

## **Agenda**

### **I. Call to Order / WebEx Login**

**<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=mc0ab2ee1c9c4e841c9d81ad8866bdeec>**

**Meeting number (access code): 2498 270 6524**

**Meeting password:**

**bPKEjvuE532**

*This meeting is being conducted as a hybrid meeting consistent with Connecticut Public Act 22-3. The public may attend in person at the location indicated above, with social distancing required. The public may also attend electronically via WebEx with the link provided above.*

### **II. Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.***

### **III. Policies for Review**

A. 1313 - Gifts to School Personnel

B. 2120 - Organizational Chart

C. 2400 - Evaluation of the Superintendent

D. 4111 - Recruitment and Selection of Administrative Staff - Regulations

### **IV. Adjournment**

## Community Relations

### Gifts to School Personnel

#### Gifts from Vendors

Employees of the school system shall not directly solicit, accept, or receive personal gifts from vendors or contractors in the performance of their official duties. The acceptance of entertainment and hospitality is prohibited where the employee is the sole or major recipient as opposed to large group gatherings as may be the case at seasonal parties, receptions or conventions sponsored by vendors.

This prohibition shall not be construed to prevent vendors from providing opportunities for school employees to see or hear about new ideas, equipment and/or materials.

Acceptance by employees of gifts from commercial organizations is discouraged.

#### Gifts from Students/Parents

Teachers and other staff members may accept token and inexpensive gifts from students or parents of students.

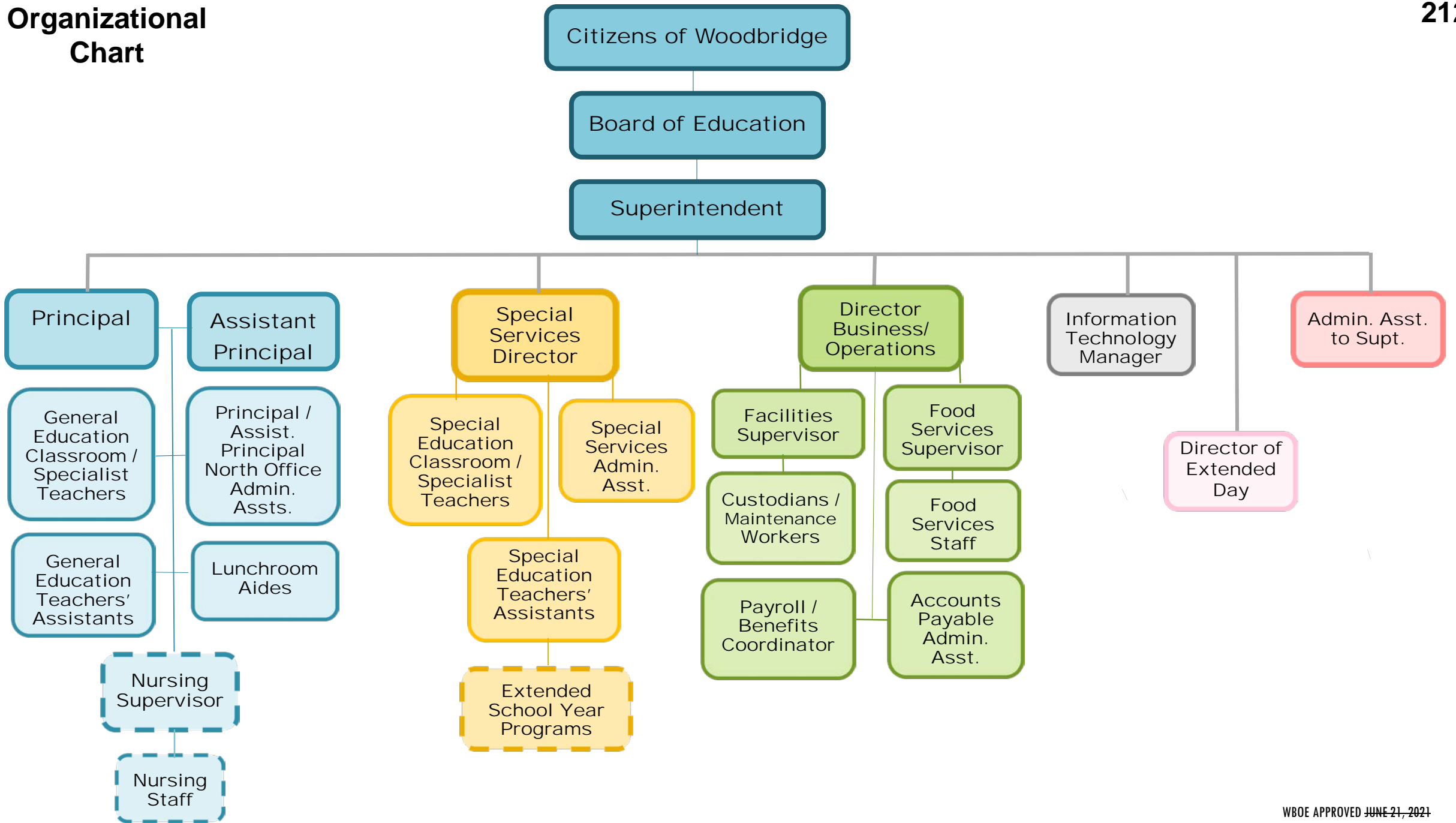
Legal Reference: Connecticut General Statutes

