

Agenda

- I. **Call to Order**
- 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. 2000 - Concept and Roles in Administration
 - B. 2001.1 Staff Involvement in Decision-Making
 - C. 2100 - Administrative Staff Organization
 - D. 2111 - Equal Employment Opportunity
 - E. 2112 - Professional Development
 - F. 2120 - Organization Chart
 - G. 2121 - Lines of Responsibility
 - H. 2130 - Job Descriptions
 - I. 2131 - Superintendent of Schools
 - J. 2131.1 - Appointment of Designee for Superintendent
 - K. 2140.1 - Superintendent Succession
 - L. 2210 - Administrative Leeway in Absence of Board Policy
 - M. 2220 - Representative and Deliberative Groups
 - N. 2230 - Reports and Recordkeeping / Control and Communication Channels & Systems
 - O. 2231 - Policy and Regulations Systems
 - P. 2300 - Code of Ethics
 - Q. 2400 - Evaluation of Administrators and Administration
- IV. **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. Public Comment may be submitted electronically to mdegennaro@woodbridgeps.org*
- V. **Adjournment**

WOODBRIIDGE PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

	Number	Policy or Regulation
0. Concept and Roles in Administration.....	2000	P
A. Participatory Management		
(1) Staff Involvement in Decision-Making	2001.1	P
1. Administrative Staff Organization.....	2100	P
A. Management Positions/Team		
(1) Equal Employment Opportunity	2111	P
(2) Professional Development	2112	P
B. Organizational Chart(s).....	2120	P/R
(1) Lines of Responsibility.....	2121	P
C. Job Descriptions	2130	P
(1) Superintendent of Schools.....	2131	P
(2) Appointment of Designee for Superintendent	2131.1	P
D. Superintendent.....	2140	P
(1) Superintendent Succession.....	2140.1	P
2. Administrative Operations		
A. Administrative Leeway in Absence of Board Policy	2210	P
B. Representative and Deliberative Groups	2220	P
(1) Control and Communication Channels & Systems	2230	P
(2) Policy and Regulations Systems	2231	P
3. Code of Ethics.....	2300	P/R
4. Evaluation of Administrators and Administration	2400	P/R

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Series 2000 Administration
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<i>Policy Topic Title</i>	<i>Number</i>	<i>Former Number</i>	<i>Former /Taken/Action Taken</i>					<i>Date Adopted</i>
			<i>Same</i>			<i>Sample provided</i>		
			<i>Appropriate as written</i>	<i>Modified</i>	<i>Not Used</i>	<i>Policy</i>	<i>Regulation</i>	
Concept and Roles in Administration	2000		X					3/19/12
Board-Superintendent Relationship	2000.1							
Participatory Management	2001							
Staff Involvement in Decision-Making	2001.1					X		
Guidelines for Decision-Making Teams	2001.2							
Goals and Objectives	2010							
Administrative Staff Organization	2100		X					3/19/12
Management Positions/Team	2110							
Equal Employment Opportunity	2111		X					4/19/22
Professional Development	2112					X		
Organization Chart(s)	2120		X					11/21/22
Line of Responsibility	2121							3/19/12
Building Assignment Term Limitation	2122							
Job Descriptions	2130		X					3/19/12
Superintendent of Schools	2131		X					4/20/21
Appointment of Designee for Superintendent	2131.1		X					3/19/12
Assistant Superintendents	2132							
Principals	2133							
Qualifications/Duties	2133.1							
Assistant Principals	2133.11							
Curriculum Administrator, Leaders and Coordinators	2133.12							
Business Managers	2134							
Director of Pupil-Personnel Services	2135							
Instructional Supervisors	2136							
Athletic Director	2137							
Superintendent	2140							
Superintendent Succession	2140.1					X(2)		
Recruitment of Superintendent	2141							

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Policy Topic Title	Number	Former Number	Former /Taken/Action Taken					Date Adopted
			Same			Sample provided		
			Appropriate as written	Modified	Not Used	Policy	Regulation	
Administrative Staff	2150							
Recruitment of Administrative Staff	2151							
Assignment of Administrative Personnel	2152							
Orientation of Administrative Personnel	2153							
Supervision of Administrative Personnel	2154							
Administrative Operations	2200							
Administrative Leeway in Absence of Board Policy	2210		X					3/19/12
Representative and Deliberative Groups	2220		X					3/19/12
Superintendent's Cabinet	2221							
Outside Consultants	2224							
Control and Communication Channels & Systems	2230		X	X				3/19/12
Operations – Virus Protection	2230.1							
Policy and Regulation Systems	2231		X					3/19/12
House Organs, Manuals, Directives, Bulletins, Announcements	2232							
Administrative Reports/Annual Report	2232.1							
Treatment of Outside Reports	2234							
Research, Evaluation and Planning	2240							
Monitoring of Product and Process Goals	2250							
Data Dashboard	2251							
Code of Ethics	2300					X	X	
Statement of Standards for School Leaders	2300.1							
Code of Professional Responsibility	2300.2							
Evaluation of Administrators and Administration	2400		X+R				X	12/19/22
Superintendent Communications with Board	2501							

Existing policy, number 2000 adopted 3/19/12, appropriate as written.

2000

Administration

Concept and Roles in Administration

The Superintendent is responsible for directing and coordinating the administrative staff in realizing the educational philosophy, goals, and general objectives adopted by the Board of Education within the guidelines established by Board of Education policy, law, and employee agreements.

The primary purpose of school administration is to help create and foster an environment in which students can learn effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction and more effective learning.

Policy adopted: ~~March 19, 2012~~

An optional policy to consider.

Administration

Participatory Management

Staff Involvement in Decision Making

The Board will encourage employee participation in decision-making for the school district.

Such participation will include, as appropriate to areas, programs and schools, involvement in:

1. Curriculum
2. Operational issues
3. Budget
4. Facilities Planning
5. Personnel

The Board believes that policy decisions regarding the curriculum, instruction, and the overall school program should be reached with meaningful participation by the professional staff in a process which culminates in a recommendation to the Board by the Superintendent. However, such participation should be interpreted as contributing to the establishment of policy not as setting it, which is a right ultimately reserved to the Board.

The Board believes that such participation by the administrators and school staff should be conducted in a spirit of cooperation and with the clear focus that student learning is the most important function of a classroom and a school. What is best for the students of our schools should always be the guiding principle that underscores any decision-making process related to the instructional program.

The Superintendent will ensure that each building administrator establishes a process by which meaningful participation by the staff is sought during every phase of decision-making. The process should recognize and further the school staffs collective sense of responsibility for school-wide student performance. The Board encourages the use of staff development opportunities specifically directed toward cultivating the school staffs research, analytical, and decision-making abilities.

In addition, the Board believes greater involvement in decision-making by the staff should be accompanied by an increased level of accountability for results. Therefore, any proposals by the professional staff for alterations to the instructional program or any system-wide and/or school goals resulting from collaborative decision-making processes should incorporate evaluation

procedures that are linked to student outcomes. Evaluations of the professional staff, then, should include an assessment of how effectively they have worked toward and achieved these common goals.

Administration

Participatory Management

Staff Involvement in Decision Making (continued)

The Board believes that the Principal must play a leadership role in the development of new proposals for the instructional program, both in maintaining a consistent focus on student outcomes and in providing the necessary research and technical support for the school staff. The Superintendent will provide, in turn, specific support systems for principals that are designed to develop their instructional leadership skills.

The Board reserves the right to make the final decision on questions of school policy. The Board will endeavor to respect the judgment of the decision-making processes prior to reaching a decision on behalf of the public and the students of the district.

(cf. 2002 - Participatory Management- Philosophy)

(cf. 2003 - Participatory Management-Guidelines for Decision Making Teams)

Policy adopted:
cps 5/05

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

An optional policy to consider.

Administration

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Administration

Participatory Management

Staff Involvement in Decision Making (continued)

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(cf. 2002 - Participatory Management – Philosophy)

(cf. 2003 - Participatory Management – Guidelines for Decision Making Teams)

Policy adopted:

cps 5/05

Administration

Administrative Staff Organization

The Superintendent shall organize the staff of the school district in a manner best suited to achieve its purposes.

The legal authority of the Board shall be transmitted through the Superintendent along specific lines of responsibility from person-to-person as shown in the Board-approved organizational chart of the school system. The Superintendent shall organize the staff to achieve the school district's goals and objectives consistent with the district's educational philosophy. The administrative staff organization shall foster an environment of excellence wherein teachers can help students learn most effectively.

There should, in addition, be provision for representative and deliberative groups of employees, community and students, as appropriate, whose functions, shall be to assist in:

1. School improvement.
2. Problem identification and solution.
3. Evaluation of goal achievement.

Policy adopted: ~~March 19, 2012~~

Sample policy to consider

Administration

Administrative Staff Organization

The administrative staff should act as a directing force toward the achievement of excellence in the educational program. The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education. The Superintendent shall be the administrator responsible to the Board of Education and shall identify lines of primary authority for all employees.

The primary responsibility of the administrative staff is to help create and foster an environment of excellence in which students can learn most effectively. Excellence in education includes ensuring administrative role models reflect diversity in the population as a whole. In an effort to provide such role models, the Board supports measures to increase diversity through effective recruitment and hiring practices.

Professional development activities will be provided for all staff. The Board will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating interest of those who are underrepresented in administrative positions, and providing career advancement support and professional development opportunities for new and experienced administrators.

The Superintendent will be responsible for developing a district diversity staffing plan and shall review it on an annual basis. This plan should reflect state demographics and not be limited to the local community composition. A diversity checklist may be used as a guide to measure the district's success in developing a multicultural environment. Toward this end, all administrative duties and functions will be evaluated on the basis of contributing to better instruction which serves to incorporate the multicultural experience to enhance student motivation and achievement.

Another version to consider:

The Superintendent shall organize the staff of the school system to achieve its purposes. The Superintendent shall be the executive responsible to the Board of Education and shall identify lines of responsibility for all employees.

Policy adopted:
rev. 1/13

Administration

Equal Employment Opportunity

The Board of Education affirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, veteran status, national origin, gender, sexual orientation, ancestry, genetic information, or disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability, or learning disability), including pregnancy, or any other basis prohibited by state and/or federal non-discrimination laws, except nothing prohibits the Board from requiring employees to comply with bona fide occupational qualifications or needs. "Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, head-wraps, and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros, and afro puffs.

The District recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee's age, date of birth, dates of attendance at or date of graduation from an educational institution, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is needed to comply with any provision of State or federal law.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.

Age Discrimination in Employment Act, 29 U.S.C. Sec 621. Executive Order 11246.

Connecticut General Statutes

Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.

[46a-51](#) (8), (17), (18) Discriminatory practices.

[46a-58\(a\)](#) Deprivation of rights.

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

[46a-79](#) State policy re employment of criminal offenders.

[46a-80](#) Denial of employment based on prior conviction of crime.

[46a-81a](#) Discrimination on the basis of sexual harassment

[10-153](#) Discrimination on account of marital status.

PA 21-2 "An Act Concerning a Respectful and Open World for Natural Hair"

PA 21-69 "An Act Deterring Age Discrimination in Employment Applications"

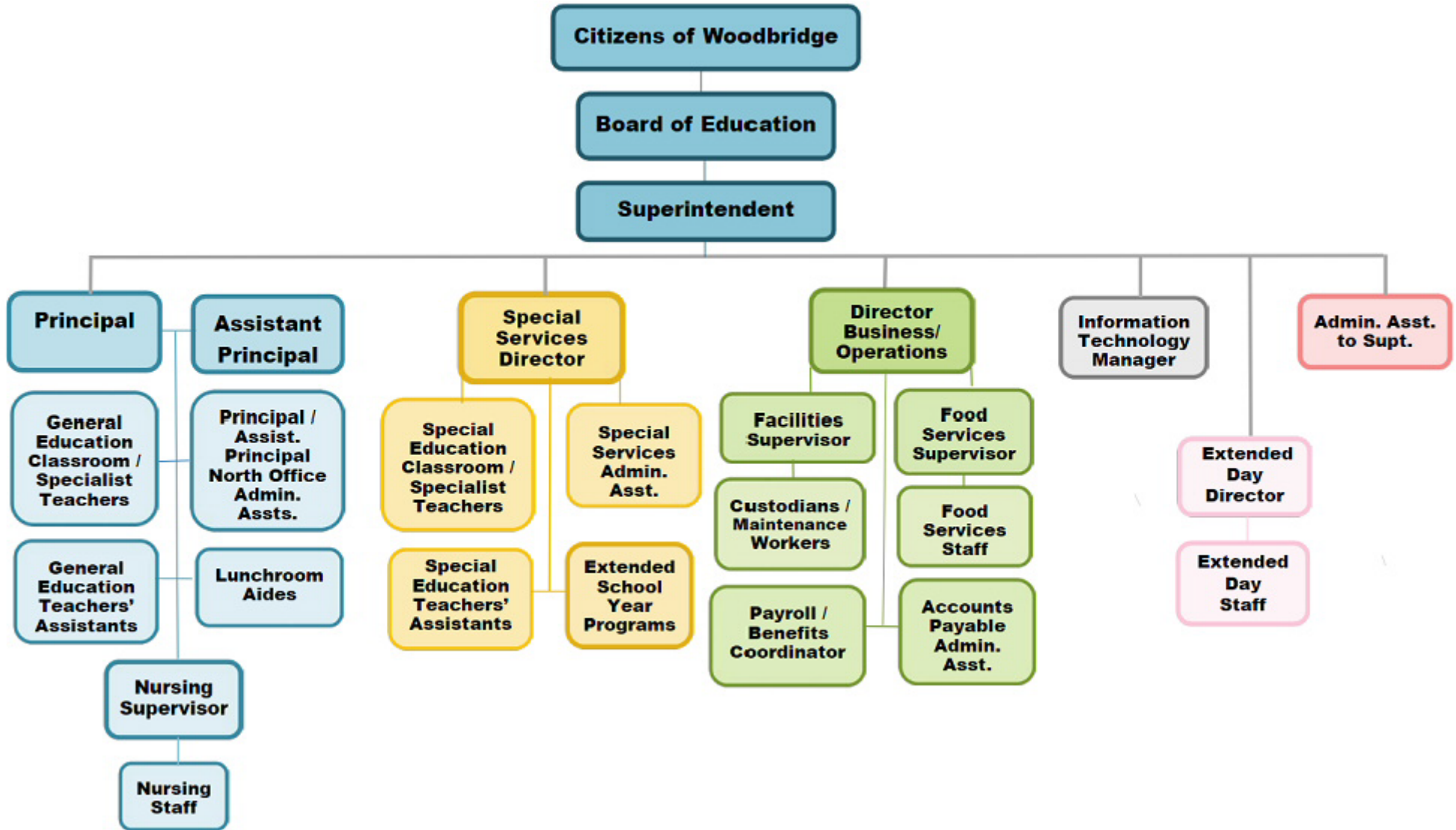
Policy adopted: April 19, 2022

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Administration

Existing Policy, number 2120 adopted 11/12//22, appropriate as written. A sample follows for consideration.

Organizational Chart



A sample policy to consider.

Administration

Organization Chart

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, he may, from time to time, recommend for Board approval changes in the district organization chart.

Policy adopted:

Administration

Lines of Responsibility

Lines of responsibility in this school district shall, to the fullest extent, be structured so that:

1. Each member of the staff shall be told to whom he/she is responsible and for what functions.
2. Whenever possible, each member of the staff shall be made responsible to only one immediate supervisor for any one function.
3. Each staff member shall be told to whom he/she can appeal in case of disagreement with the person to whom the staff member is responsible.
4. Each staff member shall be told to whom he/she can go for help in working out his/her own functions in the district program.
5. Each staff member shall be kept advised of the policies, functions and progress of the district.

Policy adopted: ~~March 19, 2012~~

Existing policy, number 2130 adopted 3/19/12, appropriate as written

2130

Administration

Job Descriptions

The Superintendent shall provide for the preparation and maintenance of job descriptions for all administrative personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted: ~~March 19, 2012~~

Administration

Superintendent of Schools

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

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

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

1. Develop and implement vision that inspires action and commitment

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

1.2 Articulate to all stakeholders the importance of achieving the vision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Demonstrate leadership grounded in collaborative governance

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

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

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

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

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

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

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

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

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

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

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

7.3 Ensure effective management of the district's core functions

8. Exhibit personal leadership competencies associated with effective district leadership

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

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

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

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

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

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

9. Execute, for example, the following duties:

Relationship with the Board

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

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

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

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

Educational Direction and Leadership

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

9.6 to understand and keep informed on all aspects of the instructional program at all levels. He/She shall have responsibility for the supervision of instruction and shall bring to the school, in a leadership capacity, the best in educational thought and practice. He/She shall, on a

continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;

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

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

Personnel

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

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

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

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

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

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

Financial Management

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

Facilities Management

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

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

Community Relations

9.18 to supervise the public relations activities of the district. He/She shall keep the public informed about the policies, practices, and problems in the district's schools, and provide

leadership in changing attitudes and practices for the future. He/She shall develop friendly and cooperative relationships with the news media.

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

Personal Qualities and Growth

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

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

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

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

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

Policy adopted: ~~April 20, 2021~~

**WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Existing policy, number 2131.1 adopted 3/19/12, appropriate as written

2131.1

Administration

Appointment of Designee for Superintendent of Schools

In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District. The designee shall function only in emergency situations.

Policy adopted: ~~March 19, 2012~~

SUPERINTENDENT SUCCESSION

(Background Information for Policy Review Committee)

Page 1

All superintendencies eventually end. The COVID-19 pandemic emergency situation clearly brought forth the need and increasing importance of a succession plan pertaining to this leadership position. Along with their boards of education, superintendents also have a responsibility to plan for the future of their school districts. Proactive succession planning for key leadership positions minimizes the costs, upheaval, instability and disruption of long-term district goals and initiatives due to leadership turnover.

Departure is difficult. Discussion with board members can be awkward and risk sending the wrong signal, and action steps can be challenging. However, if succession planning is put aside, the district's future and the legacy of the superintendent are placed at risk.

Succession planning provides needed continuity for the board of education. A change of superintendent, especially if a new superintendent wants to move the district in a new direction, can be disruptive. Succession planning pertains to the continuity of key leadership positions. It's also about developing the intellectual capital, as well as providing opportunities to recruit people to the district and within the district with the knowledge that there are individual opportunities for advancement and that the district is willing to provide intentional pathways developed for pursuing those opportunities.

In addition to preparing for a superintendent's succession, the district can create talent pools for succession of assistant principals and principals. Thought needs to be given to executive leadership and the need to create in the administrative ranks the development of executive level leadership. Pathways need to be considered for teachers to move into other district leadership positions, including administrative positions at the school and district level.

Succession planning should take place not only for the superintendent's position but for all district-level positions and principals. It is prudent to build into a school district's processes and culture the concept of succession planning. Donald R. McAdams, in an article written for AASA on this topic stated, "Administrators at every level should be trained to look for employees with growth potential. And when talent is spotted, those with talent should be given opportunities for growth, including broad exposure to the district. For key positions, the superintendent should have a mental list of potential replacements should incumbents suddenly depart."

Succession planning for the superintendent is important because he/she is honor bound to act in the best interest of the district. Further, the superintendent should care about his/her legacy. A successor chosen from the superintendent's own team would provide continuity. Effective promotion from within can build organizational strength but requires succession planning. In the private sector, great companies manage human resources to spot and develop talent which permits promotion from within.

Yet, it is acknowledged that bringing in new talent from outside the district can stimulate innovation. There are times, in all districts when this is necessary and is reflected in recruitment, based upon a thorough assessment of the needs of the district and reflected in district succession planning.

SUPERINTENDENT SUCCESSION

(Background Information for Policy Review Committee)

Page 2

Policy Implications

Succession planning is a process for identifying and developing new leaders who can replace those leaders who leave for a multitude of reasons. An important first step is the identification of current and future key positions in the organizational structure of the district. Succession planning is a long-term strategy for identifying and developing, both personally and professionally, current high-potential staff members for specific positions. It should encompass those positions that hold high strategic importance and require a very specific set of skills, knowledge, abilities and other characteristics important to the district's organization.

A policy for succession planning outlines the process boards need to use for planning to replace board members, a board chair, or superintendent either because of an existing vacancy, for any number of reasons, or to plan for the future vacancy of a position. Succession planning for board of education positions, including officers of the board, is rooted in town and city charters and state statutes. Local customs, politics and past practices also play a role.

At this time, a new policy pertaining to succession planning for the superintendent's position, policy #2140.1, "Superintendent Succession," has been developed. There are two versions which follow for your consideration and potential modification for use at the local level. The first version is detailed and provides for a number of different scenarios. In addition, it contains in a number of places, alternate language to consider. The second version represents a more succinct, broadly worded version. In these times, this new policy is considered a recommended policy for inclusion in the district's policy manual.

In addition, there are a number of existing policies which pertain to the replacement of a superintendent. These include the following:

- Policy #2131.1 – Appointment of Designee for Superintendent
- Policy #2140 – Superintendent
- Policy #2141 – Recruitment and Appointment of Superintendent

A sample policy to consider.

Administration

Superintendent of Schools

Superintendent Succession

Purpose

The Board of Education (Board) is committed to maintaining a state of readiness for the eventuality of a planned or unplanned change of the District administrative leadership. To that end, it is the policy of the Board to establish and maintain a succession plan to ensure the orderly transition of leadership and the achievement of the District's mission and goals.

In addition, it is the Board's policy to assess the future leadership needs of the District on a planned periodic basis. Such assessment will help to ensure continuity of leadership by the selection of a qualified and capable Superintendent and other District administrators who will be a good fit for the school system as reflected by its mission, vision, goals and philosophy.

The Board, upon the announcement of resignation or absence of the Superintendent will put this Succession Plan into effect.

Alternate language for this section (Purpose) of the policy:

The Board of Education (Board) understands the importance of succession planning whereby the _____ School District leadership will be in place to provide for effective day-to-day operations should the Superintendent be absent through an emergency, short-term or permanent leave or departure. Such planning supports organizational stability and sustainability by ensuring there is an established process in place to replace the Superintendent, either permanently or temporarily. Recognizing that changes in staffing are inevitable, the Board has established this succession planning process to provide needed continuity in staffing and to avoid extended and costly vacancies in the position.

Desired Outcomes

Through this policy, the Board seeks to ensure:

1. Replacements are identified and developed for key positions in the District, including the Superintendent; and
2. Proper oversight and continuity of the day-to-day operations of the District is in place at all times.

Administration

Superintendent of Schools

Superintendent Succession (continued)

Definitions

For the purposes of this policy:

1. **“Succession Planning”** is an organized, proactive process designed to ensure that the appropriate people will be in place to sustain and promote the culture and goals of the District into the future. It involves the development of existing staff to fill key leadership positions in the District. There are two components of the plan: (1) emergency/short-term transition, and (2) permanent leadership change.
2. **“Acting” or “Interim”** are terms which a school district may use which refer to a person assigned to fill a position on a temporary basis to replace a regular employee on an emergency or short-term basis. It is the expectation that the regular employee will be returning to his/her regular position in the future. However, these terms can, within the statutory requirements, be used to refer to a person designated to fill a position on a temporary basis while a search is being conducted to permanently fill the position.

Governing Principles

1. Succession planning for the Superintendent is an organized, proactive process of preparing for the loss of the individual filling this critical position in order to sustain, protect, and promote the culture and goals of the District into the future. This increases the availability of experienced and capable employees to be prepared to assume critical roles when necessary.
2. The District seeks to identify and develop employees who possess the potential to fill key leadership positions, to include administrative roles in schools.
3. The Board is committed to a comprehensive District-wide program for developing leaders who are dedicated, prepared, and equipped to increase achievement for all students and continue with initiatives in place without disruption to the system.
4. Succession planning addressed in this policy includes emergency or short-term change of the Superintendent and permanent change of the Superintendent.

Note: Superintendents should make sure that deputies are broadly exposed to districtwide issues. In addition, it is not inappropriate for the Superintendent, from time to time, to share with the leadership of the Board comments on the growth and potential of selected deputies and other members of the administrative staff. However, Superintendents should be careful to never suggest an heir apparent. This could undermine their leadership and divide the administrative management team. The final decision must always rest with the Board.

Administration

Superintendent of Schools

Superintendent Succession (continued)

Governing Practices

1. The Board directs the Superintendent, in cooperation with the District's administrative staff, to develop a succession plan to build a list of qualified leadership candidates while anticipating future District needs.

An alternate approach:

A Succession Planning Committee (Committee) shall prepare for and manage a planned or unplanned change of leadership of the Superintendent. The Succession Planning Committee membership will include the Superintendent, Chairperson of the Board of Education, Board Vice Chairperson and the immediate past Board Chairperson. If the immediate past Board Chairperson is no longer a member of the Board, the Board Secretary will sit on the Committee.

Annually, the Committee will:

- i. Review the District's mission, vision and goals which will become the basis for determining the key leadership competencies and qualifications necessary to further the District's progress and review and update the Succession Plan. Changes to the Plan shall require Board approval. (The Committee is subject to FOI.)
 - ii. Consult with the incumbent Superintendent, in executive session, regarding his/her career plans to provide for an informed Succession Plan.
 - iii. Review the District's emergency/short-term transition plan which shall include:
 - The Superintendent's recommendation for an Acting Superintendent who would replace him/her in the case of a temporary absence and a timeline for appointment.
 - The Board shall formally approve for the school year, the individual so designated.
2. The Superintendent shall ensure the Assistant Superintendent, and other appropriate administrative staff become familiar with Board and Superintendent issues and processes. Such knowledge, to include Board policies, legal, personnel, and financial issues, shall enable the designee to assume the role of Acting/Interim Superintendent with reasonable proficiency and be fully accountable to the Board for all Superintendent authority.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

3. Short-Term/Emergency Change in Superintendent's Position

- a. In order to protect the Board and District and to maintain consistent day-to-day operations of the District, upon the sudden loss of the Superintendent, the Assistant Superintendent/Deputy Superintendent shall serve as Acting Superintendent pending formal action by the Board to select an Acting/Interim Superintendent.

Alternate language:

- i. In the absence of the Superintendent, it shall be the responsibility of the other District administrators to assume, from its ranks, the Superintendent's duties. The succession of authority shall be, in this order: the Assistant Superintendent, the High School Principal, the Junior High/Middle School Principal and then an Elementary Principal chosen at the discretion of the administration. Such succession of authority is subject to the approval of the Board.
- ii. In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District and in emergency situations. Such appointment shall be reported to the Board at a regular meeting of the Board. The individual appointed shall be a full-time administrator in the District.

The designee shall report/consult immediately with the Chairman of the Board of Education on any actions taken. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the District.

- b. The inability of the Superintendent to continue to fulfill the responsibilities of his/her position, as enumerated in the position's job description shall be communicated to District staff, as well as to the public, by the Chairperson of the Board.
- c. If the absence of the Superintendent is temporary, the successor shall assume only those duties and responsibilities of the Superintendent that require immediate action. If the Superintendent's absence will be a lengthy one, as determined by the Board, the Board shall appoint an Acting Superintendent, in concert with District policy and/or state statutes.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

- d. It shall be the responsibility of the Superintendent, if possible, to inform the successor of the Superintendent's absence. If unable to do so, it shall be the responsibility of the successor to assume the Superintendent's duties, in accordance with this policy, when the successor learns of the absence and its length.
- e. The Acting Superintendent shall consult with the Superintendent, if available and possible, on major decisions and continue to implement the District's goals, initiatives and Strategic Plan.
- f. If the short-term absence is determined to be long-term or permanent, the Board will take action to formally appoint an Acting Superintendent and determine the process to be utilized for hiring a new Superintendent.

4. Unplanned Permanent Leadership Change

- a. Upon announcement of the resignation or vacancy of the Superintendent, the Board will put the Succession Plan into effect.
- b. This plan shall include the following:
 - i. Communication Plan outlining the selection process:
 - Announcement of the Superintendent's resignation or vacancy to be shared with both staff and community. Following Board approval, a statement of the Succession Plan and process for filling the vacancy will be announced; and
 - The Board Chairperson shall be the official spokesperson representing the District in all media contacts and inquiries.
 - ii. The process for identifying executive search consulting services. The Board may choose to retain consultants and issue a Request for Proposal (RFP);
 - A timetable and schedule of recruitment selection activities including opportunities for input from key stakeholders and community members;
 - A transition time period between the outgoing Superintendent and the incoming Superintendent;
 - Negotiation of the Superintendent's contract; and
 - Appointment of the new Superintendent and assistance in the transition during his/her first year of employment

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

5. Planned Permanent Leadership Change

- a. Upon the announcement of the resignation or vacancy of the Superintendent's position the Board will begin the recruitment and hiring process.
- b. The Board will determine the procedures to be followed and the process for filling the vacancy.
- c. In such situations where the succession of the Superintendent can be planned, the Board shall initiate an internal, District-wide assessment of the District's administrative needs, desires and qualities of a new Superintendent. Such assessment will begin as soon as possible upon the Board learning of the planned permanent leadership change.
- d. The steps outlined above for the replacement of the Superintendent in an unplanned circumstance are also applicable in this situation.
- e. A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.
- f. Upon approval of a successor by the Board, the Superintendent shall develop and implement a transition plan to orient the selected appointee to all duties and responsibilities of the position and ensure continuity of all District strategies and goals.

6. Appointment of an Acting Superintendent

The Board may employ an Acting/Interim Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent or a one-time extension of such probationary period, not to exceed one additional school year, if the Commissioner determines that the Board has demonstrated a significant need or hardship for such extension.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

Note: *The Commissioner may waive certification for a school Superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a Superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an Acting Superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of Superintendent.*

- (cf. 0000 – Mission and Functions)
- (cf. 0100 – Mission Statement/Purposes)
- (cf. 0200 – Goals/Objectives)
- (cf. 1112 – News Media Relationships)
- (cf. 1160 – Responsibilities of Boards of Education)
- (cf. 2000.1 – Board-Superintendent Relationship)
- (cf. 2001 – Participatory Management)
- (cf. 2110 – Management Position Team)
- (cf. 2131 – Superintendent of Schools)
- (cf. 2131.1 – Appointment of Designee for Superintendent)
- (cf. 2141 – Recruitment and Appointment of Superintendent)
- (cf. 2151 – Recruitment of Administrative Staff)
- (cf. 9012 – Legal Responsibilities of Boards of Education)
- (cf. 9020 – Public Statements)

Legal Reference: Connecticut General Statutes

10-157 Superintendents. (as amended by June 2017 Special Session PA 17-2, Section 152 and Section 267)

10-222 Reports to state board of education.

Policy adopted:

cps 6/20

Another, more succinct, version of this policy to consider.

Administration

Superintendent of Schools

Superintendent Succession Plan

The Board of Education (Board) needs to be prepared for an eventual permanent change in its Superintendent, whether such change is either planned or unplanned, to insure the stability and accountability of the school system until such time as a new permanent Superintendent is appointed. The Board's Succession Plan is based upon the deliberate and systematic effort to project its leadership needs.

It is the policy of the Board to assess the permanent leadership needs of the District to help insure the selection of a qualified and capable leader who is representative of the community, a good fit for the mission, vision, values, goals and objectives identified by the Board, and who has the necessary skills, professional talents and background to be the District's Superintendent.

To insure the District's operations are not interrupted while the Board assesses the leadership needs and recruits a permanent Superintendent, the Board may appoint a properly qualified Interim Acting Superintendent. The Interim Acting Superintendent shall ensure that the school system continues to operate without disruption and that all organizational commitments are properly and adequately executed.

It is also the policy of the Board to recruit/develop a diverse pool of candidates and consider at least three final candidates for its permanent Superintendent position. The Board *shall/may* implement an external recruitment and selection process, while at the same time encouraging the professional development and advancement of current District staff members.

When the Superintendent separates from the District as part of a plan, retirement, disability, emergency, contract nonrenewal, etc., the Board, as appointing authority, will publicly communicate an approach regarding the recruitment and selection of a replacement. The recruitment and selection process will include consultation with community officials and key stakeholders, and may or may not include the assistance from the vacating Superintendent. In addition, the assistance of the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) may also be utilized.

- (cf. 0000 – Mission and Functions)
- (cf. 0100 – Mission Statement/Purposes)
- (cf. 0200 – Goals/Objectives)
- (cf. 1112 – News Media Relationships)
- (cf. 1160 – Responsibilities of Boards of Education)
- (cf. 2000.1 – Board-Superintendent Relationship)
- (cf. 2001 – Participatory Management)
- (cf. 2110 – Management Position Team)
- (cf. 2131 – Superintendent of Schools)

Administration

Superintendent of Schools

Superintendent Succession Plan (continued)

- (cf. 2131.1 – Appointment of Designee for Superintendent)
- (cf. 2141 – Recruitment and Appointment of Superintendent)
- (cf. 2151 – Recruitment of Administrative Staff)
- (cf. 9012 – Legal Responsibilities of Boards of Education)
- (cf. 9020 – Public Statements)

Legal Reference: Connecticut General Statutes

10-157 Superintendents. (as amended by June 2017 Special Session PA 17-2, Section 152 and Section 267)

10-222 Reports to state board of education.

Existing policy, number 2210 adopted 3/19/12, appropriate as written.

2210

Administration

Administrative Leeway in Absence of Board of Education Policy

In cases where emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act, but the decisions shall be subject to review by action of the Board of Education at its next regular meeting. It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for possible additional policies or revisions of existing policies.

Policy adopted: ~~March 19, 2012~~

**WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Administration

Representative and Deliberative Groups

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate mechanisms to:

1. Foster good communications within the staff;
2. Allow each member of the staff to have a voice in the development of policies and in the making of decisions affecting them; and
3. Establish reasonable and easily used avenues of communication for the public, the students and the district staff.

The Superintendent, in cooperation with the staff, shall have the responsibility for organizing committees in order to provide orderly channels through which all school employees may communicate their views to the Board of Education.

Policy adopted: ~~March 19, 2012~~

**WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Administration

Reports and Recordkeeping

The Superintendent will ensure that all legally required and other appropriate and necessary records are maintained on file by the Woodbridge School District, including financial accounts, business records, property inventories, personnel information, school population, scholastic records, and other information appropriate to district operation.

The Superintendent of Schools is the custodian of all records maintained in the Central Office. The Principal is the custodian of all student records maintained in the Principal's Office.

All Central Office and Principals' Office records will be stored as required by state or federal statute and regulations either in fireproof files or other suitable storage containers and will be treated according to the general provisions governing public records.

Legal Reference: Connecticut General Statutes

~~10-157 Superintendent of Schools~~

~~10-222 Appropriations and budget~~

~~10-224 Duties of the secretary~~

~~10-227 Return of receipts, expenditures and statistics to state board~~

1-18 Disposition of original documents.

1-213 to 1-225 The Freedom of Information Act. 4-193 Agency's duties re: personal data.

727 Municipal records to be kept in fire-resistive vaults or safes. 7-27a Destruction of original land records or instruments.

10-15b Access of parent or guardians to student records.

10-209 Records not to be public.

17b-90 Disclosure of information concerning program applicants and participants.

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedures for aggrieved persons. Regulations.

19a-215 Reports of diseases on the commissioner's list of reportable diseases and laboratory findings. Confidentiality.

46b-111 Closed hearings and records.

46b-124 Confidentiality of records of juvenile records.

46b-56 (e) Access to Records of Minors.

II-Sb Transfer or disposal of public records.

Federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232s.).

Policy adopted: ~~March 19, 2012~~

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Administration

Policy Manual

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board, the bylaws adopted by the Board, and the regulations of the administration. The Board policies, the Board bylaws, and the administrative regulations shall be published and made available to all persons concerned.

Policies

Policies are statements of intent, which are adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent must take the leadership in the policy-making process, by recognizing the need for specific policies and giving the Board proposed policy statements for consideration, modification and adoption.

Regulations

The Superintendent shall specify the required actions, and design the detailed arrangements under which the district is to be operated. Those regulations and procedures, which apply throughout the district, are to be designated as “regulations”, and are to be placed in the district policies and regulations manual. The regulations shall be presented to the Board before implementation in the district, but the Board will not adopt a regulation unless requested to do so by the Superintendent or unless adoption is required by federal or state law. Administrative regulations must be consistent with the policies adopted by the Board of Education. The Superintendent is responsible for development and implementation of the district regulations. He/she should, as a matter of good administrative procedure, develop a system whereby staff members are involved in development of regulations in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted Board policy, and capable of full implementation.

Bylaws

Bylaws are the rules governing the internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Superintendent will be directed to develop and present the Board with an effective new or modified bylaw for consideration, modification if necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: ~~March 19, 2012~~

A sample policy to consider.

Administration

Code of Professional Responsibility

The _____ Board of Education recognizes and endorses the Connecticut Code of Professional Responsibility for School Administrators. This Code establishes the principles and standards that all school administrators are expected to abide by. The Superintendent of Schools shall ensure that candidates for administrator positions demonstrate knowledge of this Code prior to employment. Furthermore, each administrator in the school district is expected to remain familiar with the Code and fulfill its mandate as follows:

Responsibility to the Student

The professional school administrator, in full recognition of obligations to the student, shall:

1. Make the well-being of students the fundamental value in all decision making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
5. Foster in students the full understanding, application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

Administration

Code of Professional Responsibility (continued)

Responsibility to the Profession and Staff

The professional school administrator, in full recognition of obligations to the profession, shall:

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
6. Promote the employment of only qualified, certified educators, and qualified noncertified staff;
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

Responsibility to the Community

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

1. Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;

Administration

Code of Professional Responsibility

Responsibility to the Community (continued)

7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

Responsibility to the Student's Family

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families' concerns;
4. Consider the family's perspective on issues involving its children;
5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

Legal Reference: Regulations of Connecticut State Agencies
 10-145d-400b Code of Professional Responsibility for School
 Administrators.
 10-145d-11 Educator preparation program approval standards

Policy adopted:

cps 1/15

A Code of Ethics adopted by the AASA Governing Board on March 1, 2007 to review.

Administration

Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational administrator:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state, and national laws.
5. Advises the Board of Education and implements the Board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to servicing others above self.

Regulation approved:

rev 11/07

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.

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 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. 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

In a public meeting, the Board informally reviews its own performance in light of previously adopted goals. 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 Statutes

~~10-157 Superintendents: Relationship to local or regional Board of Education; written contract for employment; evaluation of Superintendent by Board of Education~~

~~10-220 Duties of boards of education~~

~~Freedom of Information Act 1-200 to 1-241~~

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform).

10-151c Records of teacher performance and evaluation not public records.

10-220a(b) Inservice training. Professional development Institutes for educators. Cooperating and beginning teacher programs, regulations. Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) State model evaluation system.

"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

P.A. 13-145 An Act Concerning Revision, to the Education Reform Act of 2012

Policy adopted: ~~December 19, 2022~~

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Sample regulation to consider, reflecting the evaluation requirements of PA 12-116



POLICY SERVICES

Administration

Evaluation of Administrators

Administrators will be evaluated annually. The District's evaluation of administrators below the rank of superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The annual evaluation process shall include, but is not limited to:

- An orientation process
- A goal setting conference at the start of the school year
- A mid-year review
- An end-of-year summative review (including self-assessment and conference)

Core Requirements for Evaluator and Support Program for Administrator Evaluation

1. Component #1: Multiple Student Learning Indicators

- a. 45% of the administration evaluation will be based on multiple student learning indicators:
 - i. 22.5% on student performance and/or growth on state-administered assessments in core content areas as part of a state-approved accountability system (CMTs, CAPT, Common Core Assessment)
 - Must include Student Performance Index (SPI) progress from year to year and SPI progress for student subgroups
 - ii. 22.5% based on at least two (2) locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed in state-administered testing
 - Must align with Connecticut learning standards or research-based learning standards
 - Must include cohort and extended graduation rates (for high school)
 - Must be relevant to the student population
 - May include student performance or growth assessments not included in state accountability measures
 - May include student progress toward graduation through credit accumulation or passing percentages in core subjects
 - May include student performance or growth on school/classroom assessments in subjects without state assessments
 - District proposed indicators

Note: For schools without tested grades, the entire 45% of an administrator rating based on student learning indicators will be based on locally-determined indicators.

Administration

Evaluation of Administrators

Core Requirements for Evaluator and Support Program for Administrator Evaluation

(continued)

2. Component #2: Teacher Effectiveness Outcomes

- a. 5% of the administrator evaluation will be based on teacher effectiveness outcome
- b. Acceptable measures
 - i. Improvement in percentage or meeting target percentage of teachers who meet student learning objectives outlined in their performance evaluations
 - ii. Other locally determined measures of student effectiveness

3. Component #3: Observation of Practice and Performance

- a. 40% of the administrator evaluation will be based on practice and performance as evaluated by the Superintendent or his/her designee
- b. Components
 - i. Ratings based on evidence collected regarding leadership practice as described in Connecticut's Common Core of Leading: Connecticut School Leadership Standards
 - ii. The weight of Teaching and Learning Standard must be twice as high as any other standard
 - iii. All other standards must be at least 5% of overall rating evaluation
 - iv. Rating of standards may be different for administrators, but weights must be established by the evaluator in the goal-setting conference at the start of the year
 - v. Ratings must be distinguished among at least four (4) levels of performance
 - vi. Ratings must identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations
 - vii. Rubric evaluation is not required for central office administrators
 - viii. Evaluator must follow rubric and identify performance rating with written evidence to support the rating for each standard, as well as identify areas of strength and growth
 - ix. Rubrics that are not state-developed must provide evaluator training for the rubric
 - x. Feedback from the Superintendent or designee must be provided at mid-year and end-of-year conferences
 - xi. All evaluators must be trained on the administrator evaluation system, on conducting effective observations, and providing high quality feedback

4. Component #4: Feedback from Stakeholders on Areas of Principal and/or School Practice

- a. 10% of the administrator evaluation will be based on feedback from stakeholders on areas of principal and/or school practice as identified in the Connecticut Leadership Standards (These standards reflect what Connecticut educational leaders are expected to know and be able to do.)
- b. Components
 - i. The district may select a subset of elements and indicators with the purpose of collecting feedback
 - ii. School-based administrator stakeholders must include teachers and parents, and may also include other staff, community and students
 - iii. The instrument used for collecting feedback must be valid and reliable
 - iv. More than half of feedback must be based on an assessment of improvement over time
 - v. May be rated on common targets of improvement or status performance

- vi. Focus groups, interviews, teacher surveys, or other methods may be used to gather feedback as long as these methods are valid and reliable
- vii. If surveys are used to gather feedback, they must include the response rate of input for the rating (to increase accuracy of results)

Annual Timetable of the Administrator Evaluation Process

- A. July Orientation and context setting
- B. August Goal-setting and plan development
- C. September through December: Plan implementation and evidence collection
- D. January Mid-year formative review
- E. April Self-assessment by individual administrator(s)
- F. May Preliminary summative assessments (to be finalized in August)
- G. August Finalized summative assessment

The annual evaluation will be placed in the administrator's permanent personnel file.

Flexibility Components

The State Board of Education on February 6, 2014 adopted flexibilities to the Guidelines for Educator Evaluations. Boards of education may choose to adopt one or more of the evaluation plan flexible components, in mutual agreement with the District's Professional Development and Evaluation Committee pursuant to 10-151 b(b) and 10-220a(b), to enhance implementation. If the District adopts flexibility components as described in the February 6, 2014 SBE document, such flexibility shall be approved by the Board of Education and the plan containing such revisions shall be submitted to the State Department of Education for its review and approval. For the 2014-15 and all subsequent school years; the submission of District evaluation plans for SOE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the BOE.

The flexibility components impact the following, if adopted by the Board of Education:

- 1. Number of Student Growth Goals
- 2. Decoupling of state test data in 2024-2025
- 3. Number of observations



POLICY SERVICES

The skills listed below comprise administrative competencies, which shall be a part of the assessment of administrative staff members.

Administration

Evaluation of Administrators

Skills to be Assessed

1. Problem Analysis	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. Judgment	Ability to reach logical conclusions and make high quality decisions based on available information: skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. Organizational Ability	Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. Decisiveness	Ability to recognize when a decision is required (disregarding the Quality of the decision) and to act quickly.
5. Leadership	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. Sensitivity	Ability to perceive the needs, concerns and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues, knowing what information to communicate and to whom.
7. Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. Oral Communication	Ability to make a clear oral presentation of facts and ideas.
9. Written Communication	Ability to express clearly in writing; to write appropriately for different audiences - students, teacher, parents, et al.
10. Range of Interest	Competence to discuss a variety of subjects - educational, political, current events, economic, etc.; desire to actively participate in events.
11. Personal Motivation	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. Educational Values	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

*12 Competencies of Effective Leadership as designed by the National Association of Secondary School Principals

Recommended Evaluation Process and Timeline Flowchart

Beginning of New Evaluation Year Meeting

July / September

Step 1: Board Self-Evaluation and Goal Setting. *(July)*

Step 2: Leadership Team Goal / Priority Setting. *(July)*

Step 3: Meeting between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss performance goals for the year. *(Executive Session)*

Step 4: Board develops their Operational Goals. *(July / August)*

Step 5: Meeting where Superintendent shares final performance goals for the upcoming school year. *(Executive Session)*

Mid-Year Evaluation Meeting

December / January

Step 1: Board informally reviews its performance/discussion regarding previously adopted goals.

Step 2: Targeted informal feedback provided to Superintendent regarding his/her performance. *(Executive Session)*

End of Year Evaluation of the Superintendent

May / June

Step 1: Superintendent and Board of Education Chair meet to discuss Superintendent's evaluation and timeline. *(April / May)*

Step 2: Superintendent shares a self-evaluation with the Board regarding his/her progress and effectiveness of the performance goals. *(May / June)*

Step 3: Board of Education conducts the evaluation of the Superintendent's job performance as per Board of Education policy. *(Executive Session – June)*

Note: Superintendent's Evaluation is a public document subject to FOIA.

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.

Board of Education Self-Evaluation

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.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into						

board actions.

9. The Board works to promote the accomplishments of the district within the district and community at large.

10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.

11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.

12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.

Total Community Leadership

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 Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						

18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.

19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.

20. The Board conducts an effective annual self-evaluation.

21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.

22. The Board belongs to, actively supports and participates in professional organizations.

Total – Board Operations

Board Ethics	5	4	3	2	1	Not sure
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23. The Board establishes a *Code of Ethics* and conducts business in accordance with the code.

24. The Board members maintain confidentiality regarding sensitive communications.

25. The Board members honors board decisions even when the vote is not unanimous,

26. The Board does not let politics interfere with district business.

27. The Board deals with both internal and external conflicts openly, honestly and respectfully.

Total Board Ethics

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
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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:
