

Agenda

I. Call to Order / WebEx Login

<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=maea18b28a13c87fec2d164f9366be5bf>

Meeting number (access code): 2494 368 3766

Meeting password: QScB5tvmq24

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. 2400 - Evaluation of the Superintendent
- C. 3170 - Extended School Day and Extended School Year Programs
- D. 3280 - Gifts, Grants, Bequests and Memorials

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?

Administration

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 Woodbridge 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 the Board and Superintendent communications and relationships, and most importantly, will enhance the overall success of the Woodbridge 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 be 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.

Option 1: CAFE language

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.

Option 2: Bethany Language with modifications

Beginning of the Year Evaluation of the Superintendent – July-September

- 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 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. 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.
- Step 4: In a public meeting, the Board adopts their Board Operational Goals (July/August).
- Step 5: In Executive Session, the Superintendent shares the final performance goals for the upcoming school year with the Board (August/September).

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. The 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 – April-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 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 Statute 10-157(a)

Connecticut General Statute 10-220

Freedom of Information Act 1-200 to 1-241

Recommended Evaluation Process and Timeline Flowchart (aligned to CABE example)

<p style="text-align: center;">Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</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;">Mid-Year Evaluation Meeting December / January (Conducted in executive session)</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;">End of Year Evaluation of the Superintendent May / June</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>Note: Superintendent’s Evaluation is a public document subject to FOIA.</p>

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.

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.

Board Superintendent Team	5	4	3	2	1	Not sure
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.						
Total – Board Superintendent Team						
Grand Total						
Average						

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

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

WOODBRIDGE SCHOOL DISTRICT

Superintendent Evaluation Plan

SUPERINTENDENT PERFORMANCE EVALUATION OVERVIEW

Disclaimer: This evaluation document, or its ratings, comments, or recommendations, may contain legally privileged and confidential information, and is intended only for the use of the individual Woodbridge Board of Education member or whole board only. You are hereby notified that any dissemination, distribution, electronic distribution or copying of this communication is strictly prohibited.

Underlying Principles

1. Even accomplished leaders are continuous learners. They are relentless in their quest to find the right combination of management, communication with and motivation of others, vision, and leadership that ensures all students will excel. The rubrics provide the Superintendent and the Board with the opportunity to reflect upon the performance patterns relative to the Woodbridge School District **strategic plan** and the Standards for School Leaders. The rubrics are designed to provide the Board and the Superintendent with a profile of strengths and areas for growth relative to Woodbridge's expectations for exceptional leadership. Through regular and annual reflection on four defined areas of leadership, we can more efficiently and thoroughly evaluate and increase our impact on student achievement.
2. Based on the rubrics, there are four ratings:
 - Exceeds Expectations
 - Meets Expectations
 - Needs Improvement
 - Does Not Meet Expectations
3. Having four ratings allows the Superintendent and Board to clearly distinguish between effective and ineffective leadership practices. "Meets Expectations" is the expected standard for Woodbridge, however, the Superintendent shall strive for attaining "Exceeds Expectations," which represents the ideal – a reachable, but truly exceptional goal.

1. Educational Leadership

Expectation: Demonstrated vision and learning in education quality, with specific efforts and results.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
<u>Vision:</u> Works with the BOE, staff, and community to develop and implement a vision for students' high academic achievement.	1	2	3	4
<u>Culture:</u> Promotes a positive school culture for effective learning and high achievement; fosters a spirit of collaboration, camaraderie, and team support.	1	2	3	4
<u>Instructional Materials:</u> Ensures teachers and students are provided with the highest quality instructional materials and cutting-edge technologies to support superior instruction and learning across all subject areas.	1	2	3	4
<u>Curriculum:</u> Manages the development and effective continuous improvement of curriculum across all academic and specials subject areas.	1	2	3	4
<u>Hiring:</u> Ensures the hiring of highly qualified, high performing, and caring administrators, teachers, and staff.	1	2	3	4
<u>Training:</u> Leads the design and implementation of effective and comprehensive professional development for administrators, teachers, and staff.	1	2	3	4
<u>Performance:</u> Ensures administrators, teachers, and staff are held to high standards of performance, including timely and effective performance reviews according to District policies.	1	2	3	4
<u>Issue Management:</u> Deals with staff, personal, performance, or other issues in a timely, considerate, and effective manner, ensuring the smooth-running of the District.	1	2	3	4

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Measurable Results: Leads the District towards improved student achievement as evidenced by multiple sources of data.	1	2	3	4
Presence: Creates a leadership presence in the District by regularly visiting classrooms, attending special programs, and meeting with staff.	1	2	3	4
Personal Development: Actively participates in professional organizations (e.g. CAPSS, CAFE, AASA, NSBA) for her own development.	1	2	3	4
EDUCATIONAL LEADERSHIP OVERALL RATING	1	2	3	4

Comments:

2. Organizational Management

Expectation: Effective management and reporting of all aspects of the District's Finances and Operations.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Budget Process: Develops and implements a timeline and process that provides sufficient opportunity for thorough scrutiny, discussion, and decision making in all budget areas.	1	2	3	4
Budget Development: Works with staff, BOE, and the Town Board of Finance to develop a sound budget that adequately funds all vital areas of the District's operations and meets the needs of all students.	1	2	3	4
Budget Management: Effectively manages all expenses in the District.	1	2	3	4
Contract Negotiation: Develops contract terms for all contracted parties that are fair to the contracted parties and manageable by the BOE.	1	2	3	4
Grants & Excess Cost: Keeps abreast of available federal and state grants (including Excess Cost) and actively pursues and obtains all monies available.	1	2	3	4
Expense Reporting: Reports to the BOE monthly on the status of the budget and all key areas of revenue and expense.	1	2	3	4
Day-to-Day Management: Through personal oversight and a network of managing staff, maintains oversight of the day-to-day operations of the District, ensuring performance at a high level of excellence.	1	2	3	4
Facilities Planning: Works with staff and BOE to develop an effective long-term facilities plan.	1	2	3	4

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Facilities Maintenance: Ensures all aspects of the facilities and equipment are cleaned, maintained, fixed and/or replaced in a timely, cost effective manner.	1	2	3	4
School Environment Safety and Health: Ensures all aspects of the school environment are safe and healthy, and all government standards are met.	1	2	3	4
ORGANIZATIONAL MANAGEMENT OVERALL RATING	1	2	3	4

Comments:

3. Community and Board of Education Relations

Expectation: Effective relationship with the Board of Education, including communication, collaboration, and commitment to priorities. Focus on a culture of effective, collaborative, mutually supportive relationships with the parent community.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
<u>BOE Communication-Proactive:</u> Communicates proactively and effectively with the BOE on key operational, staffing, financial, educational, and other issues.	1	2	3	4
<u>BOE Communication-Responsive:</u> Responds to Board Chair's requests for information in a timely fashion.	1	2	3	4
<u>Policy:</u> Performs continuous review of Board policies and provides timely and thorough information to the Board for effective policy decision making.	1	2	3	4
<u>Commitment to Board Priorities:</u> Works diligently to implement Board priorities and directives; implements all policies adopted by the Board.	1	2	3	4
<u>Information and Advice:</u> Provides professional advice and informs the Board on educational issues, statutory requirements, and needs in the District, by providing appropriate recommendations and supporting data.	1	2	3	4
<u>Collaboration:</u> Works collaboratively and collegially with members of the Board and with Board committees.	1	2	3	4
<u>Community Communication-Proactive:</u> Keeps parents informed of key events, programs, staff changes, education issues, emergencies, and any other issues of concern to parents.	1	2	3	4
<u>Community Communication-Responsive:</u> Responds to communications in a timely, caring, professional manner.	1	2	3	4

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Follow Through: Takes action on parent concerns, suggestions, and expressed needs.	1	2	3	4
Collaboration: Solicits input and feedback from parents, actively involving them in the education process and decision making where possible and appropriate.	1	2	3	4
COMMUNITY & BOE RELATIONS OVERALL RATING	1	2	3	4

Comments:

4. Personal and Professional Qualities

Expectation: The highest standards of personal integrity, professionalism, and leadership.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
<u>Personal Integrity:</u> Demonstrates the highest standards of ethics, honesty, and integrity in all dealings with all parties.	1	2	3	4
<u>Professionalism:</u> Exhibits poise and diplomacy in all professional interactions.	1	2	3	4
<u>Personal Interaction Skills:</u> Exhibits strong "people skills," including empathy, listening skills, and powers of speech.	1	2	3	4
<u>Communication Style:</u> Demonstrates facility in balancing modes of communication (emails, formal letters, and face-to-face interactions) to communicate effectively with others.	1	2	3	4
<u>Work Ethic:</u> Demonstrates strong time commitment and task commitment, going "above and beyond the call of duty."	1	2	3	4
<u>Transparency:</u> Hides nothing and owns up to mistakes.	1	2	3	4
<u>Commitment to Excellence:</u> Demonstrates the highest degree of commitment to personal excellence, continually striving to develop and improve.	1	2	3	4
PERSONAL AND PROFESSIONAL QUALITIES OVERALL RATING	1	2	3	4

Comments:

SUPERINTENDENT EVALUATION SUMMARY

Board Member Name: _____

Date: _____

1. Educational Leadership

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

2. Organization Management

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

3. Community and Board of Education Relations

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

4. Personal and Professional Qualities

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

OVERALL RATING

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

SUPERINTENDENT EVALUATION SUMMARY

Completed by the Board Chairman Based On Board's Discussion

Superintendent Name: _____

1. Educational Leadership

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> | 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> | 4 – Exceeds Expectations |

2. Organization Management

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> | 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> | 4 – Exceeds Expectations |

3. Community and Board of Education Relations

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> | 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> | 4 – Exceeds Expectations |

4. Personal and Professional Qualities

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> | 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> | 4 – Exceeds Expectations |

OVERALL RATING

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> | 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> | 4 – Exceeds Expectations |

Comments:

Superintendent: Your signature confirms that you have read and discussed this evaluation with the BOE Chair. Your signature does not imply agreement with the evaluation. If you wish to comment, you may do so within 10 school days from the date the evaluation was signed.

Superintendent's Signature

Date

Board of Education Chairman's Signature

Date

SUPERINTENDENT'S SELF-EVALUATION

Name

Date

INTRODUCTION

The following pages provide a self-reflection on four leadership domains recommended by *The Connecticut Superintendent Leadership Competency Framework* developed by LEAD Connecticut, endorsed by CABE, and outlined in the **Woodbridge Superintendent's Contract**. This self-assessment is intended to provide evidence and examples to help you complete the rubrics as part of the Superintendent's Evaluation Tool to determine a profile of my strengths and areas for growth. In addition, **Strategic Plan goals** (highlighted in red) and **Superintendent's goals** (highlighted in blue) which were addressed during the xxxx-xxxx school year, are included in this self-reflection with commentary.

I look forward to the opportunity to discuss the results of this evaluation with you in Executive Session at the June Board of Education meeting.

Respectfully submitted and in continued partnership,

Disclaimer: This self-evaluation document, may contain legally privileged and confidential information, and is intended for the use of Board of Education members only. You are hereby notified that any dissemination, distribution, electronic distribution or copying of this communication is strictly prohibited.

Educational Leadership

Vision:

Works with the BOE, staff, and community to develop and implement a **vision** for students' high academic achievement.

Culture:

Promotes a positive school **culture** for effective learning and high achievement; fosters a spirit of collaboration, camaraderie, and team support.

Instructional Materials:

Ensures teachers and students are provided with the highest quality instructional materials and cutting-edge technologies to support superior instruction and learning across all subject areas.

Curriculum:

Manages the development and effective continuous improvement of curriculum across all academic and special subject areas.

Hiring:

Ensures the hiring of highly qualified, high performing, and

•

<p>caring administrators, teachers, and staff.</p>	
<p><u>Training:</u> Oversees the design and implementation of effective and comprehensive professional development for administrators, teachers, and staff.</p>	
<p><u>Performance:</u> Ensures administrators, teachers, and staff are held to high standards of performance, including timely and effective performance reviews according to District policies.</p>	
<p><u>Issue Management:</u> Deals with personnel, performance, or other issues in a timely, considerate, and effective manner, ensuring the smooth-running of the District.</p>	
<p><u>Measurable Results:</u> Leads the District towards improved student achievement as evidenced by multiple sources of data.</p>	
<p><u>Presence:</u> Creates a leadership presence in the District by regularly visiting classrooms, attending special</p>	

programs, and meeting with staff.	
Personal Development: Actively participates in professional organizations for her own development.	

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Organizational Management

Budget Process:

Develops and implements a timeline and process that provides sufficient opportunity for thorough scrutiny, discussion, and decision making in all budget areas.

Budget Development:

Works with staff, BOE, and the Town Board of Finance to develop a sound budget that adequately funds all vital areas of the District's operations and meets the needs of all students.

Budget Management:

Effectively manages all expenses in the District.

Contract Negotiation:

Develops contract terms for all contracted parties that are fair to the contracted parties and manageable by the BOE.

Grants & Excess Cost:

Keeps abreast of available federal and state grants (including Excess

<p>Cost) and actively pursues and obtains all monies available.</p>	
<p><u>Day-to-Day Management:</u> Through personal oversight and a network of managing staff, maintains oversight of the day-to-day operations of the District, ensuring performance at a high level of excellence.</p>	
<p><u>Facilities/IT Planning:</u> Works with staff and BOE to develop an effective long-term facilities/IT plan.</p> <p><u>Facilities/IT Maintenance:</u> Ensures all aspects of the facilities/IT and equipment are cleaned, maintained, fixed and/or replaced in a timely, cost effective manner.</p>	
<p><u>School Environment Safety and Health:</u> Ensures all aspects of the school environment are safe and healthy, and all government standards are met.</p>	

Community and Board of Education Relations

Communication-Proactive:

Communicates proactively and effectively with the BOE on key operational, staffing, financial, educational, and other issues.

BOE Communication-

Responsive: Responds to Board Chair's requests for information in a timely fashion

Policy: Performs continuous review of Board policies and provides timely and thorough information to the Board for effective policy decision making.

Commitment to Board

Priorities: Works diligently to implement Board priorities and directives; implements all policies adopted by the Board.

Information and Advice:

Provides professional advice and informs the Board on

<p>educational issues, statutory requirements, and needs in the District, by providing appropriate recommendations and supporting data.</p>	
<p><u>BOE Collaboration:</u> Works collaboratively and collegially with members of the Board and with Board committees.</p>	
<p><u>Community Communication-Proactive:</u> Keeps parents informed of key events, programs, staff changes, education issues, emergencies, and any other issues of concern to parents.</p> <p><u>Community Communication-Responsive:</u> Responds to communications in a timely, caring, professional manner.</p> <p><u>Follow Through:</u> Takes action on parent concerns, suggestion, and expressed needs.</p>	
<p><u>Community Collaboration:</u> Solicits input and feedback from parents, actively involving them in education process and decision making where possible and appropriate.</p>	

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Personal and Professional Qualities

Personal Integrity
Professionalism
Interaction Skills
Communication Style
Work Ethic
Transparency
Commitment to Excellence

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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;">Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</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;">Mid-Year Evaluation Meeting December / January (Conducted in executive session)</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;">End of Year Evaluation of the Superintendent May / June</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>Note: Superintendent’s Evaluation is a public document subject to FOIA.</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.

Board Superintendent Team	5	4	3	2	1	Not sure
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.						
Total – Board Superintendent Team						
Grand Total						
Average						

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

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

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

Business/Non-Instructional

Operations

Extended School Day and Extended School Year Programs

The Board of Education may offer Extended School Day and Extended School Year Programs, a Summer Enrichment Program, a Summer Reading Program and other similar programs. All such programs shall be in conformity with existing State Department of Education specifications and requirements for extended school day and extended school year programs. A goal is to provide an enrichment program while meeting the needs of as many families as possible.

1. Reports and Record-keeping

The Superintendent will insure that all legally required and other appropriate and necessary records are maintained on file by the Woodbridge School District, including financial accounts, business records, personnel and program enrollment information and other information appropriate to program operation. The Superintendent will provide periodic income/expense reports to the Board of Education for its review.

2. Program Fees

Program fees shall be set by the Program Director, with approval of the Superintendent, at such a rate to fully support the program, including the cost of personnel, insurance, materials, bookkeeping and record-keeping, overhead costs and other costs associated with the program. Any surplus or deficit in the program shall be reviewed by the Board of Education. Any surplus monies spent outside of the goals of the program will be determined by the Board of Education.

3. Employment and Contracts

Teachers and other staff members, including the Director, are employees of the Board of Education. All federal and state employment statutes, and district policies, related to employment shall pertain to employees of extended school day and extended school year programs.

4. On-Site Medical Coverage

It will be the responsibility of the Director to insure that the program has continuous on site coverage by ~~an employee certified in CPR/First Aid~~ a registered nurse. In addition, the Director and Assistant Director shall maintain CPR/First Aid Certification and annual EpiPen Training.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by PA 98-141)

Policy adopted: ~~June 21, 2021~~

Business/Non-Instructional Operations

Extended School Day and Extended School Year Programs - Regulations

The Extended Day Program will be in operation during the school year on student school days from dismissal time until 6:00 PM. The program will not be offered on parent conference early release days. The Extended School Year (ESY) and Summer Enrichment Program occur over four weeks during the summer break, typically in July, although the dates will be determined by the Director of Special Services.

Extended Day Program Hiring Protocols

1. Director of Extended Day Position
 - a. The Superintendent shall post the position for the Director of Extended Day yearly in June for the following school year.
 - b. 10 ½ month position (Mid-August through last day of the school year in June).
 - c. The Director of Extended Day must be a certified teacher currently employed by the Woodbridge School district and a member of the Woodbridge Teacher Association (WEA). A teacher with an 092 certification is preferred, however, not required. Only in the case of there being no qualified member of the WEA interested in applying for the Director position will the Superintendent seek outside candidates.
 - d. The Superintendent will interview applicants with a committee to be determined by the Superintendent. The Superintendent will make the final selection.
 - e. This is a one-year position and must be applied for each year.
 - f. All work for the position is to be completed outside the scope of the employee's teaching position at Beecher Road School.

2. Assistant Director of Extended Day Position
 - g. The Superintendent shall post the position for the Assistant Director of Extended Day yearly in June for the following school year.
 - h. 10 ½ month position (Mid-August through last day of the school year in June)
 - i. The Assistant Director of Extended Day must be a certified teacher currently employed by the Woodbridge School district and a member of the Woodbridge Teacher Association (WEA). A teacher with an 092 certification is preferred, however, not required. Only in the case of there being no qualified member of the WEA interested in applying for the Assistant Director position will the Superintendent seek outside candidates.
 - j. The Superintendent will interview applicants with a committee to be determined by the Superintendent. The Superintendent will make the final selection.
 - k. This is a one-year position and must be applied for each year.
 - l. All work for the position is to be completed outside the scope of the employee's teaching position at Beecher Road School.

3. The Director and Assistant Director of Extended will hire for all positions to operate the Extended Day Program and will give preference to current Beecher Road School employees. All district hiring protocols will be followed. The Director and Assistant Director report directly to the Superintendent and will provide monthly updated reports on extended day schedules and financials.

Extended School Year (ESY) hiring will be completed through the office of the Director of Special Services.

Summer Enrichment Program Hiring Protocols

- a. The Superintendent shall post the position for the Director of Summer Enrichment yearly in March for the summer program.

- b. Four-week program that overlaps with the Extended School Year program dates. Dates to be set by the Director of Special Services.
- c. The Director of Summer Enrichment must be a certified teacher currently employed by the Woodbridge School district and a member of the Woodbridge Teacher Association (WEA). A teacher with an 092 certification is preferred, however, not required. Only in the case of there being no qualified member of the WEA interested in applying for the Director position will the Superintendent seek outside candidates.
- d. The Superintendent will interview applicants with a committee to be determined by the Superintendent. The Superintendent will make the final selection.
- e. This is a one-time position and must be applied for each year.
- f. All work for the position is to be completed outside the scope of the employee's teaching position at Beecher Road School.
- g. The Director of Summer Enrichment will hire for all positions to operate the Summer Enrichment Program and will give preference to current Beecher Road School employees. All district hiring protocols will be followed. The Director reports directly to the Superintendent and will provide an updated report on the summer enrichment schedules and financials.

Regulation adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Business/Non-Instructional Operations

Gifts, Grants Bequests and Memorials

The Superintendent of Schools shall be authorized to accept or decline, on behalf of the Board of Education, any gift of money and/or property, grants, bequests and memorials to the school system valued at \$1,000 or less and shall inform the Board of such gifts, grants, bequests and memorials. Contributions of gifts, equipment or services in excess of \$1,000 in value or that may involve major costs for installation or maintenance, or initial or continuing financial commitments from school funds, or special requests by donors shall be presented to the Board of Education for approval. Gifts, grants, bequests and memorials from the PTO, however, shall be brought to the Board at the discretion of the Superintendent.

Review and approval of gift, grants, bequests and memorials shall adhere to Board Policies [1324](#) and [7551](#) and the following guidelines:

1. Gifts, grants, bequests and memorials deemed eligible for acceptance may include money, services, programs, equipment, furniture, works of art, library materials and/or other items of value.
2. Anticipated gifts, grants, bequests and memorials shall not supplant Board of Education responsibility for educational funding, nor shall outside funding produce major educational inequities.
3. School staff and the educational program shall be safe-guarded against any inappropriate influence or constraints from individual or corporate donors because of their contributions to the school district.
4. Public recognition for received gifts, grants, bequests and memorials shall be appropriate and balanced.
5. Gifts and equipment contributed to the schools shall become the property of the Board of Education and subject to the same controls and regulations that govern the use of other district-owned property. All gifts and equipment become the sole property of the Board of Education and shall be used and expended at the Board of Education's discretion. The Board shall consider the special requests of donors before the acceptance of any gift and evaluate the donor's requests in light of the laws of this state, the policies and procedures of the school district, and the short and long-term interests of the district. The Board retains the prerogative of deciding how the donation shall be used and/or refusing any donation that requires major alterations to a physical plant, causes any future indebtedness, increases the Board's liability or any other considerations. At no time will the Board be responsible for maintenance and/or replacement of any accepted item.

Legal Reference: Connecticut General Statutes

[7-194](#) Powers.

[10-9](#) Bequests for Education Purposes

Policy adopted: February 24, 2014

Policy revised: November 21, 2017

WOODBRIIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

Business/Non-Instructional Operations**Gifts, Grant, Bequests and Memorials****Protocols for gifts, grants, bequests, memorials, donations:**

1. The organization (i.e. PTO) or individuals making the request will review proposed gift/purchase/donation with building administration.
2. The initial request will be reviewed by the building administration looking for alignment with positive student learning outcomes and curricular connections aligned with BRS.
3. Building administration will review technology related donations (i.e. printers, computers, software, cameras) with the Information Technology Manager. The Information Technology Manager will check for compatibility with existing hardware and the network. The Information Technology Manager will also determine if there are additional costs related to installation, licenses, supplies, maintenance, etc. The Information Technology Manager will communicate findings back to building administration.
4. Building administration will review equipment related donations (i.e. furniture, shelving, structural items, playground equipment, items requiring installation, items requiring electricity) with the Facilities Manager. The Facilities Manager will check for compatibility with existing systems and building layout. The Facilities Manager will also determine if there are additional costs related to installation, licenses, supplies, technicians, re-wiring, upkeep/maintenance, etc. The Facilities Manager will communicate findings back to building administration. The Facilities Manager via consultation with the Superintendent shall bring matters that involve substantive alteration to buildings or grounds to the BOE Facilities Committee for review and approval by the Board of Education.
5. At all times the Superintendent has full discretion in granting or denying gifts, grants, donations. Any request that requires additional costs that impact the LEA budget will need to be reviewed by the Superintendent and the Director of Business and Operations who in turn will consult with the BOE.