

## **Entry Plan for the Superintendent of Schools**

DATE:  
TO: Board of Education  
FROM:  
RE: Preliminary Entry Plan for Superintendent

Please find attached a preliminary outline of my proposed entry plan for our use to assist in my acclimation to the District. While I have knowledge of the District and surrounding area, an entry plan will provide me with current information and perceptions. This will assist me as your CEO and help me be a more effective Superintendent. Your suggestions and ideas would be appreciated. I also would ask you to think about key community people with whom it will be important for me to meet.

While this plan approach is generic and not unique, it does provide a structure. This organizational entry is designed with the following goals in mind:

- to begin to know the school district and people as fully as possible in a brief period of time, outside the daily context of activities and problem solving;
- to examine key issues in the school system to make sense of how such issues are handled and to identify the norms which affect how the organization may function in the future;
- to identify the formal and informal operating policies and procedures within the school district;
- to identify tasks to be accomplished, establish priorities, and develop a plan of action.
- to identify and clarify communication channels to enhance the sense of connectedness and build trust throughout the organization.

### **Organizational Relationships**

I will begin to develop working relationships with key people in the district, most obviously with the Board President and individual Board members, District Office Administrators and staff, Principals/Administrators/Supervisors, and Association leaders. This will include the establishment and review of procedures for developing Board Agendas as well as understandings regarding communication between the Board of Education and Superintendent. I also would suggest that we consider future Board/Superintendent workshop activities to maintain such communication and proactive relationships. Also, by working with District Office staff, principals, and Association leaders, we will also establish norms, procedures, and processes for communicating and conducting business.

## **Briefing Sessions**

I will ask District Office members to conduct briefing sessions on topics such as goal setting, staff selection, supervision and evaluation, professional staff development, curriculum development, special education, business functions, budget development, transportation, food service, maintenance and septic/roofing/construction projects. The focus will be succinct reports on the status of each area of responsibility:

- what has been accomplished
- what remains to be completed for next year.

I will also learn how tasks are accomplished in each area of responsibility.

This process has already begun and will continue as I review Board policies, curriculum work, School Report Cards, school budget, news articles, minutes of Board meetings and review of Printed Material other key written reports. In addition to current documents, I hope to gain a historical perspective by reading past reports.

## **Personal Interviews**

An important source of information will be personal interviews with key members of the school district. I will have scheduled discussions with all individual Board members, District Office administrators, principals, association leaders, selected parents, students and community leaders. General perceptions of the school system - its successes and priorities for the future will be shared with you as the Board of Education in January. Specific content related to individuals will be confidential.

## **Community**

I look forward to individual and group meetings with parents and Community representatives. The goal will be to gather perceptions of the school from within the community; to deliver a strong, consistent message about the school and my commitment to the community; and to create understanding and enhance the strong community support for future goals. I will rely on the Board of Education to identify individuals with whom I should include in these meetings.

## **Board of Education**

### **Specific Objectives**

- To examine the ground rules and procedures which have governed how the Board of Education has conducted business in the past.
- To develop with the Board a set of ground rules and procedures which will govern how we choose to operate in the future.
- To determine the issues on which the Board believes we should concentrate in the next year and in the future.

### **Activities**

1. A one hour discussion with each Board member.
2. A meeting with the Clerk of the Board to develop a chart of predictable tasks.
3. Meetings with the Secretary with the Superintendent to discuss procedures for information request from the Board and information sharing from administration.

## **District Office**

### **Specific Objectives**

- To determine priorities which District Office administrators/staff anticipate in their work this year.
- To determine the norms, procedures and processes which govern how each of the tasks of the Central Office is accomplished.
- To clarify the role responsibilities of each member of District Office.

### **Activities**

Briefing sessions for me conducted by the appropriate District Office staff member on staffing, Board agendas, labor agreements/contract negotiations, curriculum development, special education, budget development and implementations, transportation, food service, maintenance, purchasing, and finance. Introductions to all secretaries, custodians, maintenance and transportation/bus drivers.

## **Administrative Team and Principal Leadership**

### **Specific Objectives**

- To determine key priorities within each area of responsibility.
- To clarify roles and coordination with District Office administration.

### **Activities**

1. Discussion with each member of the Administrative Team.
2. Identification issues at each level to be addressed and to assess work plans to accomplish them.

## **Association Organizations of Bargaining Units**

### **Specific Objectives**

- To develop an understanding of the relationship between employee organizations and the District.
- To define initial issues for 2001-2002 and 2002-2003.

### **Activities**

1. Discussions with leadership of employee associations.
2. Meetings with each association leadership group to discuss District/Association communication and areas to address

## **Students**

### **Specific Objectives**

- To meet and establish communications with key student leaders.
- To understand issues that students perceive to be important.

### **Activities**

1. Meet with middle and high school student government leaders.
2. Be introduced to each elementary class.

## **Site-Based Teams**

### **Specific Objectives**

- To understand the structure, membership and responsibilities of site based teams.
- To review accomplishments of site-based teams.

### **Activities**

1. Meeting with District Shared Decision Making Team.
2. Meetings and Introduction to site-based teams.

### **School Related Organizations**

#### **Specific Objectives**

- To establish a relationship with school related organizations.
- To understand the positive contributions these organizations make to our school district.

#### **Activities**

1. Meet with PTO leadership.
2. Meet with other key parent group leadership.

### **Community Contacts**

#### **Specific Objectives**

- Gather perceptions of the school district from within the community.
- To provide a strong, consistent message about the schools and my commitment to the District.
- To create understanding and enhance community support for the schools.

#### **Activities**

1. Meet with Town and County (if appropriate) officials.
2. Meet with community organizations.
3. Meet with state representatives.
4. Meet with contiguous school officials
5. Other contacts as determined by the Board and Superintendent

### **Summative Findings - Information Sharing**

#### **Specific Objectives**

- To share, in general terms, the results of the discussions with the various constituencies.
- To discuss with the Board the next steps and goal setting with the District.

#### **Activities**

1. Superintendent will complete activities and discussions and provide a written summary.
2. Superintendent with the Board of Education will discuss and share report at a January 20\_\_ meeting.

**Proposed  
Schedule of Entry Plan Interviews**

BOCES District Superintendent	July
Individual BOE Member Discussion	July and August
Superintendent	June
Assistant Superintendent	July
Secretary to the Superintendent	July
District Clerk & Personnel	June
Board of Education Meeting Observer	June and/or July
Business Manager	July, and weekly thereafter
Independent District Auditor	June
Administrators and Supervisors	August/September/October/November
Student Discussions	October/November
Optional Meeting for any department of faculty and staff 20-30 minutes	October through December
Regular Meetings with Association Presidents	Start August
Meetings with PTO	September/October
Meeting with Student Senate	October
Meeting with appropriate community and business personnel to be identified	August through December
Results of Entry Plan Information Sharing with BOE	January 20__ Board of Education Meeting

## Guidelines for Discussion

### Board of Education

1. Please give me a very brief autobiographical sketch of yourself.  
Where were you born and raised?  
Did you attend public or private schools?  
How long have you lived in the District?  
Do you have any family members who work or attend school here?
2. When did you first join the Board of Education?  
Why did you want to be a BOE member?  
What are your general impressions of the School District?  
How have your perceptions changed since you joined the BOE?
3. What is the greatest strength of our district's administrative staff?  
What concerns do you have relative to the District's administrative staff?  
What is the greatest strength of the teaching staff?  
What concerns do you have relative to the teaching staff?
4. What are the top three (3) issues that the District must face?  
Why are they important?  
What is the priority of those issues?
5. What do you want to preserve in our School District? Why?  
What do you want to change? Why?
6. Describe the kind of leadership the Superintendents have provided in the past.  
Describe the kind of leadership you wish to see in the future.
7. As you think about how the Board functions as a group, what works well,  
frustrates you, or would you like to see changed?
8. Think about a controversial issue in the District.  
How did the conflict arise?  
How did the Board address the issue?  
How did the staff and community feel about the manner in which it was  
resolved and the Board's role?  
What would you do differently at this time?
9. What advice do you wish to give me as I assume the responsibilities of  
Superintendent?
10. How can I help you be a better Board member?

## Guidelines for Discussion

### Administrative Staff

1. Please give me a very brief autobiographical sketch of yourself.  
Where were you born and raised?  
How long have you been employed by the School District?  
Why did you seek a position here?  
Is there any other information about you or your family that you would like to share?  
  
Which administrative tasks are yours alone?  
What tasks do you share with other District administrators?  
Are there areas where role responsibilities need clarification?
3. What are the key issues on which you are currently working?  
Why are they important?  
Do they need immediate attention?  
What is your timeline for completion?
4. What are the top three (3) issues that the District must face?  
Why are they important?  
What is the priority of those issues?
5. What do you want to preserve in our School District? Why?  
What do you want to change? Why?
6. Describe the kind of leadership the Superintendents have provided in the past.  
Describe the kind of leadership you wish to see in the future.
7. As you think about how the Board functions as a group, what works well, frustrates you or would you like to see changed?
8. Think about a controversial issue in the District.  
How did the conflict arise?  
How did the Board address the issue?  
How did the staff and community feel about the manner in which it was resolved and the Board's role?  
What would you do differently at this time?
9. What advice do you wish to give me as I assume the responsibilities of Superintendent?
10. How can I help you be a better administrator?

## **Guidelines for Discussion**

### **Association Presidents**

1. Please give me a very brief autobiographical sketch of yourself.  
Where were you born and raised?  
How long have you been employed by the School District?  
Why did you seek a position here?  
Is there any other information about you or your family that you would like to share?
2. When and why did you become active in your Association?
3. What are your general impressions of the school system?
4. What are the top three (3) issues that the District must face?  
Why are they important?  
What is the priority of those issues?
5. What do you want to preserve in our School District? Why?  
What do you want to change? Why?
6. What has been the nature of your contact with the Superintendent?  
How would you like to see it changed?
7. Describe the history of your association's relationship with the Superintendent and Board of Education.  
Why are the relationships the way they are?  
How would you like to see it changed?
8. Describe the leadership the Superintendent provided in the past.  
Describe the kind of leadership you wish to see in the future.
9. If you could change one thing about the School District, what would you change?
10. What advice do you wish to give me as I assume the responsibilities of Superintendent?

## **Guidelines for Discussion**

### **Department Heads/Coordinators/Supervisors/Faculty/Staff**

1. How long have you been employed by the School District?  
Why did you seek a position here?
- 2.. What are your general impressions of the school system?
3. What are the top three (3) issues that the District must face?  
Why are they important?  
What is the priority of those issues?
4. What do you want to preserve in our School District? Why?  
What do you want to change? Why?
5. What has been the nature of your contact with the Superintendent?  
How would you like to see it changed?
6. Describe the history of your association's relationship with the Superintendent and Board of Education.  
Why are the relationships the way they are?  
How would you like to see it changed?
7. Describe the leadership the Superintendent provided in the past.  
Describe the kind of leadership you wish to see in the future.
8. If you could change one thing about the School District, what would you change?
9. What advice do you wish to give me as I assume the responsibilities of Superintendent?

## **Guidelines for Discussion**

### **Parents, Business, and Community Members**

1. Please give me a very brief autobiographical sketch of yourself.  
Where were you born and raised?  
How long have you lived in the District?  
Is there any other information about you or your family that you would like to share?
2. What are your general impressions of the school system?
3. What are the top three (3) issues that the District must face?  
Why are they important?  
What is the priority of those issues?
4. What is the greatest strength or asset of the District?
5. What do you want to preserve in our School District? Why?  
What do you want to change? Why?
6. Describe the kind of leadership the Superintendents have provided in the past.  
Describe the kind of leadership you wish to see in the future.
7. Do residents believe they receive good value for their tax dollars?  
If yes, why? If not, where do you think changes should be made?
8. What do you expect from the Superintendent of Schools?

## **Students as selected by Student Councils**

Tell me about yourself.

What you enjoy doing in your free time and what you would rather not do.

If you were talking to a visitor to the District, what would you tell that person?

What programs have you found particularly helpful or interesting? Why?

On a typical day in school, what are the highlights?

What are the strengths of the School District?

How can the School District be improved?

Describe a typical English, science, and/or math class.

Describe the type of test and assignments you are most frequently given.

Describe your experience with technology.

What ideas do you have to improve student's knowledge of technology or in any area?

What programs, not currently available to students, would you feel would be helpful for our students?