



GWLUFSD

Proposed Restructure of Organizational Chart

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Board of Education

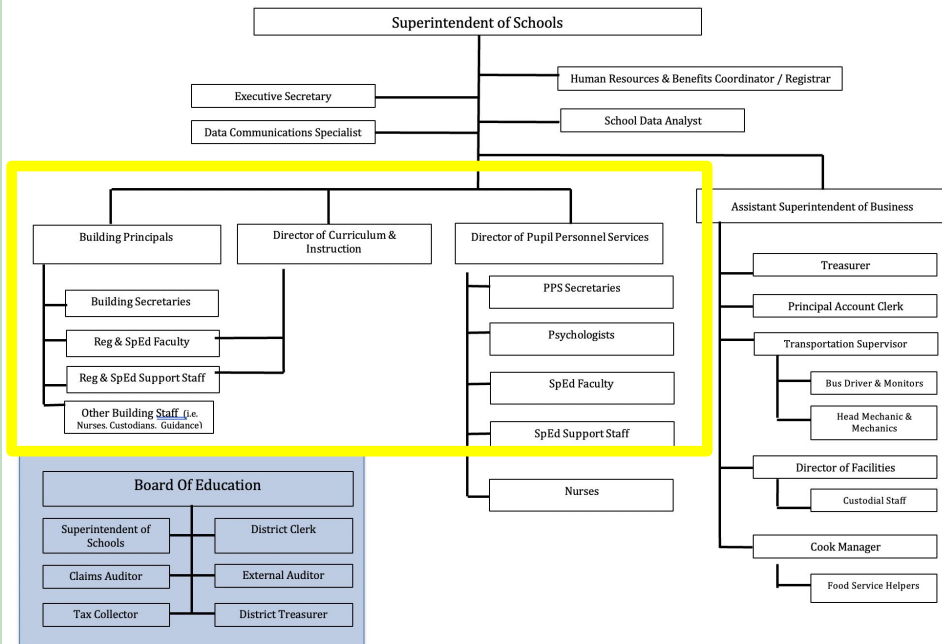
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After reviewing this presentation, please send any comments or questions to either of the above email addresses.



District Organization

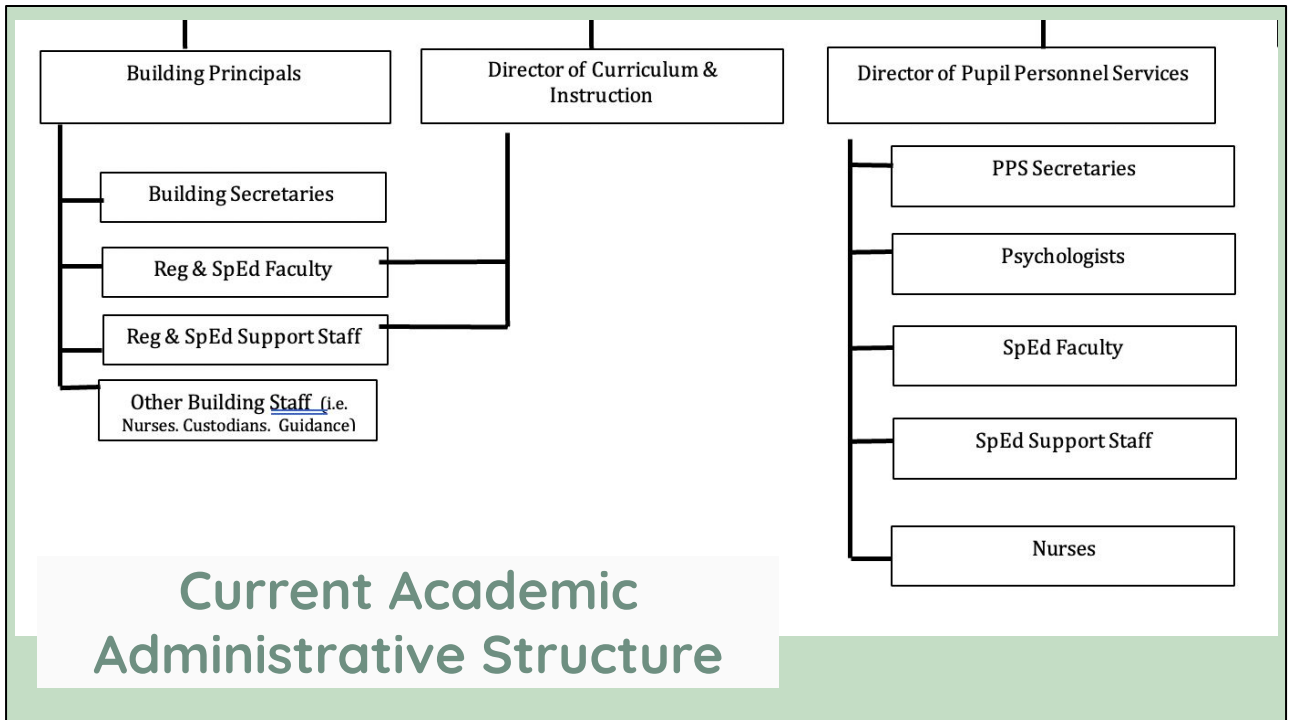
Greenwood Lake UFSD
Organizational Chart 2023-24



The organizational structure has been largely unchanged for many years. We have four academic administrators: a principal in each building, an administrator over special education, and an administrator over curriculum and instruction. The principals lead the school building, manage students and staff, and run the day to day operations of the school. The special education administrator is call a Director of Pupil Personnel Services. The director oversees the implementation of special education for all students PreK through 8th grade, preschool special education (from age 3 to school age), and even maintains a role in the Individualized Education Plans (IEPs) of our high school students and beyond, up through the student being 22. The Special Education Director also oversees 504s and all related service providers (nurses, speech teachers, occupational therapists, psychologists, etc). Lastly, the Director of Curriculum & Instruction oversees all of our educational programs, grades PreK through 8th grade, is responsible for professional development for all teachers and staff, ensures alignment of instruction both within and across grade levels and buildings. The Director also oversees assessments, runs the Data Team, and studies overall trends in student performance and achievement to make recommendations for adjustments to curriculums and instructional methodologies. Each of those administrators also wears several other “hats” due to the size of our district, where in other districts there might be a full time administrator doing that work. Some quick examples of this: The Curriculum & Instruction Director has the additional responsibility of many human resource functions and the middle school principal is also the athletic director.



**Academic
Administration**



Currently, the four administrators are all at the same “level” on the organizational chart, meaning one is not higher than any other in terms of responsibility or oversight. If a person were to move from one position to another, it would be a lateral move, rather than a promotion.

In the past year, three out of four of these administrators made the decision to leave the district. While one person left due to retirement, the other two moved on to Districts for a promotion and/or a District with more advancement opportunities down the road.

*In order for administrator to advance professionally under the current structure, they’re only option is to leave the District, other than to move on to the Superintendentcy, should that position be open.

Each time one of these administrative positions leave, a large gap is left. There is little to no overlap of work with another position. Therefore, a new person coming in must very much start from scratch, learn the ropes, and hit the ground running with little to no knowledge of the processes and procedures in place previously. Although we do have a mentoring program in place, it is not the same as learning from someone already doing similar work or the same work.

Replacing three out of four administrators in the past year has brought the need for District consistency to the forefront of my mind as Superintendent.



Feedback from Stakeholders

Student Needs & Discipline

Student needs and misbehaviors have increased both in frequency and intensity, especially since the pandemic. Addressing issues in the classroom and at the administrative level are causing disruptions throughout the school day, affecting many other areas.

Administrative Turnover / Lack of Advancement Opportunities

With most administrative jobs being at one 'level', the only path to higher level jobs is to leave the district and work somewhere else.

Stability for Staff and Students

When an administrator leaves, it is difficult on staff and students (as well as on the new hire), as expectations, procedures, processes all must be re-communicated, learned, followed, or new ones are created and confusion often results. Many "established" things fall between the cracks and disappear.

Feedback is a critical component of any organization. Discussion what's working and what's not working is a part of the continuous improvement cycle. The following two slides share feedback from various stakeholders in recent years. Stakeholders include staff, teachers, administrators, parents, and community members. Each "concern" listed has a description underneath it, to explain the thought process behind the feedback.



Feedback from Stakeholders (cont'd)

Opportunities for Advancement for Teachers

With the addition of the TOSA Instructional Coach this past year, regular education teachers now have a pathway for leadership development. Such pathway does not currently exist for special education professional staff members.

Building Level Responsibilities

With an incredible amount of work on their plate, principals have been asking for help for many years, An assistant principal would be an administrator specifically in place to support principals.

Teachers Asking to Feel More a Part of the Decision Making

It is important to listen to teachers. Committees during the summer and after school and meetings during the year are great, but how do we lift teachers voices even more?

The feedback on this slide, along with the prior slide highlights both general feedback about the organization of the District, lack of opportunities for advancement, student management/behavior/needs, and the difficulty when administrators leave and need to be replaced.

Importance of Opportunities for Growth

- Fosters culture of continuous learning
- Prepares individuals for new roles and responsibilities
- Addresses leadership gap
- Increases employee retention
- Boosts employee engagement and motivation
- Improve decision-making and problem solving
- Attracts top talent
- Reduces hiring costs



Why are opportunities for growth important to an organization's overall success?

Proposed Restructuring Shifts:

- Eliminate Director of Curriculum & Instruction
- Eliminate Director of Pupil Personnel Services
- Keep/Add Teacher Leadership Positions
- Create Assistant Superintendent Position
- Create an Assistant Principal position

ADMIN budget impact would be a savings ~ \$15-20,000

1

TOSA - Instructional Coach

Work alongside teachers and administrators, creating a collaborative bridge and support system

2

TOSA - CSE/CPSE Chair

Oversee development of IEPs, CSE meetings, etc (would need to backfill - instructional budget)

With much reflection on the administrative turnover and the feedback received from a multitude of stakeholders, it is my belief that now would be a good time to potentially try something new, to see if the concerns shared by stakeholders could be addressed by restructuring the academic administrative team and create teacher leadership positions.

The first step would be to eliminate the Director of Curriculum & Instruction position and the Director of Pupil Personnel Services position. We would combine much of that work into one position - an Assistant Superintendent of Curriculum, Instruction and Pupil Personnel Services. The main responsibilities of the Assistant Superintendent are described in the next slide, a full job description is being developed.

During the 23-24 school year, an instructional coach teacher leader position was created. This is called a TOSA - Teacher on Special Assignment. A TOSA works on the same salary scale as teachers. This teacher worked with probationary teachers, individuals early in their career, coached teachers on best instructional practices, assisted with lesson planning and unit development and much more. The personal also assisted with the development and implementation of our PreK program. This position is already in the budget for next year.

I recommend creating a second TOSA position, a Committee on Special Education/Committee on PreSchool Special Education (CSE/CPSE). This teacher leader would run all of the IEP (Individualized Education Plan) meetings throughout

the year, oversee the implementation of IEPs and lead staff development on special education.

Both TOSAs would be able to participate in leadership meetings and add a teacher voice to the every day decision making within the schools and district.

Lastly, I recommend we create an Assistant Principal, whose main responsibilities are described two slides down. The Assistant Principal would be very focused on discipline, assessments, and assisting the principals with their work. There would be ONE assistant principal, split between the two buildings.

MONEY & BUDGETING

By eliminating two administrative positions and replacing them with one that is a level "higher" and one that is a level "lower", there would be a reduction in the administration portion of the school budget of about \$15-20000.

The TOSA CSE/CPSE Chair would be a new teacher level position. We plan to use grant money for much of this salary in order to minimize the budget impact.

Assistant Superintendent Position

Supervision	Supervise, Evaluate, Support: Principals, Instructional Coach, and CSE/CPSE Chair
Primary Leader	Rollout of Initiatives, training, strategic vision, assessment, professional development
Budget	Oversight of budget development for all instructional areas, both regular and special education
Grants	Responsible for all Grant development & spending plans
Compliance	State Mandates & Laws for regular ed, special ed, ELLs
Reporting	Superintendent informed on all aspects under title; Assists in the creation of reports, records, and other paperwork required by SED, BoE, etc
Leadership	Advise Superintendent on matters related to role; can fill in in Supt's absence

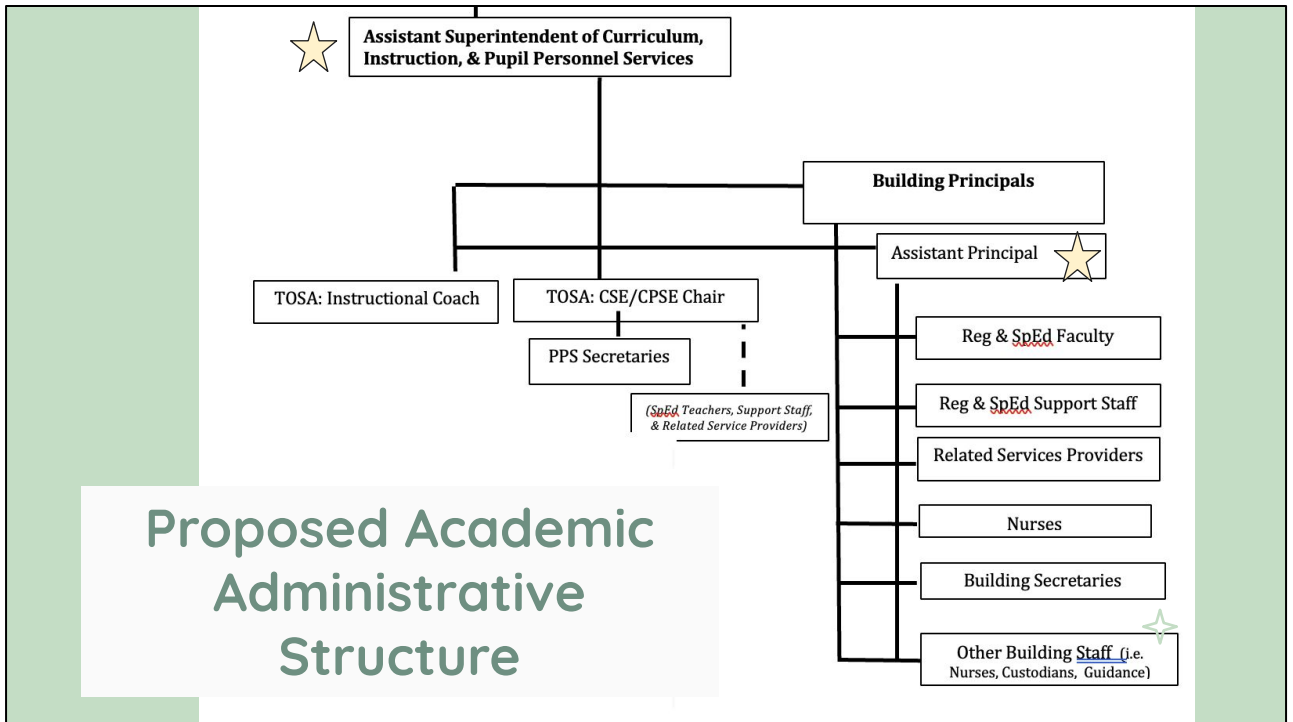
Description of some of the responsibilities of the Assistant Superintendent position

Assistant Principal Position

Discipline	Would assist with discipline, particularly at MS
Principal Absences	Would fill in for principals whenever they are out
Consistency	Would assist with consistency not only between buildings, but also if a principal leaves the District, there would be an administrator that knows routines
Data & Testing	Would monitor student performance data and coordinate testing throughout the year
Independent Evaluations	Would conduct evaluations of teachers at the elementary school
Advancement/ Continuity of Leadership	A person in the assistant principal position would be an internal candidate for principalship, a situation we have not had in District in the recent past.

AP Position would be developed with oversight by the Assistant Superintendent.

Description of some of the responsibilities of the Assistant Principal position. The Assistant Superintendent would be charged with oversight of the development of the shared Assistant Principal position - how it would roll out, where time would be spent, etc.



This is the proposed new organizational structure, with new positions starred. There is no increase to the number of administrators - there are still only four academic administrators. However, they are now on three different "levels" allowing for advancement opportunities, which will hopefully assist in administrator retention and consistency. Further, with this restructuring, there is a \$15-20000 savings to the administrative budget.

Discussion

14

Board Questions:

Q: We are not adding administrators, correct?

A: Correct. We are eliminating two and replacing them with two new titles, but the net is zero.

Q: The Assistant Superintendent would take over the administrative responsibilities currently handled by the two Directors? A: Yes

Q: This is just restructuring, number of admins stays the same?

A: Yes

A: You're forming the two Director positions together, they can't do all the work so that is where the TOSAs would come in - to support that work?

Q: Correct

Q: Asked to confirm that only one assistant principal was going to be hired, not one for each building.

A: Correct. There would be one assistant principal, shared between the two buildings.

Q: We've talked a lot about discipline. Do you think this would help the principals be able to better perform their jobs?

A: Yes. It would absolutely help the principals be able to spend time on other aspects

of their role, not just discipline.

Q: With this structure, I understand part of its purpose would be able to hold onto/retain good administrators.

A: That is the goal.