

Canterbury Public Schools Superintendent of Schools Leadership Profile

Prepared by

Mary Broderick, Ed.D.

Senior Search Consultant

Paul Gagliarducci, Ed.D.

Associate Search Consultant



February 2020

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Introduction

Selecting a leader is the most important responsibility a school board undertakes. There are tangible and intangible aspects of leadership required in a superintendent who is going to work with the Board of Education, school staff, parents, and the whole community to provide high quality education to a district's children. This may be especially true in a town as small and connected as Canterbury, where the schools are such an important part of the community.

In light of the critical nature of this responsibility, the Canterbury Board of Education has sought the input of its school and community stakeholders through a survey, interviews, and focus groups. This Leadership Profile presents findings from eight focus groups and interviews and an online survey conducted in January/February 2020. The consultants spoke with 33 individuals, including parents, teachers, administrators, support staff, members of the Board of Education and other elected officials. In addition, 62 Canterbury residents and staff completed a survey publicized through the Canterbury schools and community websites. In conducting the interviews and focus groups and developing the survey, the consultants used an unbiased, structured approach involving a series of consistent questions. In addition to asking about strengths and challenges of the Canterbury Public Schools and community which could affect future leadership requirements, they asked about the qualities, characteristics, experience, philosophy, and skills most desirable in the next Superintendent of Schools. In addition, the consultants captured participants' thinking about district structure. The Board of Education will use these results as it considers its applicants in order to find the best possible match for Canterbury. The consultants are presenting their findings to the Canterbury Board of Education without revealing the identity of any individual contributor.

The Canterbury Board has made a commendable effort to include voices from as many constituents as possible from the schools and community. Many thanks to interviewees, focus group participants and survey respondents whose commitment to the schools and town of Canterbury was clear as they provided perspectives. Special thanks to Dottie Horn in the school office for her support in setting up and publicizing the interviews, focus groups, and survey.

Mary Broderick and Paul Gagliarducci

CABE Search Consultants

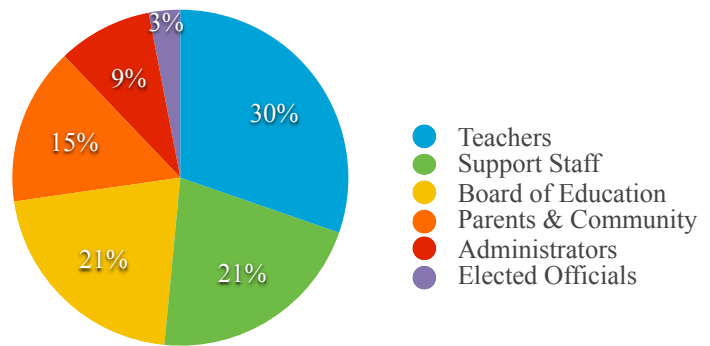
SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Data Collection

In total, about 95 individuals participated either through interviews, focus groups, or the online survey. The data collected do not constitute a scientific sampling, but a representation of the Canterbury schools and community. The survey was voluntary. Though the consultants heard the perspectives of many, this profile cannot entirely capture the complexity and nuances of the schools and town. Nevertheless, the information yields some useful insights for the search process. Items are included in the following report if, in the consultants' judgment, they were repeated by a sufficient number of respondents to warrant the Canterbury Board of Education's attention. The following themes emerged through an analysis of focus group and survey responses. In each category, themes are presented beginning with the most frequently mentioned.

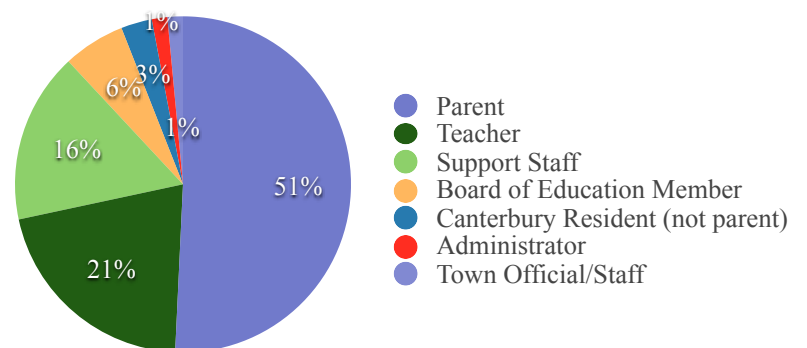
Interview & Focus Group Participants

PARTICIPANT	33	%
Teachers	10	30.3%
Support Staff	7	21.2%
Board of Education	7	21.2%
Parents & Community	5	15.2%
Administrators	3	9.1%
Elected Officials	1	3.0%
	33	100.0%



Survey Responses

PARTICIPANT*	62	%
Parent	34	50.7%
Teacher	14	20.9%
Support Staff	11	16.4%
Board of Education Member	4	6.0%
Canterbury Resident (not a parent)	2	3.0%
Administrator	1	1.5%
Town Official/Staff	1	1.5%
	67	100.0%



*Please note that survey participants identified themselves under multiple categories so numbers add up to more than 62.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE



Strengths of Canterbury and its Schools

Canterbury Public Schools and the town have a history of drawing families to this bucolic, historical setting. Parents sought out the Canterbury Public Schools for its small size and attention to each child. Study participants found the greatest strengths of the community to be its dedicated school staff, small size, community culture, parent involvement, academic programs and resources, great kids, and variety of high school choices.

Dedicated Staff

Focus group and survey participants (52) spoke of the school district staff as one of Canterbury’s greatest strengths. Teachers are caring, very hard-working, and highly dedicated to the wellbeing of children and their families. They work effectively with and bring personal consideration to each child’s unique needs. They are supported by a very hard working support staff that cares deeply for the students. Several participants (4) spoke of good building principals. Many current staff members are resilient and staying positive through turbulent times.

The school community “continually strives for excellence. The staff in CPS are totally invested in the success of each and every one of our students, both academically and social/emotionally.” The staff “craves realizing potential,” and has the capacity, under the right leadership, “to be on fire.”

Small Town and Small Schools: Spirit of Community

Twenty-two participants cited the size of both the Town of Canterbury and the schools as a strength. The small community boasts a friendly atmosphere where people know each other. This extends to the schools, where the principal knows every student’s name, parents, and siblings. Students know each other and teachers know all of them. About four participants specifically mentioned small classes sizes as a strength. They enhance teachers’ ability to individualize instruction and build that sense of community. (However, this strength has been eroding at the elementary school.)

An additional 22 participants talked about the sense of community as a major strength of Canterbury. People support each other in this tight-knit place. Newcomers are made to feel welcome. Thrifty and frugal, the people of Canterbury have a “make-do” spirit and are willing to help out.

Parent Support

According to 15 participants, Canterbury boasts caring parents who are involved in their children’s educations. Families participate in classroom activities, parent teacher conferences, and PTO sponsored events. PTOs are very active in both schools. A recent parent effort was credited with convincing local town boards of the urgent need to replace the middle school roof.

Several participants (3) spoke specifically about a recently elected Board of Education which is viewed as committed to working together, and focusing on what is best for students.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Academics/Program

Participants (16) cited some aspect of the program as the district's greatest strength, noting that students "have had so many wonderful experiences." Academically, the schools have data teams and instructional rounds. They have been working with consultants to make progress on curriculum. They host a district-wide resource fair and offer parenting supports. The district has been working with the Connecticut Center for School Change to articulate the "Vision of a Learner." Children enjoy a number of activities (art, reading, Science Friday, ice cream socials) that "build that sense of community and comfort for our youngsters so that school is a place of learning outside of the classroom."

Students

Thirteen (13) participants cited Canterbury's students as a major strength of the district. According to respondents, students are well behaved and motivated to learn and succeed.

High School Choice

Nine study participants noted that Canterbury students and parents are able to select the high school they deem best for that student. The town sends students to eight different high schools (Ellis Technical High School, Griswold High School, Killingly Regional Vocational Agriculture Center, Norwich Technical High School, Norwich Free Academy, Quinebaug Middle College Magnet, and Woodstock Academy).



Challenges Facing Canterbury

In Canterbury, as in many communities, the strongest assets often also pose some of the greatest challenges. Most often cited by survey and focus group participants were budget challenges of a town coping with insufficient resources. The schools have also just endured significant turnover in leadership of both administration and the Board of Education. Those challenges have had profound effects on culture, communications, program, staff turnover, and infrastructure.

Budget/Finance and Lack of Resources

Many (37) respondents cited a lack of sufficient resources as a significant issue the new leader will face, citing rising costs, state threats of cutbacks, lack of economies of scale, outdated equipment and facilities, and many demands on scarce resources. The new leader will be challenged to provide sufficient support to programs across the schools.

Effective Leadership

Because Canterbury is a small district, it has historically attracted leaders inexperienced as superintendents, including the most recent. Participants (39) mentioned some aspect of leadership as a critical challenge, from lack of vision and planning to erosion of trusting relationships to lack of cohesion and communication. These lacks have had a significant impact on the culture and spirit of community.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Eleven (11) participants cited a lack of good, effective leadership which has generated a loss of confidence and faith in the administration, both within the schools themselves and between the schools and the town. Ten participants identified a lack of vision, planning, or common language as major issues. No one has been looking ahead and setting a direction. People have felt “insecure about the direction of our school community.”

In addition to lack of trust between the schools and town, study participants (11) noted fractures within the schools. An “us/them” attitude, “broken links,” and disunity between the elementary school and the middle school result from a lack of a unified vision across the two buildings and have absence of a “cohesive curriculum.”

The result of this lack of leadership has been an erosion in morale and a sense of community. Students and staff alike are struggling with the impact on the climate and culture, according to 24 participants. Teachers and staff are feeling “unhappy, burnt out,” and worried about job security. They are not showing up for their students’ out-of-school events. There has emerged what some called a toxic environment that is “greatly affecting the students.”

According to a handful of participants, many students are not feeling supported. Bullying and other behavioral issues are on the rise, and the lack of consistent discipline practices and interventions has made it difficult to tackle these issues effectively. Staff are looking for leadership to help them address these gaps.

Program

The combination of lack of budget increases and higher tuitions at the high schools Canterbury students attend has resulted in significant erosion in the overall program in Canterbury’s two schools, according to 33 participants. The schools have lost global languages, an instrumental music ensemble, specials, support for students who need extra services, and sports. In general, classrooms need up-to-date technology and challenging, cohesive curricula. The children need intervention supports throughout the system.

Staff Turnover

Though Canterbury has benefitted from a talented, seasoned teaching staff, there has been unusual turnover in recent years, according to 23 participants. The district has lost a number of teachers and is having difficulty retaining new hires. Particularly affected has been the Baldwin Middle School, where a mid-year departure of a math teacher has the school relying on substitutes to cover classes, underserving students. With the exception of the elementary principal, the entire administrative staff has turned over this year. The district is still relying on an interim Director of Special Services.

Infrastructure

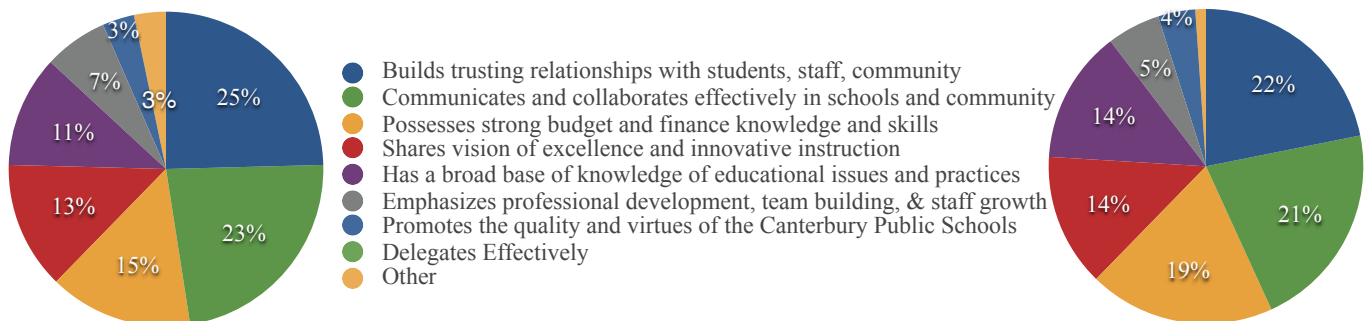
A handful of participants (5) identified some aspect of infrastructure and the need to provide a clean, safe environment as a challenge that will face a new leader. The district has aging buildings that need basic repairs and upgrades. Technology also needs to be updated and enhanced.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

DESIRED EXPERTISE IN NEW SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Builds trusting relationships with students, staff, community	15	24.6%	13	21.3%	12	19.7%	40	21.9%
Communicates and collaborates effectively in schools and community	14	23.0%	16	26.2%	9	14.8%	39	21.3%
Possesses strong budget and finance knowledge and skills	9	14.8%	9	14.8%	17	27.9%	35	19.1%
Shares vision of excellence and innovative instruction	8	13.1%	8	13.1%	9	14.8%	25	13.7%
Has a broad base of knowledge of educational issues and practices	7	11.5%	9	14.8%	9	14.8%	25	13.7%
Emphasizes professional development, team building, & staff growth	4	6.6%	4	6.6%	2	3.3%	10	5.5%
Promotes the quality and virtues of the Canterbury Public Schools	2	3.3%	2	3.3%	3	4.9%	7	3.8%
Delegates Effectively	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	2	3.3%	0	0.0%	0	0.0%	2	1.1%
	61	100%	61	100%	61	100%	183	100%

First Choice Expertise

Top Three Choices



Desired Expertise and Qualities in a New Superintendent

What would be the most important expertise, qualities, and characteristics in a new superintendent to tap Canterbury’s strengths and meet its challenges? Ideally, Canterbury would hire an experienced superintendent who can unite the schools and community in pursuit of a shared vision of excellence. An analysis of survey responses yielded the following:

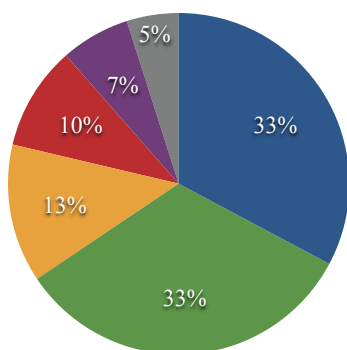
Respondents weighted three of the ten areas of **desired expertise** sought in a new Superintendent of Schools most highly. The first choice in desired expertise was *Builds trusting relationships with students, staff, and community* (24.6%), followed by *Communicates and collaborates effectively in schools and community* (23%), then *Possesses strong budget and finance knowledge and skills* (14.8.3%), a distant third.

If we look at the top three choices combined, we see the same top choices and order, but different percentages: *Builds trusting relationships with students, staff, and community* (21.9%), just edging out *Communicates and collaborates effectively in schools and community* (21.3%), *Possesses strong budget and finance knowledge and skills* (19.1%) has moved into a much stronger third position. Another nearly 14% of participants would like to see a leader who *Shares a vision of excellence and innovative instruction* and who *Has a strong base of knowledge of educational issues and practices*.

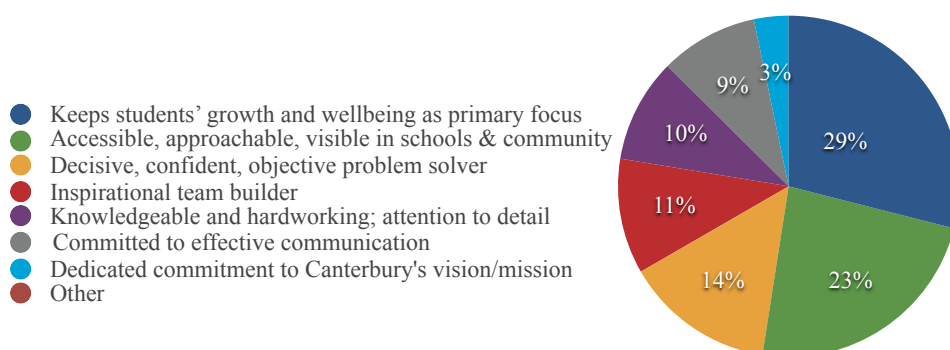
SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

DESIRED QUALITIES IN SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Keeps students' growth and wellbeing as primary focus	20	32.8%	25	41.0%	8	13.1%	53	29.0%
Accessible, approachable, visible in schools & community	20	32.8%	8	13.1%	15	24.6%	43	23.5%
Decisive, confident, objective problem solver	8	13.1%	11	18.0%	7	11.5%	26	14.2%
Inspirational team builder	6	9.8%	4	6.6%	10	16.4%	20	10.9%
Knowledgeable and hardworking; attention to detail	4	6.6%	5	8.2%	9	14.8%	18	9.8%
Committed to effective communication	3	4.9%	6	9.8%	8	13.1%	17	9.3%
Dedicated commitment to Canterbury's vision/mission	0	0.0%	2	3.3%	4	6.6%	6	3.3%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	61	100%	61	100%	61	100%	183	100%

First Choice Qualities



Top Three Choices



In addition to the leadership characteristics and expertise identified in the prior section, Canterbury Survey respondents reflected some clear preferences for **qualities** desired in a new leader. There was a tie in top *first* choice selections: *Keeps students' growth and wellbeing the primary focus* (32.8%) and *Accessible, approachable, visible in schools and community* (32.8%). A distant third was *Decisive, confident, objective problem solver* (13.1%).

If we again look at participants' top three choices, *Keeps students' growth and wellbeing the primary focus* (29%) emerges as the top choice, with *Accessible, approachable, visible in schools and community* (23.5%) the second choice.

Needless to say, all of these qualities and skills are essential in a leader, yet they point to the prioritized needs of the Canterbury Public Schools at this point in time. This profile will explore these areas of expertise and dimensions of leadership, integrating perspectives garnered through survey comments and focus groups.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Expertise:

Builds trusting relationships with students, staff, town boards, and community

The successful new superintendent will need to focus first on repairing lost trust. This caring individual will bring integrity, humility, and patience to the role. Highly transparent, trustworthy, and honest, the new superintendent will demonstrate empathy and selflessness, appreciating and motivated to support the growth of students and staff at all levels in the Canterbury schools.

The new leader will need to focus on building relationships within and between the schools and community. The superintendent will be culturally aware, understanding of our demographics, and respectful of all.

Communicates and collaborates effectively in schools and community

A talented, clear, honest and open communicator, Canterbury's down-to-earth new leader will be part of the community, working as a team with staff and town boards to restore pride to the schools and community. The leader's openness and sense of humor will help shore up a spirit of teamwork. The successful individual will mentor and build a highly effective administrative team. Together, they will support staff's learning and training needs.

The leader will work with the Board of Education to ensure open, honest communications internally and with other elected officials and townspeople.

Possesses strong budget and finance knowledge and skills

Given significant restraints on recent budgets, the successful individual will bring excellent financial sense and knowledge about the budget process. This leader will demonstrate creative approaches to allocation of resources and will advocate with the town and the state for sufficient resources.

Shares district-wide vision of excellence and innovative instruction

The new leader will need to focus first on listening and learning, then on fostering an inspiring and shared vision of excellence. That vision, along with achievable expectations, will allow the district to "bring fractured goals together... with research behind them." This process should help to unify the district and community behind an excellent, well-rounded curriculum and behavioral expectations.

To achieve this vision, the leader will need to bring wisdom and knowledge and value the experience and contributions of the district.

Has strong base of knowledge of educational issues and practices

Ideally, the successful leader will have experience as superintendent in a successful district. Specifically, this individual must be the educational leader, especially since there are no assistant superintendents. Therefore, experience developing curricula is essential. Also very helpful would be deep understanding of Special Education and social/emotional development. Participants would also like the leader to wear many hats, from knowing how to work with unions to maximizing technological support for instruction. The strong leader will also know how to engage the staff in tackling these challenges in Canterbury.

Since the district is under-resourced, participants would like the leader to have grant-writing expertise.

Qualities:

Keeps students' growth and wellbeing as primary focus

The successful leader will be adept at keeping students "their 100% priority," doing what is necessary to provide a well-rounded educational experience for Canterbury's children. The leader will have an

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

understanding of the complex and changing social/emotional/mental health and safety needs of students and will support staff in managing consistent behavioral expectations.

Accessible, approachable, and visible in the schools and community

Friendly, personable, highly approachable, and visible in classrooms, schools, and community, the leader will be clear, focused, and wide open to suggestions. The superintendent would benefit from combining a thick skin and a poker face with an honest, humble presence. A warm and caring, positive soul, the leader will ensure all feel welcome and valued. The leader will also bring political savvy, employing that good sense of humor in building community relations.

Decisive, confident, objective problem solver

Though humble, this leader will bring a strong backbone, a solid skill set, confidence, and excellent judgment. The individual will be a collaborative decision-maker, yet also able to make firm choices.

Because the system is quite small, the Canterbury superintendent must wear many hats, including leading curriculum and instruction, finance, human resources, and grant-writing. This leader must be flexible and willing to pitch in where and when needed.

Finally, this leader will be charged with building a great climate between students, staff, and the community. Participants would like to find someone who demonstrates long-term dedication to the town of Canterbury.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Feedback Related to Structure

Because the Canterbury Board of Education is analyzing options on its structure, this special section has been added to this profile to reflect feedback from 50 focus group and survey participants. Here are the raw comments, sorted by topic. (Please note that some participants offered both advantages and disadvantages, so their responses were divided and numbers add up to more than 50.)

Advantages of Full-Time Superintendent

1. Brand new principal; Special ed director: Don't think part-time can do: A lot of mentoring to do.
2. Given state we're in now, need attention to teaching and learning.
3. If things were settled in....
4. Don't believe it's a full-time position, but not a good idea to go to part-time now
5. Want for accountability/supervision
6. Could do part-time sometime, but now now. Need body here all the time
7. Full-time now; adjust from there.
8. Need full-time Supt who does job and doesn't squander funds
9. Given state of schools, need full-time
10. Would rather see full-time: full investment in us; complexity of issues; need to rebuild trust; need educational leadership
11. Full-time position would bring us someone with potentially more of a commitment to creating initiatives and bringing new ideas to the table, but they could be lacking in experience. Our best option would be full-time with experience, especially with budgeting.
12. At this point with the amount of turnover at the administrative level and the systematic problems that need to be addressed I can't see the position being anything less than full-time.
13. It is best to keep the position full-time. Because all adults have attended school at some point, they tend to also think they know how the modern business of education works. This is part of the foundation of the local disrespect for educators and education. Running a school district in 2020 is a complicated business --as the BOE well knows-- given the bevy of state and federal regulations structuring educational environments and the increase in the need of special accommodations across learning needs and styles. The education of children is among society's most important responsibilities -- far too enormous a responsibility to be farmed out lightly to a part-time employee in order to save a bit of money.
14. The only advantage I see to making it part-time is financial, which is not always the most important. I firmly believe this should remain a full-time position.
15. If the job needs to be full-time in order to do it right then it should be. I would hate to add more work and stress to our other admins and staff. The advantage of part-time would be that funds could be put toward other supports needed by the district.
16. A full-time position is the only way to address the challenges facing our district.
17. Full-time is absolutely needed! as issues are not getting taken care of and the budget is not prepared for the upcoming year. So instead of using previous budget with a few changes made. Lack of communication with all parties because of absence of superintendent. Not being able to hire new people for open positions because of lack of time in school. We need a solid leader who brings consistency to Canterbury.
18. ...Full time is 100% necessary. Our students and town deserve a Superintendent who is solely invested in the quality of our schools; having the time to support our teachers, staff, and students. This person must trust the staff, and support creative endeavors, as these staff are the first-responders to this generation. This person is one of the most important decision-makers for these young people, and that responsibility must be handled as a precious gift, one that must be earned each day. Our

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

students in this community need as many cheerleaders and supporters that we can muster. Drugs, boredom, broken families, lack of support, lack of involvement, depression, hopelessness... those are just some of the conditions that my own students are currently experiencing just one town over from Canterbury. If we cannot provide 100% support and hope, we are not doing it "right" as the adults. There is no benefit to having a part-time Superintendent other than lining our own pockets a little bit more....

19. It is a cost savings issue only and should not be tried with a new hire. Perhaps a seasoned Super could switch to 3 days after a year or two under their belt.
20. Full time is best. In order for a superintendent to fully invest in Canterbury, to foster a new direction and vision, and to repair the damaged climate and culture, this person must be continually present and available. Safety must also be a consideration.
21. I think it is important that the position of superintendent be a full-time position because I believe it is a very demanding position that can not be performed adequately part-time. Just because it costs less doesn't make it the right decision.
22. Are there viable candidates for part-time? If the budget allows, full-time would be more beneficial to allow our principals to focus on their positions.
23. At this time I see full-time as important. The morale of the schools and the community is poor and needs to be built back up. The community needs to know and see that the superintendent is committed to the Town which I feel is a full-time job at this point. There is a great deal of work to be done to build back trust.
24. I think keeping the position full-time is best, this new role will require dedication and time. Students deserve a full-time superintendent

Disadvantages of Full-Time Superintendent

1. Can we support full-time?
2. I don't believe there are enough schools in Canterbury to require a full-time superintendent. Some of the responsibilities could be passed along to the principals of each School there for saving the times of money
3. I do not think it is necessary to keep the position full-time as we could save the district money by having a part-time, effective superintendent.

Advantages of Part-Time Superintendency

1. Schools can be run efficiently with a good principal; policy level can happen part-time.
2. Cost savings potential; town is looking for us to save administrative dollars.
3. Could be .6 Supt; .4 curriculum.
4. Could be part-time, if district were running smoothly.
5. I believe with the size of our district it is not necessary to employ a full-time superintendent. Every year we have serious budget issues/cuts. Having a part-time superintendent would, hopefully, mean more money going towards educating our children.
6. Part-time experienced individual. Budget pressures are real and we need a superintendent to quickly come up to speed and tackle issues at hand which requires an experienced candidate.
7. The other half of the budgeted money can go towards the students and their programs.
8. I think we could easily have a part-time superintendent. I would like to see that money go to a teacher salary.
9. I think it should be part-time mostly because I believe in our principals to handle most of what needs to be done. It would benefit us a lot financially to have it a part-time position also.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

10. If the job can be done as part-time, then do so by all means. Put some of that money back into the budget to benefit the students.
11. I think a part-time superintendent is best for financial reasons. Our principals are qualified to run their schools.
12. I believe that this position could be performed correctly as a part-time role. Time management would have to be key. In my opinion, time was not utilized correctly & almost abused in the past. Other towns have been successful with part-time superintendents.
13. A part-time position is an appropriate decision as long as the Special Education Director's position is full-time.
14. I feel we are small enough for a part-time superintendent. I think it would save us a great deal of money having them come on as part-time.
15. I believe our school system is small and we do not need a full-time superintendent. I believe it will help with financial burdens our small town faces. It would be more prudent to have a part-time superintendent to lessen the financial needs of paying for higher salaried position.
16. Part time has worked in the past with room for extra hours as needed.
17. As a small school and given the budget challenges in the town, I would be in favor of a part-time superintendent.
18. Advantage is cost to the town.
19. I am favor of a part-time superintendent. While the current upheaval in this position may suggest a full-time superintendent in the short term to help restore the chaos within the administration, this job can be reasonably filled by a qualified part-time employee. The district is simply not big enough to warrant a full-time position.
20. Advantages of part-time superintendent- more money in the budget for resources, small school district which could be served by an effective part-time superintendent.
21. I think it would help the district to be part-time because our district is small to begin with and with the right leader it can happen. It will also save the schools money that could be used in areas to better serve our youth instead of taking away each year.
22. Advantages of part-time: saves money, a full-time position may not be necessary considering the size of the district
23. I feel part-time would help financially and since this is a small district, I feel part-time will be manageable.
24. It is worth looking into. We are very small. Possibly share with another town. Possibly make one position that includes Special Ed Director and Superintendent.
25. I do not think that a school district the size of Canterbury needs or justifies a full-time super. We need to look at ways to cut our budget without cutting teachers and support staff.
26. District is small enough to support the employment of part-time superintendent only if the current issues caused by the past administration are resolved.
27. The obvious advantage of a part-time superintendent would be cost to the district.
28. I think we should look at sharing the duties of Superintendent with another district. Or- only having 1 principal for both schools. Splitting time with 2 days at each school with 1 floating day.
29. Given the size and scope of Canterbury Public Schools, I would support a part-time position. However, the District would need to maintain strong leadership at the individual schools.

Disadvantages of Part-Time Superintendent

1. Making the position part-time does limit the pool of applicants, but the actual demands of the position and budgetary constraints of the district must be considered.

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

2. Disadvantages to part-time superintendent- superintendent is not in district every day if issues arise.
3. If the position were to be part-time, I would be concerned that we would get a different group of applicants. I think we would see people applying that are semi-retired. We may not get a candidate that wants to commit years of their career to the town. We may see more frequent turnover with a part-time superintendent.
4. Savings realized, given what we lose, is paltry
5. Can't handle part-time now; challenge having part-time sped and supt.
6. Part-time would not be able to fix all the issues.
7. The candidates we need to attract will simply not be available if the position is posted as part-time.
8. It is NOT the right time to experiment with a part-time superintendent. The job is too important to limit someone to 3 days.
9. I am nervous that if we only have part-time then we will not attract someone with experience and who will want to stay and it is the administrative turnover that I am worried about. However, I would rather have a part-time superintendent than cutting hours/positions for a special ed director or principal like what has been talked about in the past.
10. If both schools were running smoothly, half-time might work in the future. Currently I don't think half-time is appropriate.
11. The potential drawback is the level of candidate who might be attracted to a part-time position.
12. Disadvantage is the inability to fully command the position when they are not solely dedicated to it.
13. Disadvantages of part-time: consistency with leadership, will a part-time supt. be fully invested?
14. I think one disadvantage to having a part-time superintendent is the possibility that he/she will not be able to dedicate the time and attention our district needs to grow and succeed. Another disadvantage is that decreased availability presents the concern that important issues may not be handled as quickly and efficiently as they would with a full-time superintendent. I
15. A disadvantage of a part-time superintendent is the possibility of that person having to share responsibilities with another district and not having enough time to do what is necessary to get Canterbury back on track. It is always a question of how much responsibility will then have to trickle down because that person would not be present to complete what jobs have to be done.
16. While I think Canterbury could run with a part-time superintendent I am not sure that at this time it would be a beneficial move.
17. I think a veteran hire might be able to do the job in 3-4 days per week, but most will need all 5 days.

Other

1. To be honest I have yet to even meet a superintendent in the last 10 yrs, I feel the hrs should reflect the work that needs to be done
2. If the district can truly afford someone in this position full-time then there should be hefty expectations for outcomes. If we can't afford a full-time person, I think that it might work to regionalize the position and share with another small district.
3. If we have some one part-time, they will most likely be someone who is "retired" and has experience, which is beneficial to us. But it may create gaps in consistency throughout the district and a lack of initiatives if this person is only here a few days a week.... It also increases the burden on the administrative assistant who, from what I've seen, already has her own responsibilities plus tasks that the Superintendent should be handling but is unavailable to undertake.
4. I feel this cannot be judged by someone outside of the schools, I trust the interim superintendent to help with this. Personally I believe we have to do whatever is needed for this position to be able to conducted correctly and efficiently.