



WOODBRIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Jonathan S. Budd, Ph.D. – Superintendent

MEMORANDUM

TO: Woodbridge Board of Education
FROM: Jonathan S. Budd, Ph.D., Superintendent
DATE: March 9, 2021
RE: Proposed Revision of Policy 2131, "Superintendent of Schools"

Based on this morning's meeting of the Board Policy Committee, please find attached a proposed revision of Policy 2131 which would accomplish the following:

- Add (pp. 1-3) the updated Performance Standards for Connecticut Superintendents of Schools. The prior details (pp. 3-5) are more functional and less strategic, and have been incorporated as a final item of representative duties.

Administration

Superintendent of Schools

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

The Superintendent or his/her 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 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 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 high 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 improve student learning

- 8.4 Equitable practice: Explore 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

- to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. He/she shall work with the Board President in planning the agenda for each meeting, shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;
- to develop a harmonious and close working relationship with the Board. He/she shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. He/she shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;
- to serve as a resource person and advisor to the Board. He/she shall keep the Board informed on issues, needs, and operation of the school system. He/she shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;
- to provide a continuous appraisal of all school policies originating with the Board. He/she 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

- to develop administrative principles and procedures for implementing Board policy. He/she 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 shall interpret for the staff all Board policies and applicable laws, rules and regulations.
- to understand and keep informed on all aspects of the instructional program at all levels. He/she 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 shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;
- to recommend to the Board for its adoption all courses of study, curriculum guides and textbooks to be used in the schools;
- to encourage a positive approach to student behavior and discipline;

Personnel

- 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 shall develop procedures for the selection of staff members. He/she shall establish standards for

teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.

- to recruit qualified, professional, civil service, and non-certified personnel. He/she may authorize the payment of part or all of the expenses of candidates for teaching positions if the candidates are asked to come to the district for visits or interviews;
- 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 shall make recommendations to the Board regarding salary and tenure of all employees. He/she may temporarily suspend any employee for cause and shall promptly report such suspension to the members of the Board. Unless otherwise determined by the Board, he/she is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.
- to supervise and evaluate all staff members. He/she shall work for good morale and be impartial, firm and fair in dealing with staff.
- to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies and use of consultants;
- to advise the Board, in conjunction with the Board-designated negotiator(s), in all collective bargaining matters;

Financial Management

- to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. He/she is responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. He/she shall ensure that regular reports are made to the Board on the status of the budget;
- to establish efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget. He/she shall ensure that all necessary bookkeeping and accounting records are maintained by the district.

Facilities Management

- to supervise operations, maintenance, alterations and repair to buildings and grounds, insisting on competent and efficient performance;
- to evaluate planned needs and recommend to the Board improvements, alterations and changes in the buildings and equipment of the district;

Community Relations

- to supervise the public relations activities of the district. He/she 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 shall develop friendly and cooperative relationships with the news media.
- 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. S/he shall solicit and give attention to problems and opinions of all groups and individuals.

Personal Qualities and Growth

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

- to exhibit good judgment, common sense and perception;
- to exhibit the ability to face controversy, remain true to convictions and to live with a high-pressure job;
- to speak well before large and small groups, expressing ideas in a logical and forthright manner;
- to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

Management Functions

- to coordinate and manage the district so that the school organization operates smoothly and efficiently. He/She must be able to coordinate the processes essential to achieving a smooth operation in all areas of the school district organization:
 - **Planning:** determining needs, objectives and goals;
 - **Organization:** assigning roles, responsibilities and establishing lines of communication;
 - **Control:** ensuring that progress is being made toward priorities, disciplining, making necessary staff reallocations and changes and evaluations;
 - **Decision-making:** data-collecting, analyzing data and choosing appropriately from a variety of decision-making techniques;
 - **Problem-solving:** sensitivity to problems, formulating problem statements, and using a variety of problem solving techniques;
 - **Communication:** giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views and opinions; and
- to perform such other duties as the majority of the Board may determine.

~~Note: This is a sample list of Superintendent's Duties.~~

Policy adopted: ~~March 19, 2012~~ _____