

Administration

Superintendent of Schools

The Superintendent of Schools is the chief executive officer of the Board of Education.

The Superintendent or ~~his/her~~ their designee, as approved by the Board of Education, shall attend all meetings of the Board of Education and its Committees and shall participate in all deliberations, except when matters related to the Superintendent's own employment are under consideration. The Superintendent has the general authority to act at ~~his/her~~ their discretion upon all emergency matters and all other matters as to which his/her powers and duties are not expressly limited or are not particularly set forth.

The Superintendent will execute powers and duties consistent with the leadership qualities below, which are derived from the Performance Standards of the Connecticut Superintendent Leadership Competency Framework.

1. Develop and implement vision that inspires action and commitment

1.1 Work with the Board of Education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs, and highest aspirations for its children

1.2 Articulate to all stakeholders the importance of achieving the vision

1.3 Secure commitment from all stakeholders to act upon the vision of what the district must become

1.4 Create urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely

1.5 Continuously demonstrate through communication, leadership routines, and professional practices the importance of achieving the vision

2. Develop and implement a district leadership theory of action that guides decision making

2.1 Articulate and act upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision

2.2 Articulate and test theories of action for all major aspects of the district's improvement work

2.3. Execute a district leadership theory of action to build district coherence and alignment

3. Align resources to drive a district-wide strategy for improving the performance of all students

3.1 Examine a wide range of data to determine root cause of all areas of concern related to improving teaching and learning

3.2 Involve key stakeholders in developing strategies to address areas of concern

3.3 Focus on a small number of high-leverage strategies aligned with the theory of action

3.4 Lead a budget development process that results in systems and support for integrated district improvement initiatives

4. Demonstrate a results and improvement orientation that addresses both accountability and capacity-building

4.1 Guide leadership teams to develop and attain meaningful and measurable goals for professional practice and student learning at the district and the school level

4.2 Establish an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring

4.3 Establish accountability for improvement at the district, school, and classroom level

5. Demonstrate leadership grounded in collaborative governance

5.1 Work with the Board of Education to establish district goals and systems and processes for monitoring progress over time

5.2 Work in cooperation with the Board of Education to engage and inform of progress toward goals

5.3 Work with the Board of Education to regularly assess and to clarify the roles and responsibilities of the Board and Superintendent in the areas of policy, management, and collaborative governance

5.4 Demonstrate strong support and advocacy for Board-approved district goals in various public settings

6. Establish structures and processes that sustain a culture of continuous improvement and accountability

6.1 Hold all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility, mutual accountability, a strong sense of individual and group efficacy, and a focus on student learning

6.2 Invest in developing the capacity of teachers and leaders to improve performance over time

6.3 Demonstrate a strong commitment to professional learning to all levels of the organization

7. Purposely align systems and structures that support the district theory of action and strategic operating plan

7.1 Develop and oversee a comprehensive approach to human capital that aligns to district vision, strategy, and goals

7.2 Establish and implement a strategic approach to resource allocation and budget management

7.3 Ensure effective management of the district's core functions

8. Exhibit personal leadership competencies associated with effective district leadership

8.1 Belief: Demonstrate belief that every student can achieve at their highest levels and demonstrate an urgency to improve student achievement

8.2 Manage change and resistance: Manage resistance to change and engage in difficult conversations to maintain a consistent focus on high levels of achievement

8.3 Relationship building: Build trusting, respectful relationships to that improve student learning

8.4 Equitable practice: Work to increase awareness of how identity and life experience have shaped assumptions and unconscious biases; Work to increase self-awareness to have a positive impact on the staff, members of the Board of Education, and other stakeholders

8.5 Resiliency and perseverance: Effectively anticipate and respond to challenges and remain focused on the vision of high expectations when faced with adversity

8.6 Advanced communication skills: Use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement; Demonstrate political savvy and respectful engagement across all stakeholder groups

9. Execute, for example, the following duties:

Relationship with the Board

9.1 to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. **He/She They** shall work with the Board **President Chair** in planning the agenda for each meeting;

9.2 to develop a harmonious and close working relationship with the Board. **He/She They** shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. **He/She They** shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;

9.3 to serve as a resource person and advisor to the Board. **He/She They** shall keep the Board informed on issues, needs, and operation of the school system. **He/She They** shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;

9.4 to provide a continuous appraisal of all school policies originating with the Board. **He/She They** shall advise the Board on the need for new and/or revised policies and suggest draft policies to satisfy those needs.

Educational Direction and Leadership

9.5 to develop administrative principles and procedures for implementing Board policy. **He/She They** shall ensure the enforcement of all provisions of law, rules and regulations, and Board policy relating to the management of the schools and other education, social, and recreational activities. **He/She They** shall interpret for the staff all Board policies and applicable laws, rules, and regulations.

9.6 to understand and keep informed on all aspects of the instructional program at all levels. **He/She They** shall have responsibility for the supervision of instruction and shall bring to the

school, in a leadership capacity, the best in educational thought and practice. **He/She They** shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;

9.7 to recommend to the Board for its adoption ~~all courses of study, curriculum guides, and textbooks~~ curriculum to be used ~~in the schools~~;

9.8 to encourage a positive approach to student behavior and discipline;

Personnel

9.9 to develop and implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. **He/She They** shall develop procedures for the selection of staff members. **He/She They** shall establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.

9.10 to recruit qualified, professional, civil service, and non-certified personnel.

9.11 to nominate employees for appointment, promotion, transfer, or dismissal in accordance with the policies of the Board and the procedures outlined by the law. **He/She They** may temporarily suspend any permanent employee for cause and shall notify the members of the Board of such suspension. Unless otherwise determined by the Board, **he/she they** is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.

9.12 to ensure the supervision and evaluation of all staff members. **He/She They** shall work for good morale and be impartial, firm and fair in dealing with staff.

9.13 to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies, and use of consultants;

9.14 to advise the Board, in conjunction with any Board-designated negotiator(s), in all collective bargaining matters;

Financial Management

9.15 to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. **He/She is** **They** are responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. **He/She They** shall ensure that regular reports are made to the Board on the status of the budget;

Facilities Management

9.16 to ensure the supervision of operations, maintenance, alterations, and repair to buildings and grounds, insisting on competent and efficient performance;

9.17 to evaluate planned needs and recommend to the Board improvements, alterations, and changes in the buildings and equipment of the district;

Community Relations

9.18 to supervise the public relations activities of the district. **He/She They** shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. **He/She They** shall develop friendly and cooperative relationships with the news media.

9.19 to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school systems, institutions, agencies, civic organizations, and the general public. **He/she They** shall solicit and give attention to problems and opinions of all groups and individuals.

Personal Qualities and Growth

9.20 to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;

9.21 to exhibit the ability to face and respond effectively to controversy;

9.22 to speak well before large and small groups, expressing ideas in a logical and forthright manner;

9.23 to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

9.24 to perform such other duties as the majority of the Board may determine.

Policy adopted: April 20, 2021

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut