

Woodbridge Board of Education WBOE
Special Meeting
Tuesday, March 28, 2023 6:00 PM

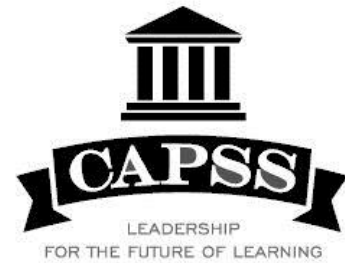
South Assembly Room

Agenda

- I. **Call to Order**
- II. **Board Self-Evaluation**
- III. **Board Roles and Responsibilities**
- IV. **Meeting Protocol**
- V. **Discussion of Community Outreach**
- VI. **Adjourn**



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Assistance provided by LEAD Connecticut and the Connecticut State Department of Education.

School Governance Position Statement Spring 2016

“The school leadership team – school board and superintendent – is critical to the success of public education. Great things can happen when the elected and executive leadership of a school system are in agreement about goals and expectations. That requires candor and collaboration, and a shared commitment to the mission of ensuring that all children have access to a great education.”

Thomas Gentzel, Executive Director, National School Board Association, and Daniel Domenech, Executive Director, American Association of School Administrators, 2014

Preface:

Connecticut's educational leaders recognize the power and potential to improve teaching, learning and student achievement in our public schools through cooperative, purposeful and professional working relationships between Superintendents and Boards of Education. The functions of our publicly elected Boards and hired Superintendents are subject to shifting demographic, cultural, and regulatory pressures. Meanwhile, in this continually evolving context, robust working relationships between school Boards and Superintendents, based on proven practices, consistently prove to be key drivers of high-achieving school districts.

This document is CABE and CAPSS view on the nature of and expectations for working relationships between Boards of Education and Superintendents. We intend it as a statewide reference for both groups to work toward strengthening strategic partnerships that empower student achievement. Our attempt is to capture best practices in this area, understanding that many of the issues addressed must be determined at the local level. We recognize that Superintendent/Board relationships vary, reflecting the diversity of our cities and towns.

We hope that this reference will continue to facilitate ongoing statewide discussions among and between Boards of Education and Superintendents for the districts that serve our students.

School Governance Position Statement Spring 2016

For success, the Board of Education and the Superintendent of Schools in any school district must share the same goals and vision for providing students with quality education. While Board and Superintendent roles are different, they should complement each other. For the greatest success, Board members and the Superintendent must work collaboratively as a governance team, with each clear on their roles and areas of responsibility, respecting the others' roles and responsibilities and collaborating effectively on shared responsibilities.

Our stance aligns with the AASA-NSBA foundational position: In general, “the Board is a legislative body that develops, evaluates and oversees education policies. The Superintendent is the professional educator chosen by the Board to implement policies and to provide professional leadership (and vision) for a district’s schools.”

School districts with high-quality governance teams and high student achievement are characterized by excellent working relationships between the Superintendent and Boards of Education. **The focus of the relationship must always be collaboration on behalf of children.**

Governance Statement: Uses for This Document

This Governance Statement is intended to be used as a tool for discussion between boards and superintendents. It takes into account the thoughts of board members, former and current superintendents and others versed in leadership. It is not designed as a one-size-fits-all recipe. Rather, it is based on what the authors see as the best road to take to build that strong relationship.

We recommend that all boards and their superintendents discuss their expectations for each other as soon as any of the members of the Leadership Team (the Board of Education and the Superintendent) change. Thus, with changes due to board elections, appointment of a new board member, the hiring of a new superintendent or whenever the board and superintendent believe it is in the interests of their relationship to have a discussion of expectations, the Team should take part in a retreat. The Governance Statement can serve as a good starting place for those discussions.

These discussions should occur in a retreat format, usually with a trusted facilitator. While certainly the companion Board Self-Assessment contained in the Team Assessment document should be used to pinpoint the views of both board members and the superintendent, the Governance Statement itself, with its list of board responsibilities, superintendent responsibilities and those they share, should be well-known to new and experienced board members and superintendents.

Every district has different board members, a different superintendent, different demographics, and other unique characteristics that will help inform such a retreat. That is to be expected and is actually a strength of Leadership Teams: local control is based on an understanding that different localities have different needs and wants.

Because of that, we encourage your Leadership Team to discuss the responsibilities and determine how best you can work together to ensure they are carried out in a thoughtful, positive way, all aimed at strengthening your student achievement. At times when difficult, contentious issues come before the Board, it can be helpful to return to the Governance Statement and have another discussion of expectations.

Joint Board/Superintendent Responsibilities

The primary responsibility of a Board and Superintendent is to foster a district culture that makes student achievement its primary focus. These are specific joint responsibilities that will accomplish this goal.

- To work together with the community to develop a vision for the school district with a primary focus on student achievement.
- To develop goals that align with the vision for the district and foster continuous improvement.
- To institute a process for long-range and strategic planning that aligns with the vision for the district.
- To communicate and interpret the school district's mission to the public and listen, and incorporate appropriate community perspectives into Board action.
- To provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies and other groups to provide support for healthy development and high achievement for all children.
- To participate in professional development specifically regarding their roles and responsibilities and on relevant content areas.
- To support Board actions and decisions.
- To collectively execute their legal responsibilities.
- To set aside time, at least semi-annually, to discuss school Board/Superintendent relations.
- To belong to, actively support, and participate in their professional organizations, and encourage each other to do so.
- To ensure that professional development opportunities, consistent with district goals, are available to all Board members and school district employees.
- To ensure district adherence to federal and state laws and Board policies.
- To advocate, at the national and state levels, for students and the school district and promote the benefits of public education.
- To collaborate with other school Boards, Superintendents, agencies, and other bodies to inform state and federal policy makers of local concerns and issues relative to education.
- To work collaboratively with agencies, and other bodies, as appropriate, on an ongoing basis.

**School Governance Position Statement
2016**

Board of Education’s Responsibilities	Superintendent of Schools’ Responsibilities
<ul style="list-style-type: none"> • To hire, support, evaluate and work effectively with the Superintendent of Schools. 	<ul style="list-style-type: none"> • To work effectively with the Board, serving as the school Board’s chief executive officer and educational leader for the Board, district, and community.
<ul style="list-style-type: none"> • To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district. 	<ul style="list-style-type: none"> • To implement policies approved by the Board and recommend changes, if appropriate, and to develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
<ul style="list-style-type: none"> • In consultation with the Superintendent, to conduct an annual formal evaluation of the Superintendent of Schools that: 1) reflects the significant complexities and wide variety of responsibilities inherent to the role; 2) identifies areas of success and targeted professional development; and 3) focuses on student achievement in the proper context. 	<ul style="list-style-type: none"> • To participate, as appropriate, in his/her annual evaluation, by providing data and other information that will inform the evaluation.
<ul style="list-style-type: none"> • To inform the Superintendent, through the established chain of command, of potential barriers to the realization of the board’s vision for the school system. 	<ul style="list-style-type: none"> • To proactively identify and address potential barriers to the realization of the board’s vision for the school system.
<ul style="list-style-type: none"> • To refer communications such as questions complaints and personnel inquiries to the Superintendent, as appropriate, and to encourage adherence to the established chain of command. 	<ul style="list-style-type: none"> • To respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command, and to keep Board members informed about district issues in a timely manner.
<ul style="list-style-type: none"> • To seek the Superintendent’s recommendation before taking action. 	<ul style="list-style-type: none"> • To provide the Board with well-informed recommendations.
<ul style="list-style-type: none"> • To make decisions based on data. 	<ul style="list-style-type: none"> • To facilitate effective, data-driven decision making.

**School Governance Position Statement
2016**

Board of Education’s Responsibilities	Superintendent of Schools’ Responsibilities
<ul style="list-style-type: none"> • To adopt, advocate for and oversee the school budget, which is responsive to district goals and meets the needs of all students. 	<ul style="list-style-type: none"> • To prepare, advocate for and implement the annual budget that addresses district goals and meets the needs of all students; and report regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be informed.
<ul style="list-style-type: none"> • To delegate to the Superintendent responsibility for all administrative functions, except those specifically reserved to the Board through Board policy. 	<ul style="list-style-type: none"> • To oversee the organization and management of the district’s day-to-day operations.
<ul style="list-style-type: none"> • To conduct an annual self-evaluation of its own leadership, governance and teamwork and take appropriate action pursuant to that evaluation. 	<ul style="list-style-type: none"> • To participate, as appropriate, in the annual self-evaluation of the Board, and assist with follow-up.
<ul style="list-style-type: none"> • To provide leadership development opportunities for the Superintendent. 	<ul style="list-style-type: none"> • To engage in leadership development opportunities provided by the Board.
<ul style="list-style-type: none"> • To have the Board leadership work with the Superintendent to develop meeting agendas that include student achievement. 	<ul style="list-style-type: none"> • To work closely with the Board leadership to develop meeting agendas that include student achievement.
<ul style="list-style-type: none"> • To determine and include in district policy, hiring procedures that clearly define Board and Superintendent responsibilities, and to participate in termination procedures and decisions as prescribed by Connecticut General Statutes. 	<ul style="list-style-type: none"> • To, as pursuant to Board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
<ul style="list-style-type: none"> • To establish, in accordance with state statute, a professional staff evaluation process that is based on effective performance. 	<ul style="list-style-type: none"> • To implement the Board-established professional staff evaluation process that is based on effective performance, in accordance with state statute.
<ul style="list-style-type: none"> • To ensure there is a supportive, smoothly-operating Board/Superintendent leadership team, which results in an effective and efficient school district. 	<ul style="list-style-type: none"> • To serve as a key, effective member of the Board/Superintendent leadership team and to lead the district staff to meet the district’s goal.

**School Governance Position Statement
2016**

Board of Education’s Responsibilities	Superintendent of Schools’ Responsibilities
<ul style="list-style-type: none"> To share relevant information for the betterment of the district with the Board/Superintendent leadership team. 	<ul style="list-style-type: none"> To communicate research information, performance results and educational needs to the Board for possible Board action.
<ul style="list-style-type: none"> To hold Superintendent accountable for alignment of district activities with district vision. 	<ul style="list-style-type: none"> To ensure that actions of the entire district align to the district vision.
<ul style="list-style-type: none"> Belongs to, actively supports, and participates in professional organizations (e.g., CABA, NSBA and encourages the Superintendent of Schools to actively support and participate in their professional organizations. (CAPSS, AASA) 	<ul style="list-style-type: none"> Belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA and encourages the Board of Education to actively support and participate in their professional organizations (CABA, NSBA)

For more information on the specific duties of the Superintendent, it is recommended that the Board and Superintendent examine the Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut. It is intended to focus specifically on effective superintendent leadership and is included at the end of this document.

The Relationship between the Board Chair and the Superintendent

By the nature of the position, the Board Chair plays a key role in ensuring the effective functioning of the governance team. The Chair serves as the liaison between the Board and the Superintendent. The Board Chair will often have a very different relationship with the Superintendent of Schools than others on the Board. Because of this relationship, it is crucial that Board Chairs be chosen carefully. Ability to serve as representative of the Board and, as appropriate, partner with the Superintendent, should be critical considerations in selecting the Board Chair.

The Chair should also recognize that his or her role is dependent upon the support of the Board, and that action generally requires the vote of the Board.

Usually the Chair and Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board. (Sometimes Board officers do this with the Superintendent.) The Superintendent will depend on the Chair for guidance, and the Chair should look to the Superintendent for the same, not only in setting the agenda, but also in carrying out other joint Board/Superintendent responsibilities. Both the Board Chair and the Superintendent should develop and maintain a close, positive working relationship.

The Superintendent is a non-voting member of the district leadership team, and should be accorded the proper respect. The Board and the Superintendent work together to ensure that they make all decisions consistent with the ethical standards they’ve established.

School Governance Position Statement 2016

The Chair has the unique role of communication with all Board members and provides appropriate information on any issues that arise in the district. The Superintendent also has a role in seeing that the Chair gets any help or information they need to make sure this communication takes place.

The Chair has a responsibility to ensure that the Superintendent can do his/her job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities, not only in terms of the Board/Superintendent relationship, but also as the Board relates to the students, community, staff, government agencies, and others affected by the Board. Understanding that Board members are individuals, with different opinions and agendas, the Board Chair still has the responsibility, to the extent possible, for keeping everyone “on the same page.” In particular, the Chair must make every effort to ensure that once district policy has been properly established, the Board speaks “in one voice” as the Superintendent implements that policy. This will, in the long run, pay dividends in terms of credibility of the Board and will lead to more efficient and effective Board action.

For more information on the work of the Board Chair, please see the CAFE publication, “Who’s In Charge? A Guide for Board of Education Chairs”.

Conclusion

While this position paper attempts to outline the various roles and responsibilities of Boards of Education and School Superintendents, its primary purpose is to emphasize the importance and necessity of a close working relationship between the two, based on trust, an understanding of each other’s unique roles and abilities, and a shared vision for the school district’s success. Not only is such a relationship a necessary prerequisite for this success, but also, the lack of a trusting, collaborative relationship between a Board of Education and its Superintendent is a blueprint for failure.

The focus for Boards and Superintendents must always be: How can we work together to ensure educational excellence for our children?

References

- Dervarics, Chuck and O’Brien, Eileen, “Eight Characteristics of Effective School Boards: full report,” Center for Public Education, January 28, 2011
- Connecticut Association of Boards of Education, “Who’s In Charge? A Guide for Board of Education Chairs.”
- Hanover Research, “Review of Effective Superintendent Leadership and Development Practices,” May, 2013
- CAFE, Who’s In Charge, discussion of the role of the Board Chair, 2011.

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 school 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.

Together, CABE and CAPSS have created the following framework to help guide Superintendent evaluation and development. CABE/CAPSS regularly revises this document to reflect continuing developments that shape Superintendents' areas of responsibility.

I. Educational Leadership

Grounded in relationships, the Superintendent enlists and guides school district stakeholders toward the district's educational goals, demonstrating an intense focus on continuous district improvement.

Working with the Board of Education, community, and staff, the Superintendent:

- develops and implements a vision that inspires action and commitment;
- develops and implements a district leadership plan that guides decision making;
- aligns resources to drive a district-wide strategy for improving the performance of all students;
- establishes systems that build staff capacity and hold staff accountable for results;
- establishes and sustains a culture of continuous improvement and accountability;
- purposely aligns systems and structures that support the strategic operating plan;
- identifies the values and ethics under which the schools function.

Serving as the Board of Education's educational leader and chief executive, the Superintendent:

- works with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff;
- promotes a positive school culture in which there is an effective instructional program and a comprehensive professional development plan for staff;
- belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA) and encourages the Board of Education to actively support and participate in their professional organizations (CABE, NSBA);
- uses knowledge of research-based best practices related to learning, teaching, student development, organizational development, and data management to optimize learning for all students.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

II. Organizational Management

Effective facilitation of the day-to-day operations of the school district and its programs requires leadership in organizational management. This includes establishing systems and appropriate delegation of tasks for:

- consistent with Board of Education policy, recruiting, hiring, and retaining personnel for the school district who show potential to best meet the needs of all students;
- providing a system of support, supervision, and consistent evaluation to ensure effectiveness of certified and classified staff;
- preparing, advocating for, and implementing an annual budget that addresses district goals and meets the needs of all students;
- implementing policies adopted by the Board of Education and recommending appropriate changes; and informing the Board of administrative procedures necessary to implement Board policies;
- ensuring the health and safety of students and staff;
- reporting regularly to the Board of Education on all relevant matters.

III. Community and Board of Education Relations

Community and Board of Education relations are critical to the success of the Superintendent and the school system.

Community relations: The Superintendent works in partnership with the Board of Education and the community to:

- establish a vision, goals, and objectives for the district;
- communicate regularly and clearly with the community;
- provide data and information to assist with the evaluation of the district operations and programs;
- represent the district to the community;
- maintain positive working relationships with key local, regional, and state organizations and agencies.

Board relations:

Working in a professional manner, the Superintendent:

- provides professional advice and keeps the Board of Education informed and updated on educational issues and the school system's needs and operations, by providing appropriate recommendations and supporting data.
- responds to communications from staff and community, as appropriate; ensures the adherence and appropriate response through the chain of command; and keeps Board of Education members informed about significant operational issues in a timely manner.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

IV. Staff Relations

No chief executive officer, including a superintendent of schools, can lead a successful organization without establishing healthy and productive relationships with the organization's staff members. To establish such relationships, a superintendent must ensure that systems are in place that:

- provide for a safe and orderly work environment for all staff;
- delegate authority appropriately to all staff members;
- give all staff members sufficient authority and support to meet their responsibilities;
- provide all staff members with effective, relevant, and ongoing professional development aligned with their responsibilities and opportunities for advancement;
- provide all staff members the information they need to meet their responsibilities;
- provide for substantial consideration of input from staff members on all important policy and procedural decisions that involve them;
- provide for regular and systemic communication to all staff members with respect to all major organizational goals, objectives, and management issues.

V. Personal and Professional Qualities and Relationships

Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. The Superintendent, with poise and diplomacy, must:

- maintain high standards of ethics, honesty, and integrity in all professional matters;
- continue to refine and develop their skills and contemporary knowledge;
- make decisions based on sound professional practice;
- interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district;
- strongly advocate for public education and support their convictions;
- maintain a healthy balance between professional obligations and personal life.

VI. Growth in Student Achievement

Every school district's core mission is to prepare all students for the future by ensuring their growth in achievement. The Superintendent does not deliver instruction directly to students but must set expectations and take specific actions that establish a culture conducive to growth in student achievement.

The Superintendent must establish systems for:

- involving stakeholders throughout the system to establish instructional and achievement goals;

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

- collecting data on a regular basis regarding student achievement in all programmatic areas;
- analyzing data to identify areas of instruction requiring focus and emphasis;
- developing and implementing plans to ensure growth in student achievement and for revising those plans regularly, in accordance with relevant student achievement data;
- holding staff accountable for implementing plans to enhance student achievement and for the intended growth in student achievement;
- determining whether achievement growth strategies are successful and methods to conduct relevant assessments;
- setting, in concert with the Board of Education, assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments;
- setting, in concert with the Board of Education, reasonable and assessable goals for their performance -- within the context of available resources and Board support -- for the Superintendent's proposals.

SAMPLE SCHOOL DISTRICT CORE VALUES

- Academic excellence: High academic offerings and achievement
- Accountability
- All stakeholders are critical in the education process
- Celebrate successes
- Clear expectations
- Collaboration
- Collaborative interactions among students, educators, parents, and families
- Communication is open
- Community involvement
- Commitment to High Standards & Expectations
- Commitment to a caring community
- Competitive
- Compliance with federal, state, local expectations
- Continuous improvement
- Continuous learning
- Cooperative and caring relationships
- Critical thinking
- Curiosity
- Diversity, Equity, Inclusion, Belonging
- Efficiency
- Empathy
- Equity
- Ethical culture
- Excellence
- Financial prudence and oversight
- Focus on Board priorities
- Free speech
- Governance excellence
- Growth mindset
- Inclusive
- Input: Consider before deciding
- Integrity/Ethics
- Healthy environment (physically, academically, socially)
- Honest
- Humor/Fun
- Inspired instruction
- Leadership/
- Life-long learning (academic, social, emotional)
- Meeting every student where they are and moving them forward
- Openness
- Passion for excellence
- Personal effort
- Personal responsibility
- Protecting Environment
- Reason
- Resilience
- Respect
- Relationships
- Resilience/Adaptability
- Respect/ Empathy
- Respect for human differences
- Respect and support for staff
- Respect for others in the community
- Responsibility
- Rigorous, standards-led curriculum
- Resources: sufficient
- Safe learning environment
- Shared, inclusive vision
- Stewardship
- Student life
- Supportive environment
- Sustainability of high standards
- Teamwork
- Transparency
- Unwavering belief in all students' potential

