



Kyle C. Arlington
Superintendent
of Schools

Vincent A. Gonnella
Business Administrator
Board Secretary

Kenilworth Public Schools
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Dear Kenilworth Community:

I would like to take this opportunity to introduce myself and express my sincere excitement at being appointed Superintendent of the Kenilworth Schools!

I've been warmly welcomed by so many already and am particularly grateful for the opportunity to build background knowledge and schema about our district from a wide variety of stakeholders including: the Board of Education, Dr. Birnbaum, our Interim Superintendent, Mr. Gonnella, our Business Administrator, the district's administrators, and the Kenilworth Education Association's leadership team.

Through each conversation, I've learned more about sources of district and community pride, as well as areas that may need enhancement. I am committed to using an "admiring lens" to celebrate all that is currently working well and to collaborate in order to focus on issues that need addressing and growth. I realize effective leaders balance making things happen through action with observing and reflecting. I am committed to both.

As a way of getting to know me, know that first and foremost, I am a father to two young children. I get up every morning for them, but pledge that by taking on the role of superintendent I will get up and "show up" for Kenilworth's roughly 1,500 students also. I see the task of keeping our students safe, ensuring their health and wellness, as well as supporting and nurturing their academic, social, and emotional growth as all equally and critically important.

I am including a link that directs you to my [Superintendent's Transition Portal](#). I hope you will find it a valuable resource that outlines my experiences and vision, as well as showcases some of the work I am most proud of accomplishing as part of my administrative vitae. Some of these accomplishments include enhancing academic achievement, focusing on STEAM teaching and learning, supporting a referendum centered on opening a new school, health and safety projects, maker spaces, and focusing greater attention on what school needs to look like in the 21st Century.

In the [Superintendent's Transition Portal](#), you'll also find dates and times for when we may be able to meet as part of pre-established transition events. However, please know that I am currently planning for additional ways to embrace and empower the community, such as through advisory councils and open communication forums so that we may all have more agency over our school system. I will communicate these opportunities in the transition portal as well as through other communication avenues.



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Until then, I leave you with an infographic that shares more about who I am as a leader and educational thinker. I hope that we may discuss some of these beliefs as we get to know each other and work together moving forward.

I look forward to meeting you soon,

Sincerely,
Kyle C. Arlington

Some Personal & Professional Beliefs

Kyle C. Arlington

Personal Beliefs

- Listen first.
- Be present.
- Over-communicate.
- Consider the whole child.
- Meet kids "where they are."
- Test scores aren't the only way to show achievement.
- Value collaboration.
- Sometimes you learn as much on the field or stage or band room as you do in the classroom.
- Use an admiring lens.
- Celebrate struggle and safe risk taking.
- Healthy, happy teachers help create healthy, happy students.

Instructional Beliefs

- Differentiation matters.
- Kids need controlled choice as part of their learning.
- The "workshop model," which follows the format of mini-lesson, practice, share is effective.
- Engagement is the cornerstone of great teaching and learning.
- In the classroom, students should be working harder than their teachers.
- Good instruction sparks wonder and curiosity.

Beliefs About Innovation

- Innovation means we need to teach Future Ready Learners in Future Ready ways.
- Technology enabled classrooms have the power to transform learning.
- Design challenges and integrative design are not fads; they reflect what and how we want students to learn in the 21st Century.