[7-479](#) Conflicts of interest.

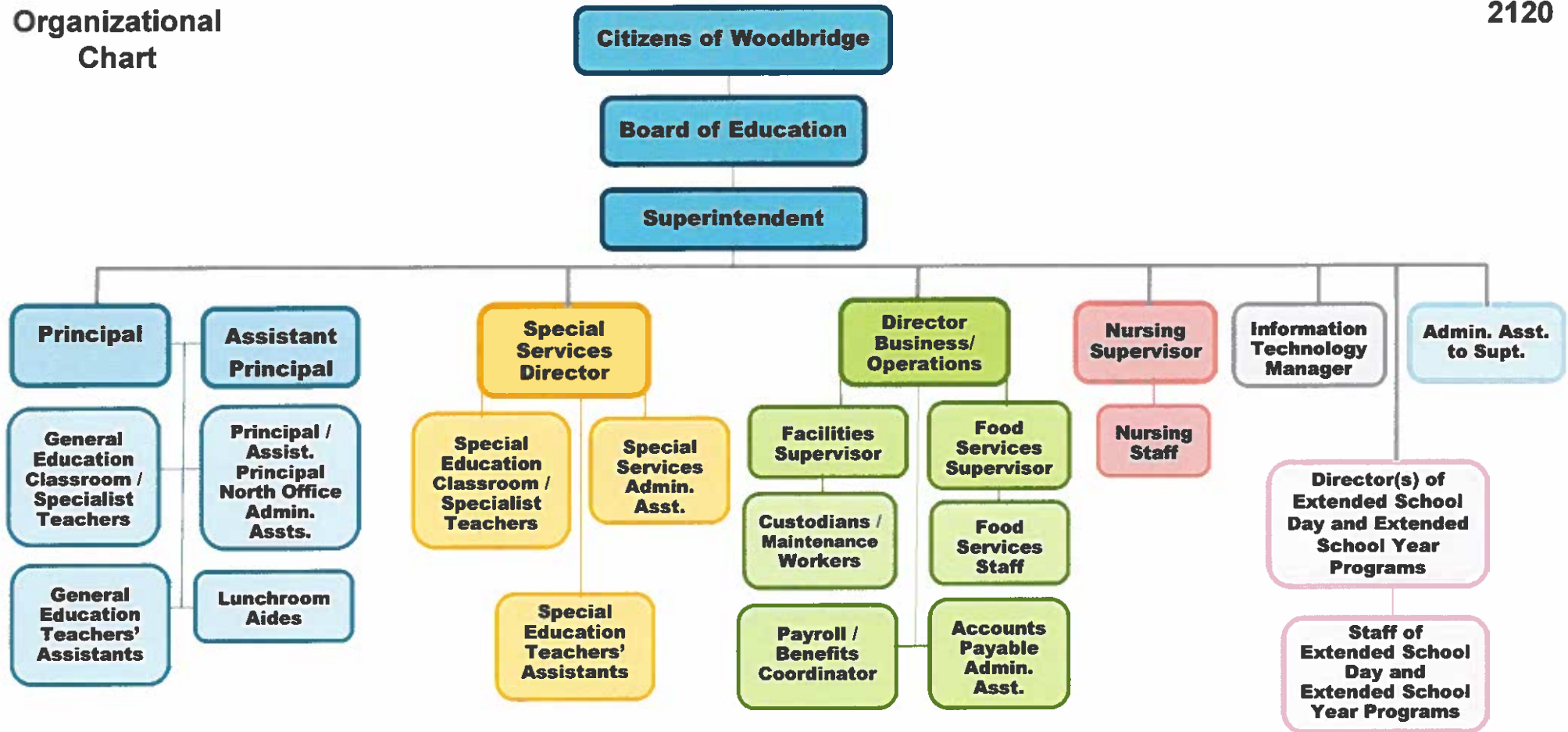
**Policy adopted: March 19, 2012**

**Do we want to make an exception for teachers to be able to post Amazon or similar wish lists?**

# Organizational Chart



# Organizational Chart



*A recommended process jointly developed and adopted by CABE and CAPSS. The process described are recommendations. They have no force of law, regulation or other compelling authority.*

## **Administration**

### **Evaluation of the Superintendent Preface**

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

## **Administration**

### **Evaluation of the Superintendent** (continued)

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABA and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABA and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

### **Legal Considerations: Executive Session and Freedom of Information Act (FOIA)**

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

**Note:** Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

### **Recommended Evaluation Process**

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

## **Administration**

### **Evaluation of the Superintendent (continued)**

#### **Beginning of New Evaluation Year Meeting – July/September**

**Step 1:** The Board conducts its self-evaluation and goal-setting.

**Step 2:** The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

**Step 3:** In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

#### **Mid Year Evaluation Meeting – December / January**

**Step 1:** The Board reviews its performance in light of previously established goals.

**Step 2:** It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

**Step 3:** During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

#### **End of the Year Evaluation of the Superintendent – May / June**

**Step 1:** The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

**Step 2:** The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

## Administration

### Evaluation of the Superintendent (continued)

**Step 3:** A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

**Step 4:** The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Policy adopted:

**Recommended Evaluation Process and Timeline Flowchart**

<p style="text-align: center;"><b>Beginning of New Evaluation Year Meeting</b> <b>July / September</b> <b>(Meeting to be conducted in executive session)</b></p> <p>Step 1: Board Self-Evaluation and Goal Setting Step 2: Leadership Team Goal / Priority Setting. Step 3: Superintendent’s Professional Goals and Objectives.</p>
<p style="text-align: center;"><b>Mid-Year Evaluation Meeting</b> <b>December / January</b> <b>(Conducted in executive session)</b></p> <p>Step 1: Board Reviews Its Performance Step 2: Informal Leadership Team discussion regarding progress on goals and objectives. Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p style="text-align: center;"><b>End of Year Evaluation of the Superintendent</b> <b>May / June</b></p> <p>Step 1: Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance. Step 2: Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided. Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation. Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p> <p><b>Note: Superintendent’s Evaluation is a public document subject to FOIA.</b></p>

## Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

### I. Growth in Student Achievement

**Definition:** The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

#### Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
  - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
  - The extent to which the school system has met the established system goals for student achievement.

### II. Educational Leadership

**Definition:** Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

**Areas of Responsibility:**

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.\*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

\*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

**III. Organizational Management**

**Definition:** Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

**Areas of Responsibility:**

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

#### **IV. Community Relations**

**Definition:** Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

**Areas of Responsibility:**

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

#### **V. Board of Education Relations**

**Definition:** A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

#### **VI. Personal and Professional Qualities and Relationships**

**Definition:** Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

**Areas of Responsibility:**

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.

- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.
- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.





**2400**  
**Appendix C**  
(continued)

*Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.*

<b>Board Superintendent Team</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Not sure</b>
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent’s role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
<b>Total – Board Superintendent Team</b>						
<b>Grand Total</b>						
<b>Average</b>						

Please add any additional comments here (comments will be shared with participants):

**Vision:**

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**Community Leadership:**

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**Board Operations:**

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**Board Ethics:**

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**Board/Superintendent Relations:**

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**General Comments:**

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**Evaluation of the Superintendent**

The evaluation process for the Superintendent shall be collaborative, goal-oriented, and offer numerous opportunities for focused and targeted feedback from the Bethany Board of Education (Board) to the Superintendent regarding job performance. It is the Board's belief that this collaborative and candid approach to evaluation will improve Board and Superintendent communications and relationships, and most importantly, will enhance the overall success of the Bethany Public School District (District).

While the Board and Superintendent (Leadership Team) have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board's Chief Executive Officer (CEO), Connecticut Education Law requires the Superintendent's job performance is evaluated annually. Whether written or oral, the annual evaluation of the District's Chief Executive Officer is one of the most important responsibilities of the Board.

**Recommended Evaluation Process**

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board as needed.

**Beginning of the Year Evaluation of the Superintendent– July-November**

- Step 1: In a public meeting, the Board conducts its self-evaluation and goal setting (July).
- Step 2: The Leadership Team meets to discuss District goals and objectives. Any discussion of District goals including the Board's Operational Goals and the District's Strategic Plan Goals must be held in a public meeting. This structured conversation is intended to serve as a goal/priority setting session for the District's Leadership Team for the upcoming school year (July).
- Step 3: A meeting should be scheduled by the Board between the Superintendent and the Board, according to Board policy and Superintendent's contract in Executive Session, unless the Superintendent exercises the statutory right to require that such discussion is held in a public meeting. The purpose of this meeting is to share and discuss the Board's draft evaluation of the Superintendent's performance and serves as a final opportunity for candid discussion between the Board and the Superintendent prior to the completion of a formal performance evaluation (July).
- Step 4: In Executive Session, the Board has an opportunity to discuss the Superintendent's performance goals for the upcoming school year with the Superintendent. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance review (July).
- Step 5: The Superintendent's formal performance evaluation is completed and presented either verbally or in writing to the Superintendent by a representative(s) of the Board. It is important to note that if the Board's performance evaluation of the Superintendent is in writing, it is a public document and subject to the Freedom of Information Act. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file (August).
- Step 6: In a public meeting, the Board adopts their Board Operational Goals (September/October).
- Step 7: In Executive Session, the Superintendent shares the final performance goals for the upcoming school year with the Board (October/November).

**Mid-Year Meeting – December-February**

- Step 1: In a public meeting, the Board informally reviews its own performance in light of previously adopted goals.
- Step 2: In Executive Session, it is recommended that the Board provide targeted informal feedback to the Superintendent about the effectiveness of the previously established goals and objectives.

These mid-year sessions provide the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

**End of the Year Evaluation of the Superintendent – March-June**

- Step 1: The Superintendent and Board Chair meet to discuss the Superintendent's evaluation and timeline (April/May).
- Step 2: The Superintendent shares a self-evaluation with the Board addressing the progress and effectiveness of the performance goals. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format, with the understanding that any such written documentation regarding the Superintendent's job performance should aid the Board in completing a comprehensive and fair evaluation of the Superintendent (May/June).
- Step 3: The Board conducts the evaluation of the Superintendent according to Board policy in Executive Session unless the Superintendent exercises the statutory right to require that such discussion be held in a public meeting. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board members prior to the Executive Session (June).

Legal Reference: Connecticut General Statutes § 10-157(a)  
Connecticut General Statutes § 10-220  
Freedom of Information Act §§ 1-200 to 1-241

Policy adopted: May 10, 2017  
Policy reviewed: October 1, 2018  
Policy revised: December 8, 2021

Source: CABE/CAPSS/BPSD

## **Superintendent's Leadership Performance Areas and Specific Areas of Responsibility**

Successful Superintendents of Schools are visionary CEOs who lead dynamic enterprises in a shifting climate of policy, politics, society, economics, and law. Balancing and managing national reform and accountability initiatives against local circumstances, they create the conditions that drive their district's leadership, quality of instruction, and student achievement. Research has shown that the nation's most successful Superintendents possess highly developed leadership, vision, and strategic thinking skills and that these skills, combined influence student achievement.

The following framework may help guide the Superintendent's evaluation and development. This framework may be changed to reflect continuing developments that shape the Superintendent's areas of responsibility.

### **I. Educational Leadership**

The Superintendent will demonstrate vision and learning in education quality, with specific efforts and results.

Educational Leadership will include, but not be limited to, the following areas: vision, culture, instructional materials, curriculum, hiring, training, performance, issue management, measurable results, presence, and personal development.

### **II. Organizational Management**

The Superintendent will effectively manage and report all aspects of the District's finances and operations.

Organizational Management will include, but not be limited to, the following areas: budget process, budget development, budget management, contract negotiation, grants & excess cost, expense reporting, day-to-day management, facilities planning, facilities maintenance, school environment safety, and health.

### **III. Community and Board of Education Relations**

The Superintendent will foster an effective relationship with the Board, including communication, collaboration, and commitment to priorities. Focus on a culture of effective, collaborative, mutually supportive relationships with the parent community.

Community and Board of Education Relations will include, but not be limited to, the following areas: proactive Board communication, responsive Board communication, policy, commitment to Board priorities, information, and advice, Board collaboration, proactive community communication, responsive community communication, community collaboration, and follow-through.

**IV. Personal and Professional Qualities**

The Superintendent will maintain the highest standards of personal integrity, professionalism, and leadership.

Personal and Professional Qualities will include, but not be limited to, the following areas: personal integrity, professionalism, personal interaction skills, communication style, work ethic, transparency, and commitment to excellence.

Policy 2400 – Appendix A – Revised December 8, 2021

## Personnel -- Certified

### Recruitment and Selection of Administrative Staff

#### Administrative and supervisory positions will be filled in the following manner:

1. Positions of Building Principal

The Superintendent shall present at least one candidate to the Board of Education for each of these positions.

2. Positions of District Office Directors

The Superintendent shall recommend one candidate to the Board for these positions.

3. Other Administrative and Supervisory Positions

The Superintendent shall recommend one candidate for each of these positions to the Board of Education. *The selection process shall follow the process in the corresponding regulations.*

If the Board does not act favorably upon the Superintendent's recommendation, in any position, 1-3, the Superintendent shall recommend single alternative candidates until the recommendation is approved.

Legal Reference: Connecticut General Statutes

[10-151](#) Employment of teachers. Notice and hearing on termination of contract.

[46a-60](#) Discriminatory employment practices prohibited.

**Policy adopted: November 19, 2012**

WOODBIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

*(The red text above indicates recommended new language. Recommended regulation language in red below.)*

## Personnel -- Certified

### Recruitment and Selection of Administrative Staff

Administrative and supervisory positions will be filled in the following manner:

#### Selection Process Protocols –

1. Focus Groups – facilitated by Superintendent and one BOE Member (Principal Position Only)
  - a. parent focus group
  - b. staff focus group
2. Paper Screening of Applicants – Superintendent and an administrator of his/her selection
3. Screening Committee for first round interviews. The screening committee will narrow the pool to two-three finalists. The Superintendent will develop interview questions and rating chart. The same questions will be asked of all the candidates. Superintendent will select the committee members using the following composition as a guideline for forming the committee:
  - a. 2-3 teachers
  - b. 1-2 BOE members
  - c. 1-2 administrators
  - d. Superintendent
4. Second round interviews. Superintendent will schedule second interviews for finalists to include:
  - a. Finalist will spend 2-3 hours in district
  - b. Finalist will meet with panel of teachers from first interview to ask questions of the teachers
  - c. Finalist will complete several written tasks/scenarios developed by the Superintendent. (Ex: data review and develop rough draft improvement plan, develop communications for parents, staff, BOE Members in an emergency situation, scenario provided by the Superintendent)
  - d. Additional interview questions with Superintendent and one other administrator
5. Superintendent conducts reference checks
6. Superintendent makes recommendation to the BOE.

Regulation adopted:

WOODBRIIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut