

CHAPTER II

The First-Year Superintendent: Managing Your Leadership Transition

The secret of getting ahead is getting started.
– Mark Twain

The First Year Superintendent

"All the world's a stage," as William Shakespeare wrote in the play, *As You Like It*, "and all the men and women merely players."

One inescapable reality of being named the new superintendent of your school district is that you attract much more attention and a higher level of scrutiny than before. You become the lead actor in your community's public play. Your privacy becomes less and less, and there is mounting pressure to show the right kind of leadership presence at all times.

The Executive Leadership Series for Onboarding New Superintendents is an extensive process for deeper knowledge levels, practical application, and a standards-based curriculum. The program is designed to fully prepare you to lead your school district to new heights while managing its daily operations.

This chapter contains detailed information regarding steps for getting started, a schedule of training sessions and other important dates for superintendents. It also includes attendance requirements, the code of conduct for ethical leadership, an overview of the curriculum and the Individual Learning Plan (ILP) process, and a directory of program staff, faculty and members of the new superintendent cohort.

Whether you're joining your school district from the outside or have been promoted from within, this chapter will help you manage your leadership transition so you can take charge, develop your plan, enhance your learning, and deliver better results faster than you thought were possible.

The collegial network that is developed through KASA's executive leadership series, along with on-going collaboration among some of the most successful superintendents and education leaders in Kentucky, has provided new superintendents with a wealth of knowledge and experience in key areas of leadership, finance, communication, law, and culture which are critical elements in the success of all school district leaders.

– Superintendent
Rob Clayton
Warren County Schools
KY Supt of the Year, 2023

Cohort #2

Steps for Getting Started

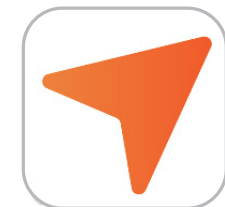
As a new superintendent, there are many steps you can take prior to assuming your position. The fuzzy front-end of your new position is the time period between the day you accept your new job and your first day on the job. A new position is typically more than you think. This fuzzy front-end period is an excellent time to get a head start on preparing for your first day while managing your leadership transition.

Much like a runner in a relay race, you should prepare and start moving in advance, taking control of the transition by putting your hand where you want the baton placed to accelerate a decisive handoff. (Bradt, Check, Pedraza 2011).

The following steps will prepare you for the onboarding program, as well as help you transition into your new role:

1. Read this guide.
2. Add the training dates, located on [pages 18-19](#), to your calendar.
3. Access and become familiar with your cohort's online community at connect.kasa.org (cohort 15) or by using the mobile app (Thrive 365). Details about the community are found on [page 24](#) of this handbook.
4. Ensure you have a laptop or tablet for use at all in-person training sessions.
5. Complete the [pre-program self-assessment tool](#). Results of your assessment will be used to assist program staff in understanding your level of experience and knowledge related to the effectiveness standards for superintendents and your knowledge level of school district finance and how we can best guide you through the learning process this year.
6. Review the Essential District Data list located on [pages 39-41](#). This information is beneficial and provided to ensure you have a solid understanding of your school district.
7. Connect with your mentor and executive coach to begin building your relationship and planning your schedule.

To listen to this superintendent's message, click [here](#).



Thrive 365

Steps for Getting Started continued

8. Select your school board member liaison and share his or her name and contact information with your executive coach or KASA program staff.
9. Manage the fuzzy front-end of your transition.

1. Take control of your own start

One of the most important things you can do is engage in the onboarding program as

Three Areas for Managing Your Transition

quickly as possible, completing the steps outlined at the beginning of this chapter.

2. Avoid onboarding landmines

A new leader's transition is often filled with landmines that are usually hidden and often undetected. An awareness of the landmines is helpful in managing them during the fuzzy front-end. Seven landmines referred to as the Deadly 7 are listed on the next page (Bradt, et al. 2011).

One of the most important things you can do is engage in the onboarding program now by completing the steps outlined on pages [13-14](#).

Chief Executive Officer
Rhonda Caldwell, Ed.D.
*KY Assn. of School
Administrators*

Deadly 7 Onboarding Landmines

Landmine	Cause	Time Period	Action
1. Organization	Lack of a winning strategy or the inability to implement that strategy	Before accepting the job	Ask tough questions.
2. Role	Expectations and resources or key stakeholders are not aligned	Before accepting the job	Listen for inconsistencies. Pursue.
3. Personal	Gaps exist in your strengths, motivation or fit	Before accepting the job	Ask yourself tough questions. Get a third opinion.
4. Relationship	Failure to build or maintain key relationships, up, across or down	Fuzzy front-end	Activate the data learned from your 360-degree LPI Inventory and use it to help guide potential challenges and landmines.
5. Learning	Failure to gain adequate information, awareness or knowledge of the 5Cs—customers, collaborators, capabilities, competitors or conditions	Fuzzy front-end	Activate an ongoing learning campaign to thoroughly master these 5Cs. Keep your learning sharp.
6. Delivery	Failure to build a high-performing team or deliver results fast enough	First 100 days	Identify and validate clear and genuine winning deliverables and a timetable. Empower and execute with team.
7. Adjustment	Failure to see or react to situational changes	As appropriate	Actively monitor conditions and results. Understand the causes of change. Replan and execute quickly.