Bylaws of the Board

Limits of Authority

The nine member Woodbridge Board of Education is the unit of authority. A Board member has no individual authority. Individually, a Board member may not commit the district to any policy, act or expenditure. A Board member is prohibited from doing business with the Woodbridge School District, and from being employed for compensation by the Woodbridge School, nor shall the Board member have an interest in any contract with the Woodbridge School District. A Board member does not represent any factional segment of the community, but is rather a part of the body which represents and acts for the community as a whole.

No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools, nor as an individual command the services of any school employee.

No members of the Board of Education shall be asked to perform any routine or clerical duties which may be assigned to an employee.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-232 Restrictions on employment of members of the board of education.

Bylaw adopted by the Board: October 17, 2011

Bylaws of the Board

Legal Responsibilities of Board of Education

The Board of Education shall have authority to take all action necessary or advisable to meet its responsibilities under state statute and Town Charter including but not limited to the following:

1. To annually establish, with the Superintendent of Schools, educational priorities for the school district.
2. Create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.
3. To elect a Superintendent of Schools in accordance with state statutes.
4. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
5. To determine the number, classification, duties and remuneration of employees.
6. To establish policy for employment, promotion and dismissal of personnel in accordance with state statutes.
7. To provide for the appraisal of the performance of personnel.
8. To initiate and approve the acquisition and disposition of school sites and to initiate and approve plans for school buildings.
9. To consider any specific recommendations made by the Superintendent of Schools.
10. To keep the citizenry informed of purposes, values, conditions and needs of public education in the Town.
11. To consider, revise and adopt any changes in the curriculum.
12. To take any other actions required or permitted by law.
13. To make reasonable provision to implement the educational interests of the State, as defined by law, so that
 - (a) each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;
 - (b) the school district shall finance at a reasonable level an educational program designed to achieve this end;
 - (c) the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds;
 - (d) the mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Charter, Town of Windham, Ch. X Sec. 6, "Duties of Board of Education on Budget," November 3, 1992, p. 18

Bylaw adopted by the Board: October 17, 2011

Bylaws of the Board

Board-Related Responsibilities

The Board of Education shall:

1. Employ an able and qualified Superintendent of Schools.
2. Adopt policies to govern the operation of the school system.
3. Communicate the educational program to the people of the community.
4. Keep abreast of future educational needs of the Town as well as the present.
5. Adopt an annual budget.
6. Take such specific actions as are required by law.

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules.

Bylaw adopted by the Board: October 17, 2011

Bylaws of the Board

Number of Members, Terms of Office, Election of Members

The Board of Education shall consist of nine members. Their terms of office shall be four years in length in accordance with the Woodbridge Town Charter and any other governing laws. Before entering upon their official duties, members of the Board of Education shall take the oath of office before the Town Clerk or their designee.

No more than five nor less than four members of the Board of Education shall be elected to each serve for a four-year term at each regular Town election.

The Board of Education shall conduct its organizational meeting at its first meeting in November or December following Board elections. The Board of Education shall elect from its members at the organizational meeting a Chairperson, a Vice-Chairperson and a Secretary. The organizational meeting shall be called to order by the current Board Chairperson who will preside until a Chairperson is elected. In the absence of the Chairperson, the Vice-Chairperson or Secretary in that order shall preside until a new Chairperson is elected. Election of officers shall be in writing and the vote of each member shall be made available for public inspection within forty-eight hours and recorded in the minutes of the meeting. If a Chairperson and/or Secretary are not chosen within one month, because of a tie vote of the members, Town Selectmen shall choose such officers from the Board membership.

Upon his/her election the Chairperson shall assume the chair and proceed with the election of the Board Vice Chairperson and Secretary.

If the office of Chairperson, Vice Chairperson or Secretary becomes vacant between organizational meetings, the Board shall, within 30 days thereafter, fill the vacancy for the unexpired term by a majority vote of the members of the Board present, at a meeting warned for that purpose.

(cf. 9321 - Time, Place, Notification of Meetings)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Charter of the Town of Woodbridge Section 8-15(a)(b)

Bylaw adopted by the Board: February 28, 2022

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Bylaws of the Board

Standing Committees

The following shall be the standing committees of the Woodbridge Board of Education. The Chairperson shall appoint three Board members to each committee, whose consensus will typically be determinative of committee actions. The Chairperson may revise committee appointments at any time, and shall be an ex officio member of each committee. The Woodbridge Education Association and the Beecher Road School PTO may each designate one individual per committee to represent their respective organizations at committee meetings.

Additional members representing parents and staff may be added at the discretion of the Board. Committees are formed at the beginning of the school year; communications regarding interest in serving on committees should be directed to the Board Secretary. The Superintendent is a member of each committee and may appoint up to two additional administrators/supervisors to serve on each committee. Policy decisions of the committees are non-binding; only the Woodbridge Board of Education may determine policy.

The standing committees of the Board are:

- A. Policy ([9132.2](#))
- B. Curriculum ([9132.3](#))
- C. Finance ([9132.4](#))
- D. Facilities ([9132.5](#))

(cf. [1110](#) - Communications among the Board of Education, the Administration, the Parents, and the Staff at Beecher Road School)

(cf. [9131](#) - Committee of the Whole)

(cf. [9132.2](#) - Policy Committee)

(cf. [9132.3](#) - Curriculum Committee)

(cf. [9132.4](#) - Finance Committee)

(cf. [9132.5](#) - Facilities Committee)

Legal Reference: Connecticut General Statutes

[1](#)-200 through 1-241 of the Freedom of Information Act

[1](#)-200 Definitions

[1](#)-226 Meetings of government agencies to be public

[10](#)-220 Duties of boards of education

Robert's Rules of Order

Bylaw adopted by the Board: June 21, 2021

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Bylaws of the Board

Special Committees/Advisory Committees

The Chairperson of the Woodbridge Board of Education shall create and assign membership to the Ad Hoc committees as shall be deemed necessary or advisable by the Board of Education, and the Chairperson shall be, ex officio, a member of each committee. The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education. Such final report shall be given to the Board within one (1) year of creation.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

In contrast to standing committees, Ad Hoc committees are created to perform a specific task. Ad Hoc committees may include administrators, staff, parents, students and/or community representatives as well as Board members. When it has made its final report or recommendation to the Board, the Ad Hoc ceases to exist.

(cf. 9130 - Committees)

(cf. 9131 - Committee of the Whole)

(cf. 9132 - Standing Committees)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-226 Meetings of government agencies to be public.

Bylaw adopted by the Board: October 17, 2011

Bylaws of the Board

Code of Ethics for Board Members

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations. Members of the Board of Education subscribe to the "Standards of Leadership for Members of Boards of Education" recommended by the Connecticut Association of Boards of Education Board of Directors, as follows:

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of "children first".
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, physical condition or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education.
5. I will recognize the need for fiscal responsibility in the decision-making process especially as it relates to cost/benefit considerations.
6. I will join with my Board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society. I will support needed change in our schools.
7. I will strive to serve as a communications link between the community and our schools to ensure that the community is fully and accurately informed about our schools, and that the school staff understands the aspirations and desires of the community.
8. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members to see that they are well-run through effective policies.
9. I will confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
10. I will arrive at conclusions only after discussing all aspects of the issue at an open meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
11. I will recognize that authority rests only with the whole Board assembled in meeting, and will make no personal promises nor take any private action which may compromise the Board.
12. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain or for friends.
13. I will hold confidential all matters pertaining to schools which, if disclosed, might needlessly injure individuals or the schools.
14. I will insist that all school business transactions be open and ethical.

15. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.

16. I will strive to appoint the best trained professional personnel available, upon recommendation by the appropriate administrative officer.

17. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.

18. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

19. The Board as a whole shall request data and/or reports from district personnel not as an individual.

Reference: "Connecticut Code of Ethics for Boards of Education" printed in Responsibilities of Board of Education Membership (revised June, 1989)

Bylaw adopted by the Board: October 17, 2011; Bylaw readopted: February 24, 2020

WOODBRIAGE PUBLIC SCHOOLS

Bylaws of the Board

Civility

Statement and Purpose

The Woodbridge Board of Education has, as the primary objective of this policy, the promotion of mutual respect, civility, and orderly conduct in pursuing the interest and work of the Woodbridge School District. In the interest of presenting the Woodbridge Board of Education as a role model of respectful discourse, the Board encourages positive communication and discourages volatile, hostile, aggressive, and non-inclusive communications or actions. Modeling a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of our youth as thoughtful participants in our democracy.

It is the intent of the Board to promote mutual respect, civility, orderly conduct, and constructive problem-solving in our interactions as a Board and with the community. It is not the intent of the Board to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free setting for the Board, the administration and staff, the students, and the community to engage with each other in the best interests of the District. The Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions.

The Woodbridge Board of Education intends to foster a culture and practice of civility in all school and school-related settings, communications, and operations. Informed debate, healthy dialogue, disagreements, and informed public opinion are to be expected and are accepted forms of interaction in a democratic society. Common norms and protocols for civil discourse and action and compliance with public meeting laws are to be expected.

Nothing in this policy shall be deemed to be in conflict with the ability of the school community to have opportunities and avenues available to express concerns and complaints about any facet of school operations or to limit an individual's ability to exercise his or her right to freedom of expression. The expectation is that this is done in a way that does not violate anyone else's rights.

The Woodbridge Board of Education seeks to promote a work environment that is safe, productive, and encouraging of the free flow of ideas without fear or intimidation, and to provide all students with appropriate role models for respectful problem solving. The Board seeks public cooperation with this endeavor.

Expectations and Procedures

Expectations of the Board of Education

The Woodbridge Board of Education and all others serving in an official District capacity, including but not limited to members of the Board of Education, District representatives, administrative representatives, community representatives, and all Committee members, are expected to treat everyone, including but not limited to fellow members, students, parents, faculty and administration, and members of the public, with courtesy, civility, respect, and inclusion.

The Woodbridge Board of Education welcomes constructive, informed, civil engagement with all members of the District.

Expectations of Interactions with the Board of Education

Community and District members engaging with the Board or any of its Committees are expected to treat each other with courtesy, civility, and respect. This expectation applies to in-person interactions as well as electronic, remote, or virtual interactions.

Uncivil and disruptive behaviors are not limited to, but include: disrupting or threatening to disrupt school or district operations; loud, intimidating, or offensive language; verbal or physical intimidation or bullying;

harassment of District members through repeated communications, including but not limited to phone calls, e-mails, texts, social media blasts, or confrontations; threatening the health or safety of Board members, staff, or students; willfully causing property damage; disrupting the work of the Board; or any behavior that interferes with the operation of the District, its administrative offices, its school, or Board functions.

Process for Addressing Concerns of Incivility

The Board of Education reserves the right to censor incivility through:

- Use of parliamentary procedure to conduct the work of the Board on agenda topics, enter into recess, or enter into adjournment.
- Asking the disrupting party to leave the premises or meeting.
- Reaching out to law enforcement for any party refusing to leave or causing an unsafe environment.
- Consistent with State statute, terminating the electronic meeting attendance of a disrupting party until such time as the party complies with the expectations of this policy.

Policy adopted: December 20, 2021

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut