21/2021 4:31 PM</td>
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<tr>
<td>11</td>
<td>Prioritize stricter admissions policies</td>
<td>3/20/2021 9:45 PM</td>
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<tr>
<td>12</td>
<td>Live in district and of minority b/ground.</td>
<td>3/20/2021 7:23 AM</td>
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<tr>
<td>13</td>
<td>Confidence, commitment and courage.</td>
<td>3/19/2021 8:27 AM</td>
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<tr>
<td>14</td>
<td>Min.educational level-Doctor and/or Post Doc.</td>
<td>3/17/2021 2:44 PM</td>
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<tr>
<td>15</td>
<td>BIPOC from similar neighborhood</td>
<td>3/17/2021 12:19 AM</td>
</tr>
<tr>
<td>16</td>
<td>Does not do personal favors</td>
<td>3/16/2021 11:06 PM</td>
</tr>
<tr>
<td>17</td>
<td>It doesn't matter to you so why ask?</td>
<td>3/16/2021 10:33 PM</td>
</tr>
<tr>
<td>Number</td>
<td>Comment</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>18</td>
<td>Great relations with students</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>willing to try new things</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>A great leader</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Technological skills</td>
<td></td>
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<tr>
<td>22</td>
<td>Ability to put covid safety as the top priority</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>PhD in education</td>
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</tr>
<tr>
<td>25</td>
<td>maximize use of expertise in district</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Listentoandtakeintoaccounttheexpertiseofteachers</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>ALL students should receive the same benefits.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Listen to &amp; include ideas asked for</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>being proactive not reactive</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>ability to have fun</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Transparent and puts the needs of students FIRST</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Everything brings to the table.</td>
<td></td>
</tr>
</tbody>
</table>
Q6 Select from the list below the three most important characteristics you would like a superintendent to exhibit:

Answered: 599  Skipped: 108

- Commitment to the community: 41.7%
- Enthusiasm: 12.7%
- Integrity: 43.1%
- Good judgment: 21.0%
- Innovative: 12.4%
- Team builder: 26.9%
- Change agent: 8.5%
- Risk taker: 2.7%
- Negotiator: 4.3%
- Peacemaker: 3.2%
- Visionary: 21.5%
- Approachable: 33.1%
- Accountable: 25.0%
- Child focused: 38.7%
- Other (Please specify...): 1.8%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
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<tbody>
<tr>
<td>Commitment to the community</td>
<td>41.7% 250</td>
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<tr>
<td>Enthusiasm</td>
<td>12.7% 76</td>
</tr>
<tr>
<td>Integrity</td>
<td>43.1% 258</td>
</tr>
<tr>
<td>Good judgment</td>
<td>21.0% 126</td>
</tr>
<tr>
<td>Innovative</td>
<td>12.4% 74</td>
</tr>
<tr>
<td>Team builder</td>
<td>26.9% 161</td>
</tr>
<tr>
<td>Change agent</td>
<td>8.5% 51</td>
</tr>
<tr>
<td>Risk taker</td>
<td>2.7% 16</td>
</tr>
<tr>
<td>Negotiator</td>
<td>4.3% 26</td>
</tr>
<tr>
<td>Peacemaker</td>
<td>3.2% 19</td>
</tr>
<tr>
<td>Visionary</td>
<td>21.5% 129</td>
</tr>
<tr>
<td>Approachable</td>
<td>33.1% 198</td>
</tr>
<tr>
<td>Accountable</td>
<td>25.0% 150</td>
</tr>
<tr>
<td>Child focused</td>
<td>36.7% 232</td>
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<tr>
<td>Other (Please specify. Response format is limited to 50 characters.)</td>
<td>1.8% 11</td>
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Total Respondents: 599

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<th>OTHER (PLEASE SPECIFY. RESPONSE FORMAT IS LIMITED TO 50 CHARACTERS.)</th>
<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I would like to keep our current Superintendent</td>
<td>3/26/2021 12:53 PM</td>
</tr>
<tr>
<td>2</td>
<td>I would like to keep our current Superintendent</td>
<td>3/25/2021 9:11 PM</td>
</tr>
<tr>
<td>3</td>
<td>I'd like you to keep the current superintendent</td>
<td>3/25/2021 7:08 PM</td>
</tr>
<tr>
<td>4</td>
<td>Ability to bring district to higher school rating.</td>
<td>3/20/2021 7:25 AM</td>
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<tr>
<td>5</td>
<td>You'll find them in</td>
<td>3/16/2021 10:35 PM</td>
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<tr>
<td>6</td>
<td></td>
<td>3/16/2021 9:50 PM</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>3/15/2021 4:59 AM</td>
</tr>
<tr>
<td>8</td>
<td>Transparency</td>
<td>3/13/2021 11:15 AM</td>
</tr>
<tr>
<td>9</td>
<td>Proactive</td>
<td>3/13/2021 7:56 AM</td>
</tr>
<tr>
<td>10</td>
<td>Everything current supt brings to the table.</td>
<td>3/12/2021 1:06 PM</td>
</tr>
<tr>
<td>11</td>
<td>Understanding</td>
<td>3/12/2021 1:04 PM</td>
</tr>
</tbody>
</table>
Q7 For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in a superintendent:

Answered: 571     Skipped: 136

<table>
<thead>
<tr>
<th>Item</th>
<th>EXTREMELY IMPORTANT</th>
<th>IMPORTANT</th>
<th>NOT IMPORTANT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate degree</td>
<td>17.1% (95)</td>
<td>45.1% (250)</td>
<td>37.7% (209)</td>
<td>554</td>
</tr>
<tr>
<td>Experience as a superintendent with a proven record of success</td>
<td>54.4% (307)</td>
<td>36.2% (204)</td>
<td>9.4% (53)</td>
<td>564</td>
</tr>
<tr>
<td>Experience as a superintendent in a district of similar size and/or demographics</td>
<td>50.1% (283)</td>
<td>38.2% (216)</td>
<td>11.7% (66)</td>
<td>565</td>
</tr>
<tr>
<td>Experience as an assistant superintendent</td>
<td>26.2% (148)</td>
<td>52.2% (295)</td>
<td>21.6% (122)</td>
<td>565</td>
</tr>
<tr>
<td>Experience as a district level administrator</td>
<td>41.5% (232)</td>
<td>49.0% (274)</td>
<td>9.5% (53)</td>
<td>559</td>
</tr>
<tr>
<td>Experience as a principal</td>
<td>36.2% (204)</td>
<td>48.3% (272)</td>
<td>15.5% (87)</td>
<td>563</td>
</tr>
<tr>
<td>Experience as a classroom teacher</td>
<td>56.5% (319)</td>
<td>34.2% (193)</td>
<td>9.4% (53)</td>
<td>565</td>
</tr>
<tr>
<td>Experience in personnel</td>
<td>32.9% (183)</td>
<td>50.3% (280)</td>
<td>16.9% (94)</td>
<td>557</td>
</tr>
<tr>
<td>Experience in instruction</td>
<td>59.1% (328)</td>
<td>37.3% (207)</td>
<td>3.6% (20)</td>
<td>555</td>
</tr>
<tr>
<td>Proven track record in improving student performance</td>
<td>65.5% (367)</td>
<td>31.8% (178)</td>
<td>2.7% (15)</td>
<td>560</td>
</tr>
<tr>
<td>Experience with technology</td>
<td>37.8% (212)</td>
<td>53.7% (301)</td>
<td>8.6% (48)</td>
<td>561</td>
</tr>
<tr>
<td>Experience in an inclusive multi-cultural environment</td>
<td>66.6% (377)</td>
<td>31.1% (176)</td>
<td>2.3% (13)</td>
<td>566</td>
</tr>
<tr>
<td>Experience in labor relations</td>
<td>35.3% (199)</td>
<td>54.9% (309)</td>
<td>9.8% (55)</td>
<td>563</td>
</tr>
<tr>
<td>Experience in working with federal, state, and local laws and funding</td>
<td>50.2% (283)</td>
<td>42.4% (239)</td>
<td>7.4% (42)</td>
<td>564</td>
</tr>
<tr>
<td>Long term commitments to school districts</td>
<td>63.9% (361)</td>
<td>32.6% (184)</td>
<td>3.5% (20)</td>
<td>565</td>
</tr>
</tbody>
</table>
Q8 What do you consider to be the three most important issues or concerns facing the Westbury UFSD in the next five years?

Answered: 566  Skipped: 141
Westbury Union Free School District
Community Engagement Survey

- Faculty relations and communications: 20.5%
- Increasing achievement: 36.7%
- Special Education: 9.2%
- Community relations: 13.3%
- Curriculum: 16.8%
- Overcrowding: 50.0%
- Facilities: 10.2%
- Funding: 23.5%
- Fiscal responsibility: 10.2%
- Tax impact on residents: 13.8%
- Educational options and programs: 22.1%
- Instruction: 9.9%
- Personnel: 7.1%
- Technology: 13.1%
- Retaining families in poverty: 5.8%
- Poverty: 14.8%
- Cultural diversity: 15.0%
- Other (Please specify): 4.9%
## Answer Choices

<table>
<thead>
<tr>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty relations and development</td>
<td>20.5% 116</td>
</tr>
<tr>
<td>Increasing achievement</td>
<td>36.7% 208</td>
</tr>
<tr>
<td>Special Education</td>
<td>9.2% 52</td>
</tr>
<tr>
<td>Community relations</td>
<td>13.3% 75</td>
</tr>
<tr>
<td>Curriculum</td>
<td>16.8% 95</td>
</tr>
<tr>
<td>Overcrowding</td>
<td>50.0% 283</td>
</tr>
<tr>
<td>Facilities</td>
<td>10.2% 58</td>
</tr>
<tr>
<td>Funding</td>
<td>23.5% 133</td>
</tr>
<tr>
<td>Fiscal responsibility</td>
<td>10.2% 58</td>
</tr>
<tr>
<td>Tax impact on residents</td>
<td>13.8% 78</td>
</tr>
<tr>
<td>Educational options and programs</td>
<td>22.1% 125</td>
</tr>
<tr>
<td>Instruction</td>
<td>9.9% 56</td>
</tr>
<tr>
<td>Personnel</td>
<td>7.1% 40</td>
</tr>
<tr>
<td>Technology</td>
<td>13.1% 74</td>
</tr>
<tr>
<td>Retaining families in Westbury UFSD</td>
<td>5.8% 33</td>
</tr>
<tr>
<td>Poverty</td>
<td>14.8% 84</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>15.0% 85</td>
</tr>
<tr>
<td>Other (Please specify. Response format is limited to 50 characters.)</td>
<td>4.9% 28</td>
</tr>
</tbody>
</table>

Total Respondents: 566

## Other Responses

<table>
<thead>
<tr>
<th>#</th>
<th>Other Response</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would like to keep our current Superintendent</td>
<td>3/26/2021 12:57 PM</td>
</tr>
<tr>
<td>2</td>
<td>Too much funding going towards ESL students</td>
<td>3/25/2021 9:41 PM</td>
</tr>
<tr>
<td>3</td>
<td>Too many admin hired w/o qualifications/friendships</td>
<td>3/25/2021 9:06 PM</td>
</tr>
<tr>
<td>4</td>
<td>Administration</td>
<td>3/25/2021 2:32 PM</td>
</tr>
<tr>
<td>5</td>
<td>Low staff morale</td>
<td>3/25/2021 1:53 PM</td>
</tr>
<tr>
<td>6</td>
<td>Parent involvement</td>
<td>3/25/2021 12:17 PM</td>
</tr>
<tr>
<td>7</td>
<td>out of district students attending our schools</td>
<td>3/25/2021 11:55 AM</td>
</tr>
<tr>
<td>8</td>
<td>Supt must be a &quot;person for all seasons.&quot;</td>
<td>3/24/2021 9:08 AM</td>
</tr>
<tr>
<td>9</td>
<td>Non residents attending our schools</td>
<td>3/22/2021 12:25 PM</td>
</tr>
<tr>
<td>10</td>
<td>High level of Academic Standards in the State.</td>
<td>3/20/2021 7:28 PM</td>
</tr>
<tr>
<td>11</td>
<td>Illegal migrants/unaccompanied minors</td>
<td>3/20/2021 7:29 AM</td>
</tr>
<tr>
<td>12</td>
<td>Poorly construction question.</td>
<td>3/16/2021 10:38 PM</td>
</tr>
<tr>
<td>13</td>
<td>Keep Embrace change! Stop old habits</td>
<td>3/16/2021 9:59 PM</td>
</tr>
<tr>
<td>14</td>
<td>School taxes need to be lowered</td>
<td>3/16/2021 8:23 PM</td>
</tr>
</tbody>
</table>

17 / 20
<table>
<thead>
<tr>
<th></th>
<th>Suggested Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>The hispanic community</td>
<td>3/16/2021 8:02 PM</td>
</tr>
<tr>
<td>16</td>
<td>Scheduling</td>
<td>3/16/2021 7:59 PM</td>
</tr>
<tr>
<td>17</td>
<td>trespassing on our property</td>
<td>3/16/2021 7:43 PM</td>
</tr>
<tr>
<td>18</td>
<td>Effects of pandemic on our students</td>
<td>3/16/2021 7:42 PM</td>
</tr>
<tr>
<td>19</td>
<td>supporting ELL and Bilingual Education</td>
<td>3/16/2021 7:40 PM</td>
</tr>
<tr>
<td>20</td>
<td>need for more teachers</td>
<td>3/16/2021 1:18 PM</td>
</tr>
<tr>
<td>21</td>
<td>Leadership and management</td>
<td>3/16/2021 8:27 AM</td>
</tr>
<tr>
<td>22</td>
<td>Attendance</td>
<td>3/15/2021 7:43 AM</td>
</tr>
<tr>
<td>23</td>
<td>September 2021-2022 hybrid option be offered?</td>
<td>3/12/2021 8:37 PM</td>
</tr>
<tr>
<td>24</td>
<td>Equity in education</td>
<td>3/12/2021 2:40 PM</td>
</tr>
<tr>
<td>25</td>
<td>Equity in Education</td>
<td>3/12/2021 2:39 PM</td>
</tr>
<tr>
<td>26</td>
<td>being culturally responsive on ALL levels</td>
<td>3/12/2021 2:39 PM</td>
</tr>
<tr>
<td>27</td>
<td>Accountability</td>
<td>3/12/2021 2:33 PM</td>
</tr>
<tr>
<td>28</td>
<td>Pandemics/Health Issues</td>
<td>3/12/2021 2:29 PM</td>
</tr>
</tbody>
</table>
Q9 What kind of achievement record should a superintendent be able to demonstrate? Please select your top three choices.

Answered: 554  Skipped: 153

- Management of budget and... 31.0%
- Closing test score... 20.6%
- Motivating personnel an... 50.4%
- Recruitment and retention... 22.2%
- Implementing highly... 22.2%
- Creating a climate of... 65.0%
- Strategic planning... 33.6%
- Improving supervision... 7.9%
- Leading school reform efforts... 13.0%
- Promoting high levels of... 36.8%
- Other (Please specify... 2.3%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of budget and operations</td>
<td>31.0% 172</td>
</tr>
<tr>
<td>Closing test score achievement gaps</td>
<td>20.6% 114</td>
</tr>
<tr>
<td>Motivating personnel and maintaining morale</td>
<td>50.4% 279</td>
</tr>
<tr>
<td>Recruitment and retention of high quality personnel</td>
<td>22.2% 123</td>
</tr>
<tr>
<td>Implementing highly effective professional development</td>
<td>22.2% 123</td>
</tr>
<tr>
<td>Creating a climate of trust at all levels – students, staff, community, Board</td>
<td>65.0% 360</td>
</tr>
<tr>
<td>Strategic planning, creating a shared vision</td>
<td>33.6% 186</td>
</tr>
<tr>
<td>Improving supervision and evaluation programs</td>
<td>7.9% 44</td>
</tr>
<tr>
<td>Leading school reform efforts</td>
<td>13.0% 72</td>
</tr>
<tr>
<td>Promoting high levels of student achievement</td>
<td>36.8% 204</td>
</tr>
<tr>
<td>Other (Please specify. Response format is limited to 50 characters.)</td>
<td>2.3% 13</td>
</tr>
<tr>
<td>Total Respondents: 554</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>OTHER (PLEASE SPECIFY. RESPONSE FORMAT IS LIMITED TO 50 CHARACTERS.)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would like to keep our current Superintendent</td>
<td>3/26/2021 12:57 PM</td>
</tr>
<tr>
<td>2</td>
<td>Considering suggestions from teaching staff</td>
<td>3/26/2021 12:41 AM</td>
</tr>
<tr>
<td>3</td>
<td>hiring faculty that reflect student ethnicity/race</td>
<td>3/25/2021 12:48 PM</td>
</tr>
<tr>
<td>4</td>
<td>Keep he's fantastic</td>
<td>3/22/2021 10:54 AM</td>
</tr>
<tr>
<td>5</td>
<td>Oversight of 2 Asst Supers.</td>
<td>3/22/2021 10:19 AM</td>
</tr>
<tr>
<td>6</td>
<td>Keep our current Superintendent</td>
<td>3/16/2021 10:05 PM</td>
</tr>
<tr>
<td>7</td>
<td>Placing student safety with covid a priority</td>
<td>3/16/2021 8:18 PM</td>
</tr>
<tr>
<td>8</td>
<td>Culturally responsive, diversity</td>
<td>3/16/2021 7:52 PM</td>
</tr>
<tr>
<td>9</td>
<td>minimum 15 years of classroom experience</td>
<td>3/15/2021 9:12 AM</td>
</tr>
<tr>
<td>10</td>
<td>Expectations of regular attendance.</td>
<td>3/15/2021 7:46 AM</td>
</tr>
<tr>
<td>11</td>
<td>Cultural Responsiveness/ Understanding diversity</td>
<td>3/12/2021 2:40 PM</td>
</tr>
<tr>
<td>12</td>
<td>Supporting Teachers</td>
<td>3/12/2021 2:26 PM</td>
</tr>
<tr>
<td>13</td>
<td>Everything brings to the table.</td>
<td>3/12/2021 1:08 PM</td>
</tr>
</tbody>
</table>
APPENDIX E

Community Engagement

Online Survey Results (Spanish)
Q1 Indique todas las que le correspondan:

- Vivo en el área de...
  - 73.6%
- Mis hijos van a la escuela...
  - 90.0%
- Mis hijos asistieron a...
  - 45.0%
- Soy estudiante de una escuela...
  - 13.6%
- Mis hijos o yo asistimos...
  - 2.1%
- Soy un graduado de...
  - 11.4%
- Represento a un hogar...
  - 2.9%
- Soy voluntario en las escuelas...
  - 2.1%
- Soy jubilado...
- Tengo un cargo político...
- Soy miembro o he sido miembro...
  - 0.7%
- Soy empleado de Westbury...
  - 2.9%
- No soy empleado de...
  - 34.3%
- Anteriormente fui empleado...
- El inglés no es el idioma...
  - 50.7%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivo en el área de asistencia de Westbury UFSD.</td>
<td>73.6% 103</td>
</tr>
<tr>
<td>Mis hijos van a la escuela.</td>
<td>90.0% 126</td>
</tr>
<tr>
<td>Mis hijos asistieron a una escuela pública en el área de asistencia de Westbury UFSD.</td>
<td>45.0% 63</td>
</tr>
<tr>
<td>Soy estudiante de una escuela pública en el área de asistencia de Westbury UFSD.</td>
<td>13.6% 19</td>
</tr>
<tr>
<td>Mis hijos o yo asistimos actualmente o hemos asistido a una escuela privada o chárter.</td>
<td>2.1% 3</td>
</tr>
<tr>
<td>Soy un graduado de la Escuela Secundaria de Westbury.</td>
<td>11.4% 16</td>
</tr>
<tr>
<td>Represento a un hogar actualmente sin niños.</td>
<td>2.9% 4</td>
</tr>
<tr>
<td>Soy voluntario en las escuelas de Westbury UFSD.</td>
<td>2.1% 3</td>
</tr>
<tr>
<td>Soy jubilado.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Tengo un cargo político electo.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Soy miembro o he sido miembro de la Junta Escolar de Westbury UFSD.</td>
<td>0.7% 1</td>
</tr>
<tr>
<td>Soy empleado de Westbury UFSD.</td>
<td>2.9% 4</td>
</tr>
<tr>
<td>No soy empleado de Westbury UFSD.</td>
<td>34.3% 48</td>
</tr>
<tr>
<td>Anteriormente fui empleado de Westbury UFSD.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>El inglés no es el idioma principal que se habla en casa.</td>
<td>50.7% 71</td>
</tr>
<tr>
<td>Total Respondents: 140</td>
<td></td>
</tr>
</tbody>
</table>
El Distrito Escolar de Westbury (Westbury UFDS)<br>Preguntas de la encuesta sobre participación comunitaria

Q2 Si su hijo o hijos asisten a una escuela en Westbury UFSD, por favor indique la(s) ubicación(es) y haga clic en todas las que correspondan.

Total Respondents: 129

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escuela Drexel Avenue</td>
<td>17.8%</td>
</tr>
<tr>
<td>Escuela Dryden Street</td>
<td>17.1%</td>
</tr>
<tr>
<td>Escuela Park Avenue</td>
<td>25.6%</td>
</tr>
<tr>
<td>Escuela Powells Lane</td>
<td>17.1%</td>
</tr>
<tr>
<td>Escuela Intermedia de Westbury</td>
<td>55.0%</td>
</tr>
<tr>
<td>Escuela Secundaria de Westbury</td>
<td>35.7%</td>
</tr>
<tr>
<td>Total Respondents: 129</td>
<td></td>
</tr>
</tbody>
</table>
Q3 Si es empleado de Westbury UFSD, especifique su puesto. Si no es empleado del distrito, pase a la siguiente pregunta.

![Graph showing the distribution of responses to the question, with percentages and number of responses for each category.]

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maestro</td>
<td>16.7%</td>
</tr>
<tr>
<td>Administrador del edificio</td>
<td>0.0%</td>
</tr>
<tr>
<td>Personal de la oficina central</td>
<td>0.0%</td>
</tr>
<tr>
<td>Personal de apoyo (incluye secretaria, asistente de instrucción, custodio, conductor de autobús, servicio de alimentos, mantenimiento)</td>
<td>16.7%</td>
</tr>
<tr>
<td>Otro (Por favor, especifique. El formato de respuesta está limitado a 50 caracteres).</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

Total Respondents: 6

<table>
<thead>
<tr>
<th>#</th>
<th>OTRO (POR FAVOR, ESPECIFIQUE. EL FORMATO DE RESPUESTA ESTÁ LIMITADO A 50 CARACTERES).</th>
<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ect</td>
<td>3/25/2021 8:19 PM</td>
</tr>
<tr>
<td>2</td>
<td>Parent of student</td>
<td>3/17/2021 6:32 PM</td>
</tr>
<tr>
<td>3</td>
<td>Employee of a factory</td>
<td>3/17/2021 10:53 AM</td>
</tr>
<tr>
<td>4</td>
<td>Not employed</td>
<td>3/16/2021 7:35 PM</td>
</tr>
</tbody>
</table>
Q4 Seleccione de la lista a continuación las tres fortalezas más significativas de Westbury UFSD.

<table>
<thead>
<tr>
<th>Opción</th>
<th>Porcentaje</th>
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</thead>
<tbody>
<tr>
<td>Comunidad solidaria</td>
<td>32.4%</td>
</tr>
<tr>
<td>Maestros y personal</td>
<td>50.0%</td>
</tr>
<tr>
<td>Tamaño del distrito</td>
<td>12.0%</td>
</tr>
<tr>
<td>Ubicación del distrito</td>
<td>12.0%</td>
</tr>
<tr>
<td>Recursos disponibles</td>
<td>17.6%</td>
</tr>
<tr>
<td>Instalaciones escolares</td>
<td>11.1%</td>
</tr>
<tr>
<td>Padres solidarios</td>
<td>11.1%</td>
</tr>
<tr>
<td>Reputación del Distrito</td>
<td>6.5%</td>
</tr>
<tr>
<td>Gestión financiera</td>
<td>2.8%</td>
</tr>
<tr>
<td>Tecnología</td>
<td>10.2%</td>
</tr>
<tr>
<td>Liderazgo efectivo</td>
<td>11.1%</td>
</tr>
<tr>
<td>Plan de estudios</td>
<td>20.4%</td>
</tr>
<tr>
<td>Opciones y programas</td>
<td>32.4%</td>
</tr>
<tr>
<td>Altos estándares</td>
<td>7.4%</td>
</tr>
<tr>
<td>Innovador</td>
<td>4.6%</td>
</tr>
<tr>
<td>Otro (Por favor, escriba...)</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
### El Distrito Escolar de Westbury (Westbury UFDS)<br>Preguntas de la encuesta sobre participación comunitaria

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
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<tbody>
<tr>
<td>Comunidad solidaria</td>
<td>32.4% 35</td>
</tr>
<tr>
<td>Maestros y personal</td>
<td>50.0% 54</td>
</tr>
<tr>
<td>Tamaño del distrito</td>
<td>12.0% 13</td>
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<tr>
<td>Ubicación del distrito</td>
<td>12.0% 13</td>
</tr>
<tr>
<td>Recursos disponibles</td>
<td>17.6% 19</td>
</tr>
<tr>
<td>Instalaciones escolares</td>
<td>11.1% 12</td>
</tr>
<tr>
<td>Padres solidarios</td>
<td>11.1% 12</td>
</tr>
<tr>
<td>Reputación del Distrito</td>
<td>6.5% 7</td>
</tr>
<tr>
<td>Gestión financiera</td>
<td>2.8% 3</td>
</tr>
<tr>
<td>Tecnología</td>
<td>10.2% 11</td>
</tr>
<tr>
<td>Liderazgo efectivo</td>
<td>11.1% 12</td>
</tr>
<tr>
<td>Plan de estudios</td>
<td>20.4% 22</td>
</tr>
<tr>
<td>Opciones y programas educativos</td>
<td>32.4% 35</td>
</tr>
<tr>
<td>Altos estándares académicos</td>
<td>7.4% 8</td>
</tr>
<tr>
<td>Innovador</td>
<td>4.6% 5</td>
</tr>
<tr>
<td>Otro (Por favor, especifique. El formato de respuesta está limitado a 50 caracteres).</td>
<td>1.9% 2</td>
</tr>
</tbody>
</table>

**Total Respondents: 108**

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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Ama de casa</td>
<td>3/23/2021 7:42 PM</td>
</tr>
<tr>
<td>2</td>
<td>Student</td>
<td>3/17/2021 6:32 PM</td>
</tr>
</tbody>
</table>
Q5 Seleccione de la lista a continuación las tres habilidades de liderazgo más importantes que le gustaría ver en un superintendente:

Answered: 95  Skipped: 50

- Habilidades de comunicación: 43.2%
- Habilidades instruccionales: 17.9%
- Habilidades directivas: 13.7%
- Habilidades financieras: 15.8%
- Habilidades organizativas: 12.6%
- Habilidades interpersonales: 4.2%
- Habilidades de relaciones: 13.7%
- Antecedentes como educador: 25.3%
- La toma de decisiones: 17.9%
- Pensador estratégico: 11.6%
- Sensatez política: 11.6%
- Competencia y capacidad: 11.6%
- Experiencia trabajando e: 37.9%
- Habilidad de hablar otro: 31.6%
- Otro (Por favor,...: 1.1%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habilidades de comunicación oral y escrita</td>
<td>43.2% 41</td>
</tr>
<tr>
<td>Habilidades instruccionales</td>
<td>17.9% 17</td>
</tr>
<tr>
<td>Habilidades directivas</td>
<td>13.7% 13</td>
</tr>
<tr>
<td>Habilidades financieras</td>
<td>15.8% 15</td>
</tr>
<tr>
<td>Habilidades organizativas</td>
<td>12.6% 12</td>
</tr>
<tr>
<td>Habilidades interpersonales</td>
<td>4.2% 4</td>
</tr>
<tr>
<td>Habilidades de relaciones públicas</td>
<td>13.7% 13</td>
</tr>
<tr>
<td>Antecedentes como educador</td>
<td>25.3% 24</td>
</tr>
<tr>
<td>La toma de decisiones</td>
<td>17.9% 17</td>
</tr>
<tr>
<td>Pensador estratégico</td>
<td>11.6% 11</td>
</tr>
<tr>
<td>Sensatez política</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Competencia y capacidad cultural</td>
<td>11.6% 11</td>
</tr>
<tr>
<td>Experiencia trabajando en comunidades diversas</td>
<td>37.9% 36</td>
</tr>
<tr>
<td>Habilidad de hablar otro idioma</td>
<td>31.6% 30</td>
</tr>
<tr>
<td>Otro (Por favor, especifique. El formato de respuesta está limitado a 50 caracteres).</td>
<td>1.1% 1</td>
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</table>

Total Respondents: 95

<table>
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<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Que sea flexible y sea para el pueblo</td>
<td>That is flexible and is for the people</td>
</tr>
</tbody>
</table>
Q6 Seleccione de la lista a continuación las tres características más importantes que quisiera que el próximo superintendente exhibiera:

- Compromiso con la comunidad: 75.0%
- Entusiasmo: 22.7%
- Integridad: 29.5%
- Buen juicio: 11.4%
- Innovador: 5.7%
- Constructor de equipo: 10.2%
- Agente de cambio: 5.7%
- Tomador de riesgos: 4.5%
- Responsable: 39.8%
- Accesible: 10.2%
- Visionario: 11.4%
- Centrado en los niños: 34.1%
- Otro (Por favor, ...): 1.1%
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compromiso con la comunidad</td>
<td>75.0%</td>
</tr>
<tr>
<td>Entusiasmo</td>
<td>22.7%</td>
</tr>
<tr>
<td>Integridad</td>
<td>29.5%</td>
</tr>
<tr>
<td>Buen juicio</td>
<td>11.4%</td>
</tr>
<tr>
<td>Innovador</td>
<td>5.7%</td>
</tr>
<tr>
<td>Constructor de equipo</td>
<td>10.2%</td>
</tr>
<tr>
<td>Agente de cambio</td>
<td>5.7%</td>
</tr>
<tr>
<td>Tomador de riesgos</td>
<td>4.5%</td>
</tr>
<tr>
<td>Negociador</td>
<td>1.1%</td>
</tr>
<tr>
<td>Pacificador</td>
<td>2.3%</td>
</tr>
<tr>
<td>Visionario</td>
<td>11.4%</td>
</tr>
<tr>
<td>Accesible</td>
<td>10.2%</td>
</tr>
<tr>
<td>Responsable</td>
<td>39.8%</td>
</tr>
<tr>
<td>Centrado en los niño</td>
<td>34.1%</td>
</tr>
<tr>
<td>Otro (Por favor, especifique. El formato de respuesta está limitado a 50 caracteres).</td>
<td>1.1%</td>
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</table>

Total Respondents: 88

<table>
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<tr>
<th>#</th>
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<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prioridad a los del pueblo si favoritismo</td>
<td>3/25/2021 7:10 PM</td>
</tr>
</tbody>
</table>
Q7 Para cada uno de los elementos a continuación, indique si cree que el elemento es extremadamente importante, importante o no es importante en el nuevo superintendente:

<table>
<thead>
<tr>
<th>Elemento</th>
<th>Extremadamente Importante</th>
<th>Importante</th>
<th>No es Importante</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorado</td>
<td>43.4% (33)</td>
<td>40.8% (31)</td>
<td>15.8% (12)</td>
<td>76</td>
</tr>
<tr>
<td>Experiencia como superintendente con un historial probado de éxito</td>
<td>44.2% (34)</td>
<td>48.1% (37)</td>
<td>7.8% (6)</td>
<td>77</td>
</tr>
<tr>
<td>Experiencia como superintendente en un distrito de tamaño y/o demografía similar</td>
<td>37.0% (27)</td>
<td>52.1% (38)</td>
<td>11.0% (8)</td>
<td>73</td>
</tr>
<tr>
<td>Experiencia como asistente del superintendente</td>
<td>34.2% (25)</td>
<td>50.7% (37)</td>
<td>15.1% (11)</td>
<td>73</td>
</tr>
<tr>
<td>Experiencia como administrador a nivel distrital</td>
<td>40.0% (30)</td>
<td>52.0% (39)</td>
<td>8.0% (6)</td>
<td>75</td>
</tr>
<tr>
<td>Experiencia como director</td>
<td>38.0% (27)</td>
<td>53.5% (38)</td>
<td>8.5% (6)</td>
<td>71</td>
</tr>
<tr>
<td>Experiencia como profesor de aula</td>
<td>45.9% (34)</td>
<td>47.3% (35)</td>
<td>6.8% (5)</td>
<td>74</td>
</tr>
<tr>
<td>Experiencia en personal</td>
<td>39.2% (29)</td>
<td>51.4% (38)</td>
<td>9.5% (7)</td>
<td>74</td>
</tr>
<tr>
<td>Experiencia en instrucción</td>
<td>45.2% (33)</td>
<td>50.7% (37)</td>
<td>4.1% (3)</td>
<td>73</td>
</tr>
<tr>
<td>Historial comprobado en la mejora del rendimiento de los estudiantes</td>
<td>56.6% (43)</td>
<td>42.1% (32)</td>
<td>1.3% (1)</td>
<td>76</td>
</tr>
<tr>
<td>Experiencia con la tecnología</td>
<td>40.5% (30)</td>
<td>54.1% (40)</td>
<td>5.4% (4)</td>
<td>74</td>
</tr>
<tr>
<td>Experiencia en un entorno multicultural inclusivo</td>
<td>38.4% (28)</td>
<td>61.6% (45)</td>
<td>0.0% (0)</td>
<td>73</td>
</tr>
<tr>
<td>Experiencia en relaciones laborales</td>
<td>40.8% (31)</td>
<td>56.6% (43)</td>
<td>2.6% (2)</td>
<td>76</td>
</tr>
<tr>
<td>Experiencia en trabajar con leyes y fondos federales, estatales y locales.</td>
<td>44.7% (34)</td>
<td>48.7% (37)</td>
<td>6.6% (5)</td>
<td>76</td>
</tr>
<tr>
<td>Compromisos a largo plazo con los distritos escolares</td>
<td>56.0% (42)</td>
<td>41.3% (31)</td>
<td>2.7% (2)</td>
<td>75</td>
</tr>
</tbody>
</table>
Q8 ¿Cuáles considera que son los tres problemas o preocupaciones más importantes que enfrentará Westbury UFSD en los próximos cinco años?

Answered: 73  Skipped: 72
El Distrito Escolar de Westbury (Westbury UFDS)
Preguntas de la encuesta sobre participación comunitaria
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>El desarrollo y las relaciones con la facultad</td>
<td>12.3%</td>
</tr>
<tr>
<td>Incrementar los logros</td>
<td>28.8%</td>
</tr>
<tr>
<td>Educación Especial</td>
<td>16.4%</td>
</tr>
<tr>
<td>Relaciones comunitarias</td>
<td>13.7%</td>
</tr>
<tr>
<td>Plan de estudios</td>
<td>23.3%</td>
</tr>
<tr>
<td>Superpoblación</td>
<td>41.1%</td>
</tr>
<tr>
<td>Instalaciones</td>
<td>15.1%</td>
</tr>
<tr>
<td>Fondos</td>
<td>30.1%</td>
</tr>
<tr>
<td>Responsabilidad fiscal y/o impacto fiscal en los residentes</td>
<td>9.6%</td>
</tr>
<tr>
<td>Opciones y programas educativos</td>
<td>19.2%</td>
</tr>
<tr>
<td>Instrucción</td>
<td>5.5%</td>
</tr>
<tr>
<td>Personal</td>
<td>4.1%</td>
</tr>
<tr>
<td>Tecnología</td>
<td>9.6%</td>
</tr>
<tr>
<td>Retención de familias en UFSD de Westbury</td>
<td>8.2%</td>
</tr>
<tr>
<td>Pobreza</td>
<td>23.3%</td>
</tr>
<tr>
<td>Diversidad cultural</td>
<td>13.7%</td>
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<tr>
<td>Otro (Por favor, especifique. El formato de respuesta está limitado a 50 caracteres).</td>
<td>1.4%</td>
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Total Respondents: 73

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<th>DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>estudiantes de otros lugares inscribirse aquí</td>
<td>Students from other places register here</td>
</tr>
</tbody>
</table>
Q9 ¿Qué tipo de historial de logros debería poder demostrar un superintendente? Seleccione sus tres opciones principales.

Answered: 68    Skipped: 77

- Gestión del presupuesto: 25.0%
- Cerrar las brechas de...: 7.4%
- Motivar al personal y...: 41.2%
- Contratación y retención de...: 27.9%
- Implementar un desarrollo...: 23.5%
- Crear un clima de confianza...: 44.1%
- Planificación estratégica...: 8.8%
- Mejorar los programas de...: 22.1%
- Liderar los esfuerzos de...: 16.2%
- Promover altos niveles de...: 52.9%
- Otro (Por favor,...: 0%
## ANSVER CHOICES

<table>
<thead>
<tr>
<th>Option</th>
<th>Responses</th>
</tr>
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<tbody>
<tr>
<td>Gestión de presupuesto y operaciones</td>
<td>25.0% 17</td>
</tr>
<tr>
<td>Cerrar las brechas de rendimiento en las calificaciones de las pruebas</td>
<td>7.4% 5</td>
</tr>
<tr>
<td>Motivar al personal y mantener la moral</td>
<td>41.2% 28</td>
</tr>
<tr>
<td>Contratación y retención de personal de alta calidad</td>
<td>27.9% 19</td>
</tr>
<tr>
<td>Implementar un desarrollo profesional altamente efectivo</td>
<td>23.5% 16</td>
</tr>
<tr>
<td>Crear un clima de confianza en todos los niveles: estudiantes, personal, junta comunitaria</td>
<td>44.1% 30</td>
</tr>
<tr>
<td>Planificación estratégica, crear una visión compartida</td>
<td>8.8% 6</td>
</tr>
<tr>
<td>Mejorar los programas de supervisión y evaluación</td>
<td>22.1% 15</td>
</tr>
<tr>
<td>Liderar los esfuerzos de reforma escolar</td>
<td>16.2% 11</td>
</tr>
<tr>
<td>Promover altos niveles de rendimiento estudiantil</td>
<td>52.9% 36</td>
</tr>
<tr>
<td>Otro (Por favor, especifique. El formato de respuesta está limitado a 50 caracteres).</td>
<td>0.0% 0</td>
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</table>

**Total Respondents: 68**

<table>
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<tr>
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<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are no responses.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Community Engagement
Online Survey Results (Creole)
Q1 Tanpri endike tout sa ki aplike pou ou:

Answered: 6  Skipped: 2

- Mwen rete nan zòn prezans ... 66.7%
- Pitit mwen yo ale lekòl ... 83.3%
- Pitit mwen yo te ale nan y ... 83.3%
- Mwen se yon elèv nan yon ... 33.3%
- Pitit mwen yo oswa mwen ... 83.3%
- Mwen gradye/ansyen elèv ... 33.3%
- Mwen reprezante y... 16.7%
- Mwen sèvi kòm volontè nan... 16.7%
- Mwen retrete. 16.7%
- Mwen kenbe yon biwo politik... 16.7%
- Mwen se yon manm oswa mw... 16.7%
- Mwen se yon anplwayne nan... 16.7%
- Mwen pa yon anplwayne nan... 16.7%
- Mwen te yon anplwayne nan... 16.7%
- Angle se pa lang prensip... 16.7%
### ANSWER CHOICES

<table>
<thead>
<tr>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwen rete nan zòn prezans nan Westbury UFSD.</td>
<td>66.7% 4</td>
</tr>
<tr>
<td>Pitit mwen yo ale lekòl.</td>
<td>83.3% 5</td>
</tr>
<tr>
<td>Pitit mwen yo te ale nan yon lekòl piblik nan zòn prezans Westbury UFSD.</td>
<td>83.3% 5</td>
</tr>
<tr>
<td>Mwen se yon élèv nan yon lekòl piblik nan zòn prezans Westbury UFSD.</td>
<td>33.3% 2</td>
</tr>
<tr>
<td>Pitit mwen yo oswa mwen kounye a ale nan oswa te ale nan yon lekòl prive oswa lekòl charter school.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen gradye/ ansyen élèv nan Westbury High School.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen reprezante yon kay ki pa timoun kounye a.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen sèvi kòm volontè nan lekòl Westbury UFSD.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen retrete.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen kenbe yon biwo politik eli.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen se yon manm oswa mwen te yon manm nan Komisyon Konsèy Edikasyon Westbury UFSD.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen se yon anplwayne nan Westbury UFSD.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen pa yon anplwayne nan Westbury UFSD.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Mwen te yon anplwayne nan Westbury UFSD.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Angle se pa lang prensipal mwen pale lakay mwen.</td>
<td>16.7% 1</td>
</tr>
</tbody>
</table>

**Total Respondents: 6**
Q2 Si pitit ou oswa pitit ou yo ale nan yon lekòl nan Westbury UFSD tanpri endike lokalizasyon (yo) epi klike sou tout sa ki aplike.

Answered: 6    Skipped: 2

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lekòl Drexel Avenue</td>
<td>16.7%</td>
</tr>
<tr>
<td>Lekòl Dryden Street</td>
<td>16.7%</td>
</tr>
<tr>
<td>Lekòl Park Avenue</td>
<td>33.3%</td>
</tr>
<tr>
<td>Lekòl Powells Lane</td>
<td>16.7%</td>
</tr>
<tr>
<td>Westbury Middle School</td>
<td>33.3%</td>
</tr>
<tr>
<td>Westbury High School</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Total Respondents: 6
Q3 Si w ap travay nan Westbury UFSD, tanpri presize pozisyon ou. Si ou pa anplwayne nan distri a, tanpri kontinye nan kesyon kap vini an.

Answered: 3  Skipped: 5

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pwofesè</td>
<td>33.3% 1</td>
</tr>
<tr>
<td>Administratè Bilding</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Anplwayne Biwo Santral la</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Anplwayne sipò (ki gen ladan sekretè, asistan ansèyman, custodian, chofè otobis, sèvis manje, anplwayne reparasyon)</td>
<td>33.3% 1</td>
</tr>
<tr>
<td>Lòt (Tanpri presize. Fòma repons lan limite a 50 karaktè.)</td>
<td>33.3% 1</td>
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Total Respondents: 3
Q4 Chwazi nan lis ki anba a twa fòs ki pi enpòtan nan Westbury UFSD.

Answered: 3  Skipped: 5
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>Kominote ki bay sipô</td>
<td>66.7%</td>
</tr>
<tr>
<td>Pwofesè yo ak anplwayne yo</td>
<td>66.7%</td>
</tr>
<tr>
<td>Gwosè distri a</td>
<td>0.0%</td>
</tr>
<tr>
<td>Kote distri a</td>
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</tr>
<tr>
<td>Resous ki disponib</td>
<td>0.0%</td>
</tr>
<tr>
<td>Enstalasyon lekôl yo</td>
<td>33.3%</td>
</tr>
<tr>
<td>Paran ki bay sipô</td>
<td>0.0%</td>
</tr>
<tr>
<td>Repitasyon Distri a</td>
<td>33.3%</td>
</tr>
<tr>
<td>Jesyon finansye</td>
<td>33.3%</td>
</tr>
<tr>
<td>Teknoloji</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lidéchip/Dirijan efikas</td>
<td>33.3%</td>
</tr>
<tr>
<td>Kourikoulôm</td>
<td>0.0%</td>
</tr>
<tr>
<td>Opsyon edikasyon ak pwogram yo</td>
<td>33.3%</td>
</tr>
<tr>
<td>Wo estanda akademik yo</td>
<td>0.0%</td>
</tr>
<tr>
<td>Innovant/Avansman</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lôt (Tanpri presize. Fòma repons lan limite a 50 karakt.)</td>
<td>0.0%</td>
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<td>Total Respondents: 3</td>
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Q5 Chwazi nan lis ki anba a twa ladrès lidèchip ki pi enpòtan ou ta renmen wè nan yon sipèéstantan:

Answered: 3   Skipped: 5
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<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
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<tr>
<td>Ladrès ansèyman</td>
<td>66.7% 2</td>
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<tr>
<td>Ladrès gestion/manadjè</td>
<td>0.0% 0</td>
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<tr>
<td>Ladrès finansye</td>
<td>33.3% 1</td>
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<tr>
<td>Ladrès òganizasyonèl</td>
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<tr>
<td>Ladrès entépèsonèl</td>
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</tr>
<tr>
<td>Ladrès relasyon piblik</td>
<td>0.0% 0</td>
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<tr>
<td>Eksperyans kòm yon edikatè</td>
<td>66.7% 2</td>
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<tr>
<td>Moun k ap pran desizyon</td>
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<tr>
<td>Estratejik pansè</td>
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<tr>
<td>Konpreyansyon politik</td>
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<tr>
<td>Konpetans kiltirèl</td>
<td>0.0% 0</td>
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<tr>
<td>Eksperyans travay nan divès kominote</td>
<td>33.3% 1</td>
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<tr>
<td>Kapasite pou pale yon lòt lang</td>
<td>33.3% 1</td>
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<tr>
<td>Lòt (Tanpri presize. Fòma repons lan limite a 50 karakt.)</td>
<td>0.0% 0</td>
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<tr>
<td>Total Respondents: 3</td>
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</table>
Q6 Chwazi nan lis ki anba a twa karakteristik ki pi enpòtan ou ta renmen yon sipèentandan ekspoze:

Answered: 3  Skipped: 5
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<th>ANSWER CHOICES</th>
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<td>Angajman nan kominote a</td>
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<td>Antouzyasm</td>
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<td>Entegrite</td>
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<td>Bon jijman</td>
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<tr>
<td>Inovatè</td>
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<tr>
<td>Ekip mason</td>
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<td>Ajan Chanjman</td>
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<tr>
<td>Pran risk</td>
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<tr>
<td>Negosyatè</td>
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<td>Lapè</td>
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<td>Vízyonè</td>
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<td>Abòdab</td>
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<td>Responsab</td>
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<tr>
<td>Timoun konsantrè</td>
<td>33.3% 1</td>
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<tr>
<td>Lòt (Tanpri presize. Fòma repons lan limite a 50 karaktè.)</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Total Respondents: 3</td>
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Q7 Pou chak nan atik ki anba yo, endike si ou kwè atik la swa trè enpòtan, enpòtan, oswa li pa enpòtan nan nouvo sipè entail dan an:

Answered: 3   Skipped: 5

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<td>Eksperyans kòm yon sipè entail dan ak yon dosye pwouve nan siksè</td>
<td>66.7%</td>
<td>0.0%</td>
<td>33.3%</td>
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<tr>
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<td>33.3%</td>
<td>33.3%</td>
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<td>66.7%</td>
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<tr>
<td>Eksperyans kòm yon direktè nan yon lekòl</td>
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<td>33.3%</td>
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<td>Eksperyans kòm yon pwofesè salklas</td>
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<td>Eksperyans nan pésonèl</td>
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<td>3</td>
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<tr>
<td>Eksperyans nan ansèyman</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0.0%</td>
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<tr>
<td>Dosye ki pwouve nan amelyore pèfòmans elèv yo</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
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<tr>
<td>Eksperyans ak teknoloji</td>
<td>66.7%</td>
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<tr>
<td>Eksperyans nan yon anviwònman enklizif milti-kiltirèl</td>
<td>33.3%</td>
<td>0.0%</td>
<td>66.7%</td>
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<td></td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Eksperyans nan relasyon travay (relasyon ant jesyon ak anplwaye li yo)</td>
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<td>33.3%</td>
<td>33.3%</td>
<td>3</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Eksperyans travay ak lwa federal, eta, ak lwa lokal yo ak finansman</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>3</td>
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<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Angajman alontèm nan distri lekòl yo</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>3</td>
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<tr>
<td></td>
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<td>3</td>
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</table>
Q8 Ki sa ou konsidere twa pwoblèm ki pi enpòtan oswa enkyetid fè fas a Westbury UFSD nan senk ane kap vini yo?

Answered: 2     Skipped: 6
Distri Westbury (Westbury UFSD)<br>Kesyonè Angajman Kominotè

Relasyon ak developman... 100.0%
Ogmante reyisit
Edikasyon Espesyal 50.0%
Relasyon kominotè
Kourikoulôm 50.0%
Twòp moun
Enstalasyon yo
Finansman
Responsablite fiskal ak/os...
Opsyon edikasyon ak...
Ansèyman
Pèsònèl
Teknoloji
Kenbe fanmi yon nan Westbury... 50.0%
Povrete/ Lamizè
Divèsite Kiltirèl
Lòt (Tanpri presize. Fòm...
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relasyon ak devlopman pwofesè</td>
<td>100.0% 2</td>
</tr>
<tr>
<td>Ogmante reyisit</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Edikasyon Espesyal</td>
<td>50.0% 1</td>
</tr>
<tr>
<td>Relasyon kominotè</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Kourikoulòm</td>
<td>50.0% 1</td>
</tr>
<tr>
<td>Twòp moun</td>
<td>50.0% 1</td>
</tr>
<tr>
<td>Enstalasyon yo</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Finansman</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Responsablite fiskal ak/oswa enpak taks sou rezidan yo.</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Opsyon edikasyon ak pwogram yo</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Anséyman</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Pésonèl</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Teknoloji</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Kenbe fanmi yo nan Westbury UFSD</td>
<td>50.0% 1</td>
</tr>
<tr>
<td>Povrete/ Lamizè</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Divèsite Kiltirèl</td>
<td>0.0% 0</td>
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<tr>
<td>Lòt (Tanpri presize. Fòma repons lan limite a 50 karaktè.)</td>
<td>0.0% 0</td>
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<tr>
<td><strong>Total Respondents:</strong> 2</td>
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Total Respondents: 2
Q9 Ki kalite dosye reyisit pwochen sipèentandan an ta dwe kapab demontre? Tanpri chwazi twa chwa ou yo.

Answered: 2  Skipped: 6
<table>
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<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>Jesyòn nan bidjè ak fonksyon yo</td>
<td>50.0%</td>
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<tr>
<td>Fémen espas reyisit la nan nòt tès yo</td>
<td>0.0%</td>
</tr>
<tr>
<td>Motive pèsonèl ak kenbe moral</td>
<td>50.0%</td>
</tr>
<tr>
<td>Rekritman ak retansyon nan pèsonèl siperyè</td>
<td>0.0%</td>
</tr>
<tr>
<td>Aplike tre efikas devlopman pwofesyonèl</td>
<td>50.0%</td>
</tr>
<tr>
<td>Kreye yon klima konfyans nan tout nivo - elèv yo, anplwaye yo, Komisyon Konsèy kominote a</td>
<td>0.0%</td>
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<tr>
<td>Planifikasyon estratejik, kreye yon vizyon ki pataje</td>
<td>50.0%</td>
</tr>
<tr>
<td>Amelyore pwogram sipèvizyon ak evalyasyon yo</td>
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<tr>
<td>Dirije efò refòm lekòl la</td>
<td>50.0%</td>
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<tr>
<td>Ankouraje yon nivo wo nan sikse elèv yo</td>
<td>50.0%</td>
</tr>
<tr>
<td>Lòt (Tanpri presize. Fòma repons lan limite a 50 karakt.)</td>
<td>0.0%</td>
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Total Respondents: 2