(Bradt, et al. 2011) *Deadly Seven Onboarding Land Mines*

Three areas for managing your transition continued

3. Activate your communications strategy

Your communications strategy is at the core of your actions as a leader. While many of your key connections and contacts will occur during this time, it is also the time when your administrative team, teachers and other stakeholders begin to form their opinions of you and what is likely to happen in the coming weeks. The following is an outline of steps for your communications strategy (Bradt et al. 2011).

1. Identify key stakeholders.
2. Craft your message.
3. Manage your office setup.
4. Know what you can expect in staffing support.
5. If relocating, ensure your family is provided for and settled.
6. Conduct fuzzy front-end meetings and phone calls (board members, inner circle, key stakeholders) to share your message, learn aspirations, and understand the district's strengths and needs. When determining with whom and the order in which you speak with individuals, remember that people will view the order as a sign of relative importance. Those you speak with early will feel valued.
7. Deploy an information gathering and learning plan, including the Essential District Data located at the end of this chapter.
8. Plan your first 100 days.

The new superintendent mentoring process is a significant part of the cohort training model. Your mentor will provide perspective, focus, motivation and inspiration. My mentor was an important part of the support system provided by KASA. Thank you, team, for supporting and encouraging me through my first year.

- Superintendent
David Meinschein, Ed.D.
Murray Ind. Schools
Cohort #10

Important Dates for Your Calendar

Two calendars are critical to a new superintendent's success. The first provides an overview of in-person training sessions and activities of the onboarding program. The second is provided by the Kentucky Department of Education and lists important due dates to keep you apprised of numerous legal deadlines.

1. Overview of Training Sessions and ILP Team Activities

The calendar on the next page provides an overview of the new superintendents' training schedule.

2. Important Due Dates for Superintendents

The Kentucky Department of Education (KDE) publishes this document annually to keep superintendents apprised of legal deadlines for all education programs. The document is designed by month, due date, program, activity, and KDE contact person. The document is located in the [Appendix](#).

Two calendars are critical to a new superintendent's success. Adding these dates to your calendar will help keep you on track and plan for the year ahead.

Schedule for Leadership Series for Onboarding New Superintendents

Month	Dates	Training Session or Activity	Location
June	26	Program Welcome Webinar f (9:30 a.m.-10:30 a.m. EDT)	Virtual Meeting
July	8-9	Session 1	KASA Training Center, Frankfort
	29	Session 2	Galt House Hotel, Louisville
August	1-31	Executive coach and mentor visit in district by September 1	Your District
	27	<i>Optional</i> Athletics Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	31	Minimum of one artifact per standard due in digital portfolio	
September	9-10	Session 3	KASA Training Center, Frankfort
	17	<i>Optional</i> Social Media Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	1-30	Executive coach and mentor conduct ILP team meeting	Virtual
	30	Minimum of two artifacts per standard due in digital portfolio	Your District
October	22	<i>Optional</i> Transportation Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	29	Session 4	Hardin Co. EC ³ , Elizabethtown
	30	Minimum of three artifacts per standard due in digital portfolio	
	1-31	Executive director of coaching & mentoring and mentor conduct ILP team meeting	Your District
November	3	<i>Optional</i> Intruction Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	12	Session 5 with CFO attending in the afternoon	Fayette Co. Board of Education
	19	<i>Optional</i> Burning Issues Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	1-31	Executive director of coaching & mentoring and mentor conduct ILP team meeting	Your District
December	10	Session 6: Food Service Webinar (10:00 - 11:00 a.m. EST) <i>Required</i>	Virtual
	20	Minimum of four artifacts per standard due in digital portfolio; Quarterly progress report due to KDE	Your District
January	13	Session 7	KASA Training Center, Frankfort
	21	<i>Optional</i> Open Records/Legal Topics Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	1-31	Executive coach and mentor attend board meeting	Virtual
	31	Minimum of five artifacts per standard due in digital portfolio (Completion of ILP)	

Schedule Continued

February	3	Session 8: Personnel Essentials Webinar (2:00 - 5:00 p.m. EST) <i>Required</i>	Virtual
	15	Session 9: Capstone Preparation Webinar (9:30-10:30 a.m. EST) <i>Required</i>	Virtual
	19	Session 10 (prior to KSBA Conference - 1/2 day)	Galt House Hotel, Louisville
	1-28	Director of executive coaching & mentoring and mentor attend board meeting	Virtual
March	18-19	Session 11 (in conjunction with Education Law & Finance Institute)	Central Bank Center, Lexington
	21	First draft Capstone of Learning recommended (title, acknowledgements, PGP)	
	25	Optional Burning Issues Webinar (9:30 - 10:30 a.m. EDT)	Virtual
	31	Revised artifacts due in digital portfolio and second draft of Capstone of Learning recommended	
April	15	Session 11 Leadership Practices Inventory Process Webinar (9:30 a.m. EST) <i>Required</i>	Virtual
	24-May 8	LPI administration window open	
	25	Third draft capstone of learning recommended (all standards)	
May	2	Final draft capstone of learning recommended	
	1-31	Executive coach and mentor attend Capstone presentation in May or June	Your District's Board Meeting
June	1-30	Executive coach and mentor attend Capstone presentation in May or June	Your District's - Board Meeting
	8-9	Session 12: Five Practices of Exemplary Leadership	KASA Training Center, Frankfort
	19	Documents Due: Post program mentor survey; post self-assessment; communication; and KDE final report	
July	29	Session 13: Year-End Celebration and Welcome New Cohort)	Galt House Hotel, Louisville

TBA – to be announced

Note: Be sure to incorporate these dates into your master schedule and share with your staff and board members.

Preparing for In-Person Sessions and Attendance Requirements

Details about each in-person session are posted seven days prior to the training in your online community at connect.kasa.org. Specifically, look for the agenda, pre-assignment posts from faculty members, and any items you will need to bring to the session with you.

Equipment

A laptop or tablet may be needed for each in-person session. Please ensure your device is Wi-Fi accessible and will not be hindered by pre-set district firewalls.

Lodging

Some sessions will require overnight lodging. Lodging is a district expense. Please request the government rate.

Meals

Most meals will be provided as part of the training session and are sponsored by valued partners of KASA. Agendas will note when a meal is on your own.

Session arrival

Please arrive approximately 15 minutes prior to the session start time so you may find a seat, set up your laptop, organize your materials, and network with your colleagues. EILA credit will be awarded at the end of the onboarding year.

Plan to focus and be present in the moment

As a new superintendent, you will no doubt attend sessions with an overwhelmed state of mind and an unwieldy “to do” list. Honor this learning time and focus solely on the opportunity at hand. You will benefit a great deal from the experienced faculty and your colleagues.

What to wear

Dress for training sessions is business casual. Keep in mind that meeting room temperatures are often cool, so dress in layers.

Honor this learning time and focus solely on the opportunity at hand.

Attendance Requirements

The leadership series for onboarding new superintendents includes a series of professional learning sessions, which requires some out-of-district time throughout the year. The complete schedule is listed on pages [18-19](#). It is important to note attendance at these sessions is mandatory and must be a priority.

The attendance policy provides guidelines and steps to take in the event of an unforeseen emergency. There are two acceptable reasons for excused absences.

1. **Extreme hardship** shall be generally defined as an event which requires the superintendent's presence and is not subject to the superintendent's ability to schedule. Examples may include regular school board meetings, graduation, depositions, and court appearances. Each request will be considered on a case-by-case basis, and the superintendent is expected to attend any portion of the training session that is not in conflict with the external event. Events at which the superintendent's attendance is discretionary or which are within the superintendent's ability to schedule will not be approved for an excused absence.
2. **Sudden emergency** shall be generally defined as a serious personal or immediate family illness or medical emergency, death in the immediate family, an accident or natural disaster, childbirth (immediate family), or other similar unpredictable events of a substantial nature.

Steps for Submitting a Request for Excused Absence

1. Submit your request for an excused absence to the Director of Executive Coaching and Mentoring or KASA's program staff.
2. Receive decision of the executive leadership team and notification regarding approval or non-approval.
3. If the request is approved, complete the determined assignment and submit the affidavit located in the [Appendix](#), explaining the reason for the absence.
4. Expect that the leadership team shall consider all relevant facts in determining the nature of the makeup work.
5. Submit the completed Affidavit to Lisa Ducker (lisa@kasa.org).

More than one approved request for an excused absence in a training year may require a second year of participation in the assessment and training program by the superintendent.

Be here.
Be present.
Wherever you are,
be there.
– Willie Nelson

Ethical Leadership

“The road of principle is the road to higher performance and richer results.”

– Wes Cantrell

Ethical behavior is the cornerstone of the education profession. The superintendent's character and humanity are a reflection of his or her own leadership as well as the school district's. The superintendent must be the best listener, the best interpreter, and the most passionate driver of the school district's purpose (Quinlan, 2000).

As a school superintendent, you are obligated to establish and maintain ethical policies to serve as a guide for the conduct of your board members, faculty, staff, students, and local community.

To assist you, the policies of ethical behavior adopted by the Kentucky Association of School Administrators are embedded in the Executive Leadership Series for Onboarding New Superintendents (KASA, 2012). The detailed policy, listing the purpose of the code, framework for which the code is written, behavioral policies, and commentary explaining those policies, can be found in the [Appendix](#). The policies for ethical behavior include:

1. Professional school administrators constantly uphold the highest standards of integrity in all interactions and relations with students, colleagues, school board members, and the public.
2. Professional school administrators obey local, state, and national laws; adhere to high ethical and moral standards; and express loyalty to the nation and to the cause of democracy and liberty.
3. Professional school administrators accept the responsibility throughout their career to ascertain, use, and contribute to the growing body of specialized knowledge, concepts, and skills which characterize school leadership as a profession.
4. Professional school administrators strive to provide the finest possible educational experiences and opportunities for all students in their school or district.

The superintendent's character and humanity are a reflection of his or her own leadership as well as the school district's.

- Quinlan, 2000

Ethical Leadership continued

5. Professional school administrators seek to preserve and enhance the prestige and status of the profession in obtaining and carrying out their contractual duties as an employee.
6. Professional school administrators carry out in good faith all policies duly adopted by the local board and the regulations of state authorities and render professional service to the best of their ability. Any desire to seek modification or renewal of policies is accomplished through legitimate and recognized means.
7. Professional school administrators honor the public trust of their position above any economic or social rewards.
8. Professional school administrators do not permit considerations of private gain or personal economic interests to affect the discharge of professional responsibilities.
9. Professional school administrators recognize that public schools are a transparent public endeavor, and they seek to keep the community fully involved with and honestly informed about its schools.

While these ethical standards are designed for KASA leaders, Kentucky's certified educators are also bound by the [Professional Code of Ethics](#) in accordance with KRS 161.028 (codified in 16 KAR 1:020) and the [Model Code of Ethics for Educators](#) (MCEE). School districts are encouraged to use the MCEE as a complementary document to the Professional Code of Ethics for Kentucky Certified School Personnel. New superintendents will learn direct from the Kentucky Department of Education's policy and legal counsel regarding duty to report and other matters of ethical leadership.

Every superintendent has a personal responsibility to be fully informed about ethical standards and their relationships to all aspects of the school district they lead. In keeping with this broad responsibility, it is essential that all members of the profession are committed and assume an active role in supporting high standards of ethical conduct throughout their careers.

Every superintendent has a personal responsibility to be fully informed about ethical standards and their relationships to all aspects of the school district they lead.

Stay Connected Throughout the Year

One of the greatest benefits of the Superintendent Onboarding Program is the opportunity to learn alongside your cohort. KASA provides two convenient ways to stay connected with your colleagues, your coach, and program staff—whether you're at your desk or on the go.

Option 1: Connect Online

Visit connect.kasa.org, KASA's secure online community designed specifically for new superintendents. This private collaboration platform allows you to:

- Connect with your cohort, mentors, and program staff
- Access announcements and session materials
- Share resources and best practices
- Ask questions and receive timely support
- Collaborate on challenges and innovative ideas

connect.kasa.org

Option 2: Connect on Your Mobile Device

Take the community with you by downloading the Thrive 365 mobile app.

1. Download Thrive 365 from your device's app store (look for the orange arrow icon).
2. Search for KASA.
3. Tap My Account in the lower-right corner.
4. Log in using your KASA website credentials.



If you need assistance with your login information, contact the KASA office at (800) 928-5272.

Make the Most of Your Community

This community belongs to you. The more members participate by asking questions, sharing resources, and supporting one another, the more valuable it becomes for everyone. We encourage you to connect often and take advantage of the collective knowledge and experience of your cohort.

Need assistance? Visit www.kasa.org for additional information about accessing both the online community and the Thrive 365 mobile app.

Leadership is a team sport. Your cohort, mentors, and KASA staff are only a click away—connect early and engage often.



Jason Booher
Superintendent, Mercer County Schools

Your Individualized Learning Plan (ILP)

As part of the onboarding program, you will create and implement components of the ILP, which is designed to assist with managing your learning and development throughout your first year as a new superintendent. The ILP is the foundation of your onboarding program and is directly tied to five effectiveness standards. It supports your official evaluation process to be conducted by your board of education, and will be used to create your Capstone presentation at the end of the year. Your learning plan will look forward to what is to be achieved within the larger framework of the ILP rubric.

Components of the ILP

1. Designed with the support and guidance of your executive coach, mentor, and school board member liaison
2. Based on your personal strengths and identified growth areas from your self-assessment tools and the identified goals set for you by your board of education
3. Synthesized within the larger framework of the effectiveness standards
4. Aligned to give credence to your personal aspirations
5. Developed in concert with a 30-60-90-day plan and your professional growth plan (PGP) that provide for a set of learning goals you will achieve over the course of the program year
6. Developed to provide an opportunity to build and collect evidence and reflective benchmarks for your evaluation through a digital portfolio that is utilized in preparing your year-end Capstone presentation

Your ILP culminates with a Capstone of Learning presentation to your board of education. The Capstone will reflect your year of learning, development, and the goals achieved on behalf of the school district. The Capstone is a learning record that looks to the past, includes what you have accomplished as a first-year superintendent, and sets potential goals for the future.

The Capstone project has been a very beneficial process for me. It was an effective way for me to stay on top of things. Having started late, I felt behind in looking at each of the standards. Collecting evidence in each area gave me a sense of accomplishment and control. After a few months my board members and I could look back and see my progress in a very short time. It also helped me when I began evaluating my principals and administrative staff. I had them collect evidence around their standards and file them either in hard copy or electronically; then, when it's time to evaluate them, everything is in one place and easy to access. It's definitely a process I will continue to use and share with my board members.

– Superintendent Denise Yonts

Letcher County Schools

Cohort #7

Your Individualized Learning Plan Continued

Individualized Learning Plan Team

Your Individualized Learning Plan (ILP) team is comprised of the executive director of coaching & mentoring, an experienced superintendent mentor, and a school board member liaison. The team's purpose is to provide support, serve as a sounding board, and act as a critical friend throughout your first year. These individuals will guide you on a daily basis, assist with the development of your ILP and your Capstone presentation, and ensure you successfully complete the training program.

The team meets a minimum of two times per year, but may meet as often as the superintendent and director of executive coaching and mentoring deem necessary.

To learn more about the value of the program click [here](#).



Jan Lantz, Ed.D.
KASA ILP Support Services

Superintendent Effectiveness Standards and ILP Rubric

Five KASA Effectiveness Standards serve as a framework for understanding the complex elements of your work (KASA Standards, 2026). The standards are outlined in an ILP rubric for new superintendents as listed (KASA Rubric, 2026):

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Operational Leadership

The effectiveness standards aim to:

- Help you focus on the most important aspects of the job.
- Serve as a roadmap for your ongoing professional growth and effectiveness from entry into the superintendency through career exit.
- Form a basis of support from which the ILP team can determine your successful completion of the onboarding program.

Your Individualized Learning Plan Continued

The ILP rubric is the foundation of the effectiveness standards. The standards are also aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Professional Standards for Educational Leaders (PSEL), superintendent evaluation document established by the Kentucky School Boards Association (KSBA), the Standards for Quality School Systems-AdvancED, and the North Carolina Standards for Superintendents (adapted from a Wallace Foundation study).

The ILP rubric includes a summary of each standard with an accompanying set of practices and indicators that clarify the levels listed. New superintendents develop lists of potential artifacts for each standard during training sessions. Performance ratings are listed below.

The standards-based model serves to illustrate proficient performance on the part of the new superintendent while recognizing he or she is unlikely to possess all the competencies and skills inherent in each of the five effectiveness standards. Each new superintendent's ILP team uses the rubric to gauge his or her performance level for each of the standards.

The new superintendent contributes to the rubric by conducting a pre-program self-assessment which guides the inclusion of evidence of his or her performance in each standard area throughout the year. Near the end of the program year, each new superintendent, under the guidance of the ILP team, synthesizes his or her own performance against the effectiveness standards and the five leadership practices and shares those results with his or her board of education in a culminating Capstone of Learning presentation. At this point, the ILP team makes a consensus decision about

Performance Levels



The KASA Onboarding experience was incredibly valuable during my first year as a superintendent. Guidance from veteran leaders and the support of my superintendent mentor made a big difference. The first year can be both exciting and overwhelming, and I truly can't imagine navigating it without this program. This is a strong support system that helped me grow, lead, and succeed with confidence.

- Superintendent
Katie Webb,
Lawrence County Schools
Cohort #13

Your Individualized Learning Plan Continued

the new superintendent's successful completion of the Executive Leadership Series for Onboarding New Superintendents or will recommend additional time in year two of the program. It is important to note a new superintendent's board of education is still responsible for the annual evaluation, which may or may not be distinct from the ILP team's performance appraisal. At the end of the first year, he or she participates in a 360-degree review of the Leadership Practices Inventory (LPI) demonstrated thus far in the new position that has been cross-walked to the KASA effectiveness standards. Coaches then work with the new superintendents providing feedback and mentoring during the second year.

Pre-Program Self-Assessment

This tool is based on the Superintendent Effectiveness Standards and is intended to obtain a self-assessment of superintendents at the beginning of their tenure. Individual data collected is shared with your executive coach and mentor to help you capitalize on your strengths and focus on your threshold areas. The director of faculty and curriculum develops and provides a cohort summary to assist faculty customizing instruction. It is imperative that you be honest and open about your strengths and growth areas to ensure support from the ILP team is effective. Complete the [pre-program self-assessment](#) as soon as possible.

You will learn more about developing your ILP through the year.

Completion of the ILP process is required of all new superintendents to comply with the provisions of [KRS 156.111](#) and to maintain certification to serve as a superintendent in the state of Kentucky. In rare cases, a new superintendent may not experience success and, as a result, will not receive a consensus vote of program completion. The Education Professional Standards Board (EPSB) will be notified if a new superintendent has not successfully completed the program by the end of his or her second year.

The honest and open completion of the pre-program self-assessment is critical. The feedback that is received from this tool will allow one to see his or her growth throughout the journey in year one.

- Superintendent
Bill Boblett

Boyd County Schools

Cohort #7

Key Contact Information

Your cohort is comprised of new superintendents entering the program in 2026, along with superintendents who are completing the program as a member of the previous cohort. Cohort members are listed.

Cohort 15 Members

Superintendent Name	Email	Mobile Phone
Adam Ritter, Campbell Co.	adam.ritter@campbell.kyschools.us	(859) 991-0518
David Petett, Campbellsville Ind.	david.petett@cville.kyschools.us	(270) 789-9222
Cortnei Flucas, Covington Ind.	cortnei.flucas@covington.kyschools.us	(317) 418-2754
Matt Engel, Erlanger-Elsmere Ind.	matt.engel@erlanger.kyschools.us	(859) 638-1649
Darrell Witten, Fulton Ind.	darrell.witten@fultonind.kyschools.us	(270) 899-0951
Kalem Grasham, Garrard Co.	kalem.grasham@garrard.kyschools.us	(859) 319-3138
Ben Davenport, Green Co.	ben.davenport@green.kyschools.us	(270) 932-1597
Josh Blevins, Henry Co.	josh.blevins@henry.kyschools.us	(859) 200-2646
Josh Yonts, Letcher Co.	josh.yonts@letcher.kyschools.us	(606) 634-4457
Miranda Reed, Lyon Co.	miranda.reed@lyon.kyschools.us	(270) 559-0542
Stephanie Harris, Montgomery Co.	stephanie.harris@montgomery.kyschools.us	(859) 585-8743
Kevin Cloyd, Monroe Co.	kevin.cloyd@monroe.kyschools.us	(270) 427-8222
Brian Lile, Muhlenberg Co.	brian.lile@muhlenberg.kyschools.us	(270) 225-8133
John Derek Faulconer, Nicholas Co.	johnderek.faulconer@nicholas.kyschools.us	(865) 416-7494
Kent Mayfield, Pulaski Co.	kent.mayfield@pulaski.kyschools.us	(270) 705-6145
Sean Bailey, Robertson Co.	sean.bailey@robertson.kyschools.us	(270) 878-0013
Matt Cook, Science Hill Ind.	matt.cook@sciencehill.kyschools.us	(606) 340-7240
Dylan Smith, Walton-Verona Ind.	dylan.smith@wv.kyschools.us	(606) 813-2892
Michael Gooch, Webster Co.	michael.gooch@webster.kyschools.us	(270) 213-3051
Nick Brooks, Wolfe Co.	nick.brooks@wolfe.kyschools.us	(606) 899-5611

My favorite part of the onboarding program was connecting with other new superintendents of our cohort and other state-wide leaders. The relationships you will gain from this program will be invaluable to you as you move into your new role. Trainings were perfectly aligned with the many issues we face, including budgeting, staffing, and human resources. This program prepares superintendents to go into many situations with the confidence and knowledge to lead a district successfully. Knowing that you will receive ongoing leadership support is extremely valuable. I am a better leader because of the onboarding program.

-Superintendent

Mark Wade
Boyle County Schools
Cohort #12

Note: This page will be updated as information becomes available.

Program Staff

Wrap-around support is provided 24/7 by your executive coach, faculty members and staff who lead the program. Their names and contact information are listed:

Name	Phone Number	Email Address
Casey Allen, Ed.D., Superintendent Staff Advisor	(270) 559-5122	casey.allen@ballard.kyschools.us
Rhonda Caldwell, Ed.D., Program Director	(859) 583-5652	rhonda@kasa.org
Casey Allen, Ed.D., Program Advisor	(270) 559-5122	casey.allen@ballard.kyschools.us
Lisa Ducker, Coordinator Support Services	(502) 875-3411	lisa@kasa.org
Scott Hawkins, Director of Executive Coaching & Mentoring	(859) 621-1090	scott@kasa.org
Nannette Johnston, Director of Faculty & Curriculum	(270) 872-3700	nannette@kasa.org
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Matt Matt Robbins, District Finance Advisor	(270) 316-1858	matt@kasa.org
Wayne Young, Director of Compliance/General Counsel	(859) 361-0887	wayne@kasa.org

Core Team

These leaders provide an additional level of support in the field and connect with new superintendents at cooperative meetings:

Name	Email Address
Gary Cornett, Owsley Co. Schools	gary.cornett@owsley.kyschools.us
Jason Faulkner, Adair Co. Schools	jason.faulkner@adair.kyschools.us
Dustin Howard, Clark Co. Schools	dustin.howard@clark.kyschools.us
Denise Griebel, Laurel Co. Schools	denise.griebel@laurel.kyschools.us
Todd Moody, Grant Co. Schools	todd.moody@grant.kyschools.us
Todd Neace, Trimble Co. Schools	todd.neace@trimble.kyschools.us
Tom Radivonyk, Carlisle Co. Schools	tom.radivonyk@carlisle.kyschools.us

Program Faculty

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Matt Robbins	matt@kasa.org	(270) 316-1858
V. Wayne Young, J.D.	wayne@kasa.org	(859) 361-0887

KASA's New Superintendent Cohort training was indispensable. With this training, I benefited from:

- working with a network of new superintendents who became some of the best contacts I have made this year.
- participating in trainings that were really “just-in-time” for the season and topic.
- utilizing an online library stocked full of the presentations that we have participated in during the school year.
- learning from some of the best experts in the state on the subject of superintendent leadership.

- Superintendent
Tonya Driver

Crittenden County Schools

Cohort #11

Kentucky Department of Education Support

The commissioner of education, his chief of staff and associate commissioners are an integral part of the onboarding program. You will meet them throughout the year and will gain insight as to the various offices and their functions, who is in charge of what, the role of the department of education versus the state board of education, local board, the superintendent and the SBDM council. In addition, you will learn what is needed from you during the first year, including delivery targets, assessments, reports, and other items.



Commissioner and Support Staff

Robbie Fletcher, Ed.D., Commissioner of Education

Matt Ross, Associate Commissioner, Office of Finance & Operations

David Couch, Associate Commissioner, Office of Education Technology

Kelly Foster, Associate Commissioner, Office of Continuous Improvement & Support

Jennifer Stafford, Ed.D., Associate Commissioner, Office of Assessment & Accountability

Beth Hargis, Associate Commissioner, Office of Career & Technical Education

Thomas Woods-Tucker, Deputy Commissioner, Teaching & Learning

Greta Hyltan, Associate Commissioner, Special Education & Early Learning

Meredith Brewer, Associate Commissioner, Office of Education Licensure & Effectiveness

Todd Allen, General Counsel, Office of Legal Services

Curriculum Overview

Curriculum for the onboarding program is aligned with the KASA five effectiveness standards and exceeds the requirements of [KRS 156.111](#) by providing additional optional learning opportunities. Core operational skills, a strong knowledge base, and emerging issues and trends are embedded in the curriculum framework. The professional learning provided by the faculty aids new superintendents in extending and refining their leadership vision, honing critical skills, addressing the most pressing challenges, and meeting essential goals. The onboarding program includes the following courses:

1. Community Engagement and Collaboration

New superintendents will think through the purpose and value of community collaboration, forms of engagement, desired learning outcomes and connections for students. Community engagement ranges from brief visits or activities to long-term collaborations.

Takeaways from these modules include a preliminary planning framework for developing a community collaborative action plan and examples of current community collaboration and partnerships.

2. Communication

This module helps superintendents step into communications leadership with confidence, knowing their job is to communicate to their various constituents on behalf of the students they serve. These sessions are delivered under the just-in-time learning principle.

The first session focuses on understanding communications leadership, why it is critical to everyone's success and the ability to apply it to your opening day presentation. The second session focuses on developing a message tree for effectively communicating a challenging or critical message impacting the school district.

To learn more about the value of the program click [here](#)



*Curriculum Overview and Module Descriptions continued***3. Education Law and Policy**

This module covers a wide range of education law topics, including personnel law and ethics, the superintendent's role in Kentucky's statewide education framework; civil rights, constitutional rights, and due process for students and employees; student discipline, including suspension and expulsion; juvenile court dealings, law enforcement, social services, and child abuse; Site Based Decision Making (SBDM), and compliance with various laws such as the Family Education Rights and Privacy Act (FERPA), Family Medical Leave Act (FMLA), criminal records checks, open meetings and open records, Individuals with Disabilities Education Act (IDEA), Section 504 and the Americans with Disabilities Act, and board policy compliance.

4. Ethics and Values

Ethical behavior is the cornerstone of the education profession. The superintendent's character and humanity are a reflection of his or her own leadership as well as the school district's.

Every superintendent has a personal responsibility to be fully informed about ethical standards and their relationships to all aspects of the school district he or she leads. In keeping with this broad responsibility, it is essential that all members of the profession feel a commitment to and assume an active role in supporting high standards of ethical conduct throughout their careers. Ethics and values are embedded in education law and policy, finance and management, and governance courses, and include:

- a. Review the Superintendent's Duty to Report
- b. Explore differences between the Kentucky Education Professional Standard Board's disciplinary statutes, [KRS 161.120](#), and [KRS 161.790](#)
- c. Review the tribunal statute
- d. Review potential ethical pitfalls for new superintendents, strategies for ensuring ethical behavior from staff, and other legal reporting duties required by superintendents and school staff

Curriculum Overview and Course Descriptions continued

- e. Study procurement and bid laws, direct or indirect benefit statute, conflicts of interest, employing relatives
- f. Ensure the finest possible educational experiences and opportunities for all students
- g. Honor the public's trust, recognizing public schools are a transparent public endeavor, and preserving and enhancing the prestige and status of the profession as it relates to contractual duties

5. Finance, Budgeting and Management

This module contains sessions beginning in July and concluding in June to enhance the just-in-time learning of a superintendent in the areas of annual financial reporting, tax rates, budget and audit, internal control and financial accounting, facilities funding, bidding, SBDM, financial planning, year-end reporting, analysis, and planning.

6. Human Resources Systems and Processes

These sessions will assist new superintendents to take advantage of proven systems, processes and laws to maximize the efficiency of scarce financial resources, ensure fair and equitable treatment of staff and improve student achievement by effectively recruiting, selecting and retaining the very best teachers and staff.

7. Instructional Leadership

Participants will explore the role of superintendent as lead learner and oversight as it relates to Effectiveness Standard 2. Particular emphasis will be placed on the new superintendent's ability to a) Employ strategies and well-defined processes to ensure there is a district-wide focus on teaching and learning; b) Articulate his/her curriculum and assessment platform to shape district vision and mission and strengthen the district's strategic plan; and c) Operationalize around deeper learning and high levels of student achievement for all learners, thereby closing achievement gaps by ensuring equity of access and opportunity to ensure overall school improvement.

*Curriculum Overview and Module Descriptions continued***8. Leadership Foundational Framework**

Superintendents are called upon to make extraordinary things happen in their school districts. Effective leadership is required for success. Leaders will learn Five Practices of Exemplary Leadership (Kouzes, Posner) a research-based framework for leading your district and community. Together, we will focus on a shared definition for leadership, your practice as a leader, and a clear path for growth. This framework will arm you with the behaviors and skills needed to make a tremendous difference as a trusted, respected and admired leader in your community today. Feedback from a 360 Leadership Effectiveness survey and individualized coaching will support continuous growth in year two of your superintendency.

9. Operations

A series of in person discussions and webinars will explore various aspects of school district operations, the importance of systematic processes and ideas for practical best practice implementation.

To learn more about the value of the program, please click [here](#)



Sheri Satterly

Superintendent, Frankfort Independent Schools

*Curriculum Overview and Module Descriptions continued***10. Process Development through the Evaluation System**

This session provides an overview of how to use a process-centered approach to implement the Professional Standards for Educational Leadership (PSEL). The focus of this session is on the role of the leader in applying a process improvement to this and other operational systems throughout the school district.

11. School and District Governance

Numerous topics fall within the scope of these sessions, including governance, strategic planning, visioning, and superintendent-school board leadership.

Governance

For effective governance, district leaders and the board of education work effectively with each other and with educational partners, including schools, unions, state-level associations and parent groups. Working collaboratively and in sync, the superintendent leads the board to fulfill its responsibilities for district oversight and governance and provides a critical link between the district and schools and the district and community.

Strategic Planning & Visioning

The visioning module (developed through the LPI and strategic leadership content) has been created to allow superintendents to explore district-level vision and mission statements grounded in the core beliefs of their school district community. This vision and mission work is essential to the life of a school district as it sets the course for the work of school personnel and in doing so lays the foundation for both short- (district improvement planning) and long-term strategic planning.

*Curriculum Overview and Module Descriptions continued****Superintendent-School Board Leadership***

The Superintendent-Board relationship is the key to success for leading a school district. Content for this session involves basic requirements, including clarity of roles, cultivation of the district's vision and mission, self-management, tips to maintain a good relationship with your board, spending needed time with your board, effective communication, board member styles, preparation for effective meetings, building consensus around tough issues, dealing with a divided board, your evaluation, and your next contract.

12. Trends and Emerging Issues

Incidents happen! Situations and resolutions by sitting superintendents will be analyzed and discussed to help gain insight into what a new superintendent might face and what first steps might be taken when similar incidents arise, and what communication might surround these issues.

We were extremely impressed with KASA's support and guidance for Mr. Booher during his first year as our superintendent. Being that he was completely new to the role, the information and resources given by KASA were vital to Mr. Booher's growth in year one. We witnessed this growth first hand and as a result, our district has become stronger. He has implemented processes and procedures within our leadership because of what he learned during this time.

--Randy Phillips
Board Chair,
Mercer County Schools

Essential District Data for Review

While many new superintendents will have conducted some research as part of initial interview preparations, the following list represents essential school district data to assist you with getting to know your district while gaining an in-depth understanding of its history, celebrations, and challenges. A review of this data will help drive your sustainable competitive advantage.

District and Community Information

1. Administrative Team
 - Notes from recent meetings
 - Names, roles and profiles of cabinet members
2. Board of Education
 - Board meeting minutes from the last three years
 - Board member profiles
 - Strategic plan
3. Transportation & Specifics about the Bus Fleet
4. Community
 - Economic factors
 - Government and community leaders
 - Social and demographic information
 - Political, regulatory and governmental information
 - Private schools
 - Home schools
5. District Information
 - History to understand how the district got to its current state
 - Mission, vision, and values
 - Newsletters, including community, district and school
 - Student and staff performance, components of the overall numbers to get at what is working well and less well
 - Website, social media feeds, technology plan, certified evaluation plan, code of conduct, corrective action plans, and school handbooks

I was able to form a real bond with my cohort which has connected me to literally every corner of the state and makes me certain that in any difficult spot, I have so many friends and colleagues ready to help.

- Superintendent
Josh Hurt
Metcalf County Schools
Cohort #9

Essential District Data for Review continued

6. Facility Plan, LPC Notes, Bonding Capacity, History and Rationale
7. Finance and Management
 - Budget review and comparison of the last three years
 - Financial audits from last three years
8. Insurance Policy and Provider
9. Litigation, Pending and Current
10. Policies and Procedures
11. Safety Plan and Crisis Response Leaders
12. SBDM Allocations (and if schools are utilizing)
13. Staffing
 - Allocations and any district add-ons (staff on MOAs)
 - District office staffing configuration
 - New fiscal year staffing, reduction-in-force, non-renewals, etc.
 - Number of tenured and non-tenured certified staff
 - Personnel on corrective action plan
14. Stakeholders to Know by Name
 - Award winners (staff and students)
 - Booster club leaders
 - Commonwealth Parent Institute participants
 - Parent Teacher Association (PTA) presidents
 - School council members
 - Teachers' association president
15. Trend Data for District/Community Profile (KIDS Count data/SAP)



*Essential District Data for Review continued***Kentucky Department of Education Information**

1. College and Career Readiness (CCR)
2. ACT
3. AP data (map backwards AP—intermediate grades)
4. Attendance data for students and staff
5. Bonding potential
6. Assessment data the last five years
7. Comprehensive school and district improvement plans (CDIP and CSIP)
8. District profile
9. Facility plan
10. Memoranda of Agreements with Kentucky Department of Education
11. Nonrenewable grants providing staff salaries
12. School Report Card last three years
13. Student services data/discipline
14. Impact data

Should you have questions about the data, please talk with your mentor or post in the cohort's online community.

In my first year as a superintendent, the demands, unknowns, and requirements of the new position seemed overwhelming at times. With the support of the Superintendent Onboarding Program, I felt like I had an outlet and network to guide me through the challenges. The training, topics, and relevancy of the information provided was outstanding. Without question this professional development was one of the top experiences of my career and essential for all new Kentucky Superintendents.

-Superintendent Chris Bentzel
Christian County Schools
Cohort #9