

Woodbridge Board of Education WBOE
Policy Committee Meeting
Thursday, February 9, 2012 6:00 PM

WBOE Policy Committee February 9, 2012
6:00 PM District Office Conference Room 40
Beecher Road South Woodbridge, CT 06525

Agenda

- I. **Call to Order**
- II. **Review of 2000 Series**
- III. **Adjourn**

CABE Policy Service

Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road • Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452

June 8, 2011

Dr. Guy Stella
Superintendent of Schools
Woodbridge Public Schools
40 Beecher Street South
Woodbridge, CT 06525-2006



Dear Dr. Stella:

Enclosed is the first draft of Series 2000 (Administration).

1. *"The Governance Manual: What It Should Contain - Administration - Series 2000"* (overview of this series)
2. Series 2000 table of contents and sample policies and regulations.
3. *"CABE Policy Review of Existing Woodbridge Material"* (an adapted table of contents that indicates the existing Woodbridge policies used in this draft of Series 2000 as well as the topics where CABE is providing sample policies. Notes are included at the top of all pages to help clarify the origin of a policy.

All existing policies in this series have been provided. Also, sample policies are provided in many instances, to consider as alternatives to present language. Give special attention to the formulation of the Superintendent's job description. Samples are provided.

Please call me if you have any questions or concerns regarding this material and section of the manual.

Please copy this material and disseminate it to the members of the Policy Committee.

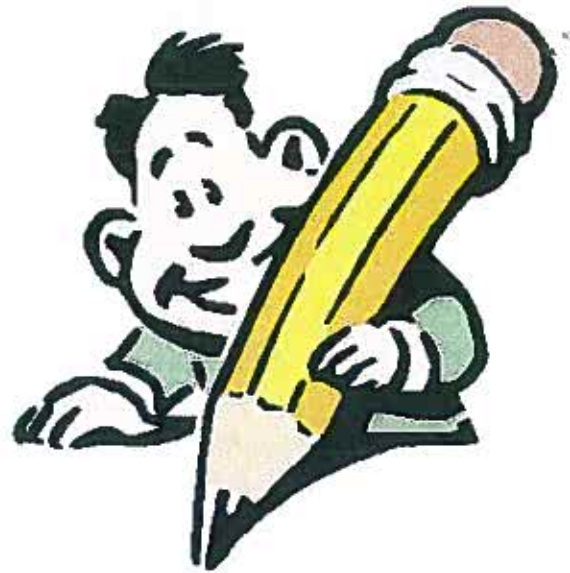
Sincerely,



Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Enclosures

mke



JUST A REMINDER TO POLICY REVIEW COMMITTEE

Please make all changes/modifications in **RED PEN and return **THIS ENTIRE WORKING PACKET** (even rejections) back to **CABE** for processing of the second draft.**

We will return a clean copy with all modifications made by the Policy Review Committee.

Packet Return Reminder

When returning this packet back to CABE, please take a moment to be sure you've included the following:

- Is the **Table of Contents** included?
- Are the **rejections** included the packet?
- Are all the **additions** and **revisions** marked clearly in **RED** pen?
- If the Board adopted this packet, did you provide an **adoption date**?

Is the entire packet (Series) complete? Yes No

If you answered "no" to the above question, how much of the packet is included (e.g., 1/2, 1/4, etc...)? _____



**THE GOVERNANCE MANUAL:
What It Should Contain for Administration - Series 2000**

Administration policies deal with the chain of command in the school district and its administrative control system. An organization chart should be included in every policy manual. The Board should develop a job description for the Superintendent and cooperate with him/her in developing a policy and criteria for evaluation of his/her effectiveness.

CABE's Policy Review of Woodbridge Existing Policy Material

Series 2000 Administration

Page 1

Policy Topic Title	Number	Former Number	Former /Taken/Action Taken					Date Adopted
			Same			Sample provided		
			Appropriate as written	Modified	Not Used	Policy	Regulation	
Concept and Roles in Administration	2000	2000	X			X		7/19/04
Board-Superintendent Relationship	2000.1					X	X	
Participatory Management	2001					X		
Staff Involvement in Decision-Making	2001.1							
Guidelines for Decision-Making Teams	2001.2							
Goals and Objectives	2010					X		
Administrative Staff Organization	2100	2100	X			X		7/19/04
Management Positions/Team	2110							
Equal Employment Opportunity	2111	2111	X			X		5/20/03
Professional Development	2112					X		
Organization Chart(s)	2120					X		
Line of Responsibility	2121	2121	X			X		12/15/03
Building Assignment Term Limitation	2122							
Job Descriptions	2130	2130	X					7/19/04
Superintendent of Schools	2131					X	X	
Appointment of Designee for Superintendent	2131.1					X	X	
Assistant Superintendents	2132							
Principals	2133					X	X	
Qualifications/Duties	2133.1					X		
Assistant Principals	2133.11							
Business Managers	2134					X		
Director of Pupil-Personnel Services	2135					X		
Superintendent	2140					X		
Recruitment of Superintendent	2141					X		
Administrative Staff	2150							
Recruitment of Administrative Staff	2151					X		
Assignment of Administrative Personnel	2152					X		
Orientation of Administrative Personnel	2153					X		

WOODBRIAGE PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

	Number	Policy or Regulation
0. Concept and Roles in Administration	2000	P
A. Board-Superintendent Relationship.....	2000.1	P/R
B. Participatory Management	2001	P
(1) Staff Involvement in Decision-Making	2001.1	P
C. Goals and Objectives	2010	P
1. Administrative Staff Organization	2100	P
A. Management Positions/Team		
(1) Equal Employment Opportunity.....	2111	P
(2) Professional Development	2112	P
B. Organizational Chart(s).....	2120	P
(1) Lines of Responsibility.	2121	P
C. Job Descriptions.....	2130	P
(1) Superintendent of Schools	2131	P/R
(2) Appointment of Designee for Superintendent.....	2131.1	P/R
(3) Principals.....	2133	P/R
(a) Qualifications/Duties	2133.1	P
(4) Business Manager	2134	P/R
(5) Director Pupil-Personnel Services.....	2135	P
D. Superintendent	2140	P
(1) Recruitment and Appointment of Superintendent.....	2141	P
E. Administrative Staff		
(1) Recruitment of Administrative Staff	2151	P
(2) Assignment of Administrative Personnel.....	2152	P
(3) Orientation of Administrative Personnel.....	2153	P
(4) Supervision of Administrative Personnel.....	2154	P
2. Administrative Operations.....	2200	P
A. Administrative Leeway in Absence of Board Policy	2210	P
B. Review of Administrative Decisions.....	2211	P
C. Representative and Deliberative Groups	2220	P
(1) Principal's Advisory Committee.....	2221	P
(2) Outside Consultants	2224	P
(3) Control and Communication Channels & Systems.....	2230	P
(4) Policy and Regulations Systems	2231	P/R
(5) Standard Announcements	2232	P/R
(6) Administrative Reports/Annual Report.....	2232.1	P
(7) Treatment of Outside Reports.....	2234	P

WOODBRIAGE PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

	Number	Policy or Regulation
D. Research Evaluation and Planning	2240	P/R
(1) Grant Processing	2241	P
E. Monitoring of Product and Process Goals	2250	P
3. Code of Ethics.....	2300	P
A. Statement of Standards for School Leaders.....	2300.1	P
B. Code of Professional Responsibility.....	2300.2	P
4. Evaluation of Administrators and Administration	2400	P

Existing policy, number 2000 adopted 7/19/04, appropriate as written. Other versions follow for comparison and consideration.

Administration

Concept and Roles in Administration

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

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

Sample policy to consider.

Administration

Concept and Roles in Administration

Within the guidelines established by Board of Education policy, law and employee agreements, the Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted:

Another version to consider.

Administration

Concept and Roles in Administration

The Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives of the Board of Education, within the guidelines established by Board of Education policy law and employee agreements. The Board of Education expects the administration to demonstrate leadership and to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system in a collaborative manner.

Policy adopted:

The following has been jointly approved by the CABE Board of Directors and the CAPSS Board of Directors. It provides a basis for a regulation on this important issue of school governance and the board-superintendent relationship.

Administration

Board-Superintendent Relations

Preface:

Connecticut's educational leaders recognize the power and potential to improve teaching and learning in our public schools through cooperative, purposeful and professional working relationships between superintendents and boards of education. At a time when public education is under tremendous pressure from the newly enacted "Leave No Child Behind Law"; the Supreme Court ruling finding private school vouchers constitutional; budget cuts at the state and local levels; and other issues, it is critical that this relationship be as strong as possible.

The position paper presented below is CABE's attempt to specifically communicate our view on the nature of and expectations for superintendent and board working relationships. It is presented as both a description for statewide reference and a call to action for superintendents and boards to work toward strengthening these relationships, which, we believe will result in greater student success. It is our attempt to develop a "best practice" in this area, understanding that many of the issues addressed must be determined at the local level.

Our hope is that this position paper becomes the focus of statewide discussions and local conversations among and between boards of education and superintendents to provide the best leadership possible for the students in our schools.

For success, the board of education and the superintendent of schools in any school district must share the same goals and visions for providing students with quality education. While board and superintendent roles are different, they should complement each other. For the greatest success, board members and the superintendent must work collaboratively as a governance team, with each clear on their roles and areas of responsibility, each respecting the others' roles and responsibilities and collaborating effectively on those responsibilities that are shared.

In general, "the board is a legislative body that develops, evaluates and oversees education policies. The superintendent is the professional educator chosen by the board to implement policies and to provide professional leadership (and vision) for a district's schools." (AASA-NSBA, 1994, p. 7).

According to the 1994 study of the American Association of School Administrators (AASA) and the National School Boards Association (NSBA), school districts with high-quality governance teams and high student achievement are characterized by excellent working relationships between the superintendent and boards of education.

The focus of both must always be "collaboration on behalf of children."

Administration

Board-Superintendent Relations

School Governance Position Statement

The following delineation of roles and responsibilities should be followed with integrity and commitment to ensure that board members and superintendents fulfill the obligations to provide the best possible education for their school district's children.

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
<ul style="list-style-type: none"> • To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district. 	<ul style="list-style-type: none"> • To implement policies approved by the board and recommend changes, if appropriate. • To develop, implement and inform the Board of administrative procedures necessary to implement board policy.
<ul style="list-style-type: none"> • To hire, support, and conduct an annual formal evaluation of the superintendent of schools. 	<ul style="list-style-type: none"> • To serve as the school boards' chief executive officer and educational leader.
<ul style="list-style-type: none"> • To refer administrative communications, including questions, complaints and personnel inquiries to the superintendent, as appropriate, and to follow the board-established chain of command. 	<ul style="list-style-type: none"> • To respond to communications, as appropriate and ensure the adherence and appropriate response through the chain of command. • to keep board members informed about district issues in a timely manner.
<ul style="list-style-type: none"> • To seek the superintendent's recommendation before taking action. 	<ul style="list-style-type: none"> • To provide the board with good information for informed decision-making, as appropriate.
<ul style="list-style-type: none"> • To adopt, advocate for and oversee a school budget, which is responsive to district goals and meets the needs of all students. 	<ul style="list-style-type: none"> • To prepare, advocate for and implement an annual budget that addresses district goals and meets the needs of all students; and reports regularly to the board on status of the budget and any concerns or other issues about which the board should be informed.

Administration

Board-Superintendent Relations

School Governance Position Statement (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
<ul style="list-style-type: none"> To delegate to the superintendent responsibility for all administrative functions, except those specifically reserved to the board through board policy. 	<ul style="list-style-type: none"> To oversee the organization and management of the district's day-to-day operations.
<ul style="list-style-type: none"> To conduct an annual self-evaluation of its own leadership, governance and teamwork 	<ul style="list-style-type: none"> To participate, as appropriate, in the annual self-evaluation of the board.
<ul style="list-style-type: none"> To ensure appropriate resources for the superintendent to carry out his/her responsibilities. 	<ul style="list-style-type: none"> To recommend appropriate resources to ensure he/she can carry out his/her responsibilities.
<ul style="list-style-type: none"> To have the board chair work with the superintendent to develop meeting agendas. 	<ul style="list-style-type: none"> To work closely with the board chair to develop meeting agendas.
<ul style="list-style-type: none"> To determine and include in district policy, hiring procedures that clearly define board and superintendent responsibilities. (see best practices addendum) 	<ul style="list-style-type: none"> To, as pursuant to best practice and board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
<ul style="list-style-type: none"> To communicate and interpret the school district's mission to the public and listen, and incorporate appropriate community perspectives into board action. 	<ul style="list-style-type: none"> To communicate community perspectives, research information, performance results and educational needs to the board and to the school staff.
<ul style="list-style-type: none"> To ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community. 	<ul style="list-style-type: none"> To serve as a key, effective member of the leadership team.

Administration

Board-Superintendent Relations

School Governance Position Statement (continued)

The following are joint responsibilities of the Board and Superintendent. These are areas in which each Board and Superintendent should determine their respective responsibilities.

Joint Board/Superintendent Responsibilities

- To work together with the community to develop a vision and goals for the school district and to monitor the achievement of those goals.
- To advocate for students and the school district and promote the benefits of public education.
- Provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies and other groups to provide support for healthy development and high achievement for all children.
- To collectively execute their legal responsibilities.
- To work collaboratively with appropriate agencies and bodies on an ongoing basis.
- To collaborate with other school boards and superintendents to inform legislators of local concerns and issues relative to education.
- To participate in continuing education specifically regarding their roles and responsibilities and on relevant content areas.
- To support board actions and decisions.
- To semiannually set aside time, to discuss school board/superintendent relations.
- To belong to, actively support and participate in their professional organizations, and that each will encourage the other to do so.
- To institute a process for long-range and strategic planning that will position the school district for success.
- To ensure that professional development opportunities, consistent with district goals, are available to all school district employees.
- To serve as liaisons to the community.
- To ensure adherence to federal and state laws and board policies.

The Relationship between the Board Chair and the Superintendent

By the nature of the position, the board chair plays a key role in ensuring the effective functioning of the governance team. The chair serves as the liaison between the board and the superintendent. The board chair will often have a very different relationship with the superintendent of schools than others on the board. Because of this relationship, it is crucial that board chairs be chosen carefully and that ability to serve as representative of the board and, as appropriate, partner with the superintendent, should be critical considerations in selecting the board chair.

Administration

Board-Superintendent Relations

School Governance Position Statement (continued)

Usually the chair and superintendent collaborate on developing the meeting agenda and other operational issues facing the board. The superintendent will depend on the chair for guidance, and the chair should look to the superintendent for the same, not only in setting the agenda, but also in carrying out other joint board/superintendent responsibilities.

The superintendent is a non-voting member of the district leadership team, and should be accorded the proper respect. Likewise, the superintendent is an employee of the board, and the board has a responsibility to insulate the superintendent from outside pressures, in particular, political pressure. The chair has a responsibility to ensure that the superintendent can do his/her job without undue outside interference. The chair must also ensure that individual board members understand their roles and responsibilities, not only in terms of the board/superintendent relationship, but also as the board relates to the students, community, staff, government agencies and others affected by the board. Understanding that board members are individuals, with different opinions and agendas, the board chair still has the responsibility, to the extent possible, for keeping everyone "on the same page". In particular, the chair must make every effort to ensure that once district policy has been properly established, the board speaks "in one voice" as the superintendent implements that policy. This will, in the long run, pay dividends in terms of credibility of the board and will lead to more efficient and effective board action.

Conclusion

While this position paper attempts to outline the various roles and responsibilities of boards of education and school superintendents, its primary purpose is to emphasize the importance and necessity of a close working relationship between the two, based on trust, an understanding of each other's unique roles and abilities, and a shared vision for the school district's success. Not only is such a relationship a necessary prerequisite for this success, but also the lack of a trusting, collaborative relationship between a board of education and its superintendent is a blueprint for failure.

The focus for boards and superintendents must always be: how we can work together to ensure educational excellence for our children?

Regulation approved:

cps 3/03

School Governance Position Statement

CABE-CAPSS Best Practice*

*Both CABE and CAPSS appreciate the importance of a clear understanding between Boards of Education and the Superintendents concerning the hiring process. This suggested “best practice” and recommended policy represents the considered judgment of the two organizations.

Hiring of Personnel

The hiring of qualified individuals to serve as teachers and administrators within our school system is arguably the single most important function of the school district’s leadership team. As such, it is essential that the Board of Education and Superintendent understand their roles within the hiring process and work together to ensure that only the best and most qualified individuals are hired to work with our children.

The Superintendent is responsible for the hiring of all teaching and classified staff. The Superintendent will give regular and timely reports of all teaching vacancies, transfers, and new hires to the Board of Education.

The Board of Education will appoint qualified individuals to all administrative positions, based on the recommendation of the Superintendent. The Board of Education will give the Superintendent’s recommendation serious consideration, understanding the need for the Superintendent to be able to build an administrative team that can work closely together to meet the needs of the school district.

While the Board of Education may accept or reject the Superintendent’s recommendation, appointment of an administrator by the Board of Education will be valid *only if* made on the recommendation of the Superintendent. The decision to accept or reject the Superintendent’s recommendation will be done at a regular or special meeting of the Board of Education.

The Superintendent will be responsible for the posting of administrative positions, recruitment and screening of candidates, and when called for, bringing candidate(s) to the Board of Education for consideration. The Superintendent will solicit the advice of the Board of Education when conducting an administrative search and, when appropriate and as agreed upon by the Board of Education and the Superintendent, will involve Board members in the search process.

A sample policy to consider.

Administration

Board-Superintendent Relationship

The Superintendent shall be the chief executive officer of the Board of Education and shall be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The Superintendent shall be responsible for all aspects of school operation and for such duties and powers pertaining thereto as the Board may direct or delegate. The Superintendent may delegate responsibility and the authority necessary to discharge it to other officials and so develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the schools.

The Board assumes that the Superintendent is professionally able and possesses outstanding qualities of leadership, vision, and administrative skill, and that the Superintendent will implement all policies of the Board in good faith.

The Superintendent can assume that the Board will respect the Superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions. It is incumbent on the Superintendent to recognize policy implications of administrative problems which arise. In order that the Superintendent may provide effective leadership, the Board will delegate to the Superintendent those powers which it considers advisable to do so. The Superintendent can expect the Board to support the Superintendent's decisions and administration of the school system.

Policy adopted:

Another version of this regulation.

Administration

Board - Superintendent Relations

The legislation of policies is the most important function of the School Board, and the direction of the execution of the policies should then be the function of the Superintendent. The Superintendent should then be held responsible by the Board for results.

Board Responsibilities		Superintendent Responsibilities	
1.	Select the Superintendent and support him in the discharge of his duties.	1.	The Superintendent shall be considered the chief executive instrumentality of the Board of Education. All individuals employed by the district are responsible directly or indirectly to the Superintendent of Schools.
2.	Adopt policies for the operation of the schools.	2.	Make plans to carry out all policies and establish rules and regulations as appropriate.
3.	Propose annual budget for adoption by the qualified electors of the district.	3.	Prepare and submit to the Board for consideration a proposed annual budget.
4.	Receive financial reports and authorize expenditures contracted after the adoption of the annual budget.	4.	The Superintendent shall have power within the levels of the major appropriations approved by the Board to approve and direct all purchases and expenditures not set forth in the proposed annual budget.
5.	Delegate to the Superintendent the responsibility for the development of procedures to recruit and recommend to the Board of Education administrative and teaching candidates.	5.	Report to the Board at the regular monthly meeting all appointments, resignations, and transfers as appropriate. No appointment to any position shall be publicized without prior authorization of the Board.

Administration

Board - Superintendent Relations (continued)

Board Responsibilities		Superintendent Responsibilities	
6.	Determine salary schedules and other personnel policies.	6.	Formulate and recommend personnel policies. Be responsible for assignment of all personnel.
7.	Require and discuss reports of the Superintendent concerning the progress of the schools in terms of achievement of students, teachers and supervisors.	7.	Formulate and administer means of evaluating staff members and report findings to the Board. Formulate and administer a program of supervision for the schools. Duties and responsibilities may be delegated, but the Superintendent has final responsibility for actions of subordinates.
8.	Require and consider reports from the Treasurer, Business committee or the Superintendent of business transacted or pending of the financial status of the system.	8.	Prepare monthly reports upon status of the budget. Prepare annual report on the operation of the school system and such other reports requested by the Board.
9.	Consult with the Superintendent, affording a group judgment, on recommendations for extensions or readjustments of the scope of educational activities.	9.	Provide professional leadership for the educational program of the schools. Keep the Board continuously informed on the progress and condition of the schools.
10.	Consider recommendations for additional capital outlays and adopt plans for such improvements and determine the means for financing them.	10.	Develop plans for maintenance, improvements, or expansion of buildings and site facilities needed to provide properly for an adequate educational program.
11.	Represent the needs of the schools before the taxpayers of the district and the legislature.	11.	Plan means of keeping the community informed about school matters. Serve as a representative of the schools before the public.
12.	Exercise the functions stated for it in the school district's grievance procedure.	12.	Make decisions in line with Board policy. Appeals from such decisions may be heard and decided by the Board.

Regulation approved:

An optional policy to consider.

Administration

Participatory Management

Philosophy

The Board of Education is committed to excellence in teaching, student, achievement, community involvement, and general operations throughout the school district. The Board believes the optimum way in which this commitment may be achieved is through the cooperative use of the talent and wisdom of all of the employees of the district. The Board encourages programs of employee involvement, participatory problem solving and decision making processes. Specifically, participatory management shall be understood to be management which:

1. Encourages participation and creativity among staff
2. Builds commitment to shared goals
3. Structures employee involvement so employees are routinely involved in decisions which affect them and sets a high priority on advocating those ideas.
4. Develops a strong sense of trust and collegiality among all staff in the pursuit of excellence for the district.

Therefore, all supervisory personnel including principals, assistant principals, department heads, directors, Assistant Superintendent and the Superintendent shall be expected to create and maintain a work environment that encourages employee participation, enhances communications within the district, promotes the general welfare of students and the morale of staff. All employees are called upon to work cooperatively and openly in pursuit of our common goal of excellence.

(cf. 2001.1 - Participatory Management – Staff Involvement)

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

Policy adopted:

cps 5/05

An optional policy to consider.

Administration

Goals and Objectives

The Board of Education believes that proper administration is vital to a successful educational program. The coordination and supervision of all aspects of the operations of the district's schools, pursuant to the policies of the Board, are necessary for the development and maintenance of an effective learning environment. Administrative duties and functions are to be assessed in terms of their contributions to the improvement of education in the district. The Superintendent of Schools, as chief executive officer of the district, is to provide the leadership necessary to support this objective.

District administration is to be organized so that all divisions and departments of the central office and all schools operate within a system guided by Board policies, which are implemented through the Superintendent. All personnel will have the necessary authority and responsibility (clearly defined and correlated to their roles) to carry out their respective assignments within this framework. Accountability will rest with these same personnel for the effectiveness with which their duties are performed.

Major goals of district administration will be:

1. to effectively manage the district's various departments, units and programs;
2. to provide professional advice and counsel to the Board and to advisory groups established by Board action. This includes the review of policy alternatives and the subsequent recommendation from among them;
3. to perform managerial duties as will best assure effective learning programs, including but not limited to:
 - a. ensuring the effective implementation of Board policy;
 - b. addressing the on-site needs of the district's schools;
 - c. providing leadership in keeping abreast of current educational developments;
 - d. arranging for effective staff development programs;
 - e. coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
 - f. providing channels for the upward flow of information necessary and useful in the design and development of school policy.

Policy adopted:

Existing policy, number 2100 adopted 7/19/04, appropriate as written. Samples follow for comparison and consideration.

Administration

Administrative Staff Organization

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

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

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

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

Another version to consider.

Administration

Administrative Staff Organization

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

The Superintendent shall have the necessary freedom to revise the organizational chart subject to Board approval of major changes or the elimination and creation of positions. The Superintendent shall maintain the administrative organization and structure current with clear supervision and accountability requirements throughout the school system.

Professional development activities will be provided for all staff. The Board will work toward achieving excellence in education through varied professional development programs to develop leadership skills, stimulate interest of underrepresented groups in administrative positions, and provide career advancement support and professional development opportunities for new and experienced administrators.

The Superintendent will be responsible for developing a district staffing plan and shall review it with the Board annually prior to beginning budget planning for the subsequent year. Such staffing plans should encourage staff diversity reflecting state demographics and not limited to the local community composition. A diversity checklist may be used as a guide to measure the district's success in developing a multicultural environment.

Administrative duties and functions will be evaluated against their contributions to better instruction and enhancement of student motivation and achievement.

(cf. 2130 - Job Descriptions)

(cf. 2140 - Superintendent of Schools)

Policy adopted:

cps 6/01

Sample policy to consider.

Administration

Administrative Staff Organization

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

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

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

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

Policy adopted:

Existing policy, number 2111 adopted 5/20/03, appropriate as written except for addition of legal reference. Samples follow for comparison and consideration.

Administration

Equal Employment Opportunity

The Woodbridge Board of Education affirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sexual preference, gender, ancestry, present or past history of mental disability, pregnancy or physical disability in all educational and extracurricular programs and activities.

The Board of Education also affirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, national origin, gender, sexual preference, ancestry, present or past history of mental disability, pregnancy or physical disability, except nothing prohibits the Board from requiring employees to comply with bona fide occupational qualifications or needs.

Legal References:

Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.
 Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
 Executive Order 11246.
 Connecticut General Statutes
 Connecticut Constitution Article I, Section 20; Amendment V Equal Rights
 Protection Amendment.
 46a-51 (8), (17), (18) Discriminatory practices.
 46a-58(a) Deprivation of rights.
 46a-60 Discriminatory employment practices prohibited.
 46a-79 State policy re employment of criminal offenders.
 46a-80 Denial of employment based on prior conviction of crime.
 10-153 Discrimination on account of marital status.
 PA 91-58 An act concerning discrimination on the basis of sexual
 orientation

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

A recommended policy for consideration.

Administration

Equal Employment Opportunity

All personnel policies and practices of the Board of Education will be in accord with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications for a position to be filled will be made available to all applicants. Equal employment opportunity means that equal employment possibilities are available to all protected groups and that no individual will be discriminated against because of race, gender, color, religion, national origin, age, sex, sexual orientation, disability, or unrelated abilities to perform the duties of the position.

The district's staffing plan should be designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

The Board believes in the importance of the district's practices to support the concept of staff balance. Within each group of employees there will be represented, when possible, a cross-section of employees of different gender, racial and ethnic backgrounds, and length of administrative and teaching experience.

Under the balanced-staff concept, the staff and students will benefit greatly by having exposure to a diverse staff.

Legal References:

- Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.
- Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
- Executive Order 11246.
- Connecticut General Statutes
- Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
- 46a-51 (8), (17), (18) Discriminatory practices.
- 46a-58(a) Deprivation of rights.
- 46a-60 Discriminatory employment practices prohibited.
- 46a-79 State policy re employment of criminal offenders.
- 46a-80 Denial of employment based on prior conviction of crime.
- 10-153 Discrimination on account of marital status.
- PA 91-58 An act concerning discrimination on the basis of sexual orientation

Policy adopted:

Another version to consider.

Administration

Equal Employment Opportunity

Personnel policies and practices of the Board will be in accordance with equal employment opportunity practices as determined by state and federal legislation. Equal employment opportunity provides equal employment possibilities to all protected groups and that no individual will be discriminated against because of race, gender, color, religion, national origin, age, sex, sexual orientation, disability, or unrelated abilities to perform the duties of the position. A job description and required qualifications for a position to be filled will be made available to all applicants.

The Board's policy on a balanced staff is designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

Staff and students benefit greatly by having exposure to a diverse staff. The Board believes in the importance of staff balance and representation, within each employee group, of a cross-section of employees of different gender, racial and ethnic backgrounds, and length of administrative and teaching experience.

Legal References:

- Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.
- Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
- Executive Order 11246.
- Connecticut General Statutes
- Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
- 46a-51 (8), (17), (18) Discriminatory practices.
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- 46a-79 State policy re employment of criminal offenders.
- 46a-80 Denial of employment based on prior conviction of crime.
- 10-153 Discrimination on account of marital status.
- PA 91-58 An act concerning discrimination on the basis of sexual orientation

Policy adopted:

Sample policy to consider.

Administration

Professional Development

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. Administrators should provide positive role models for other staff and students by adopting the dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities will lead to sustained professional growth and learning among administrative staff, which will, in turn, benefit the school community.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions. A special effort should be made to encourage women and minorities to seek administrative positions.
2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster excellence, diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.

Policy adopted:

A sample policy to consider.

Administration

Organization Chart

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

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

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

Policy adopted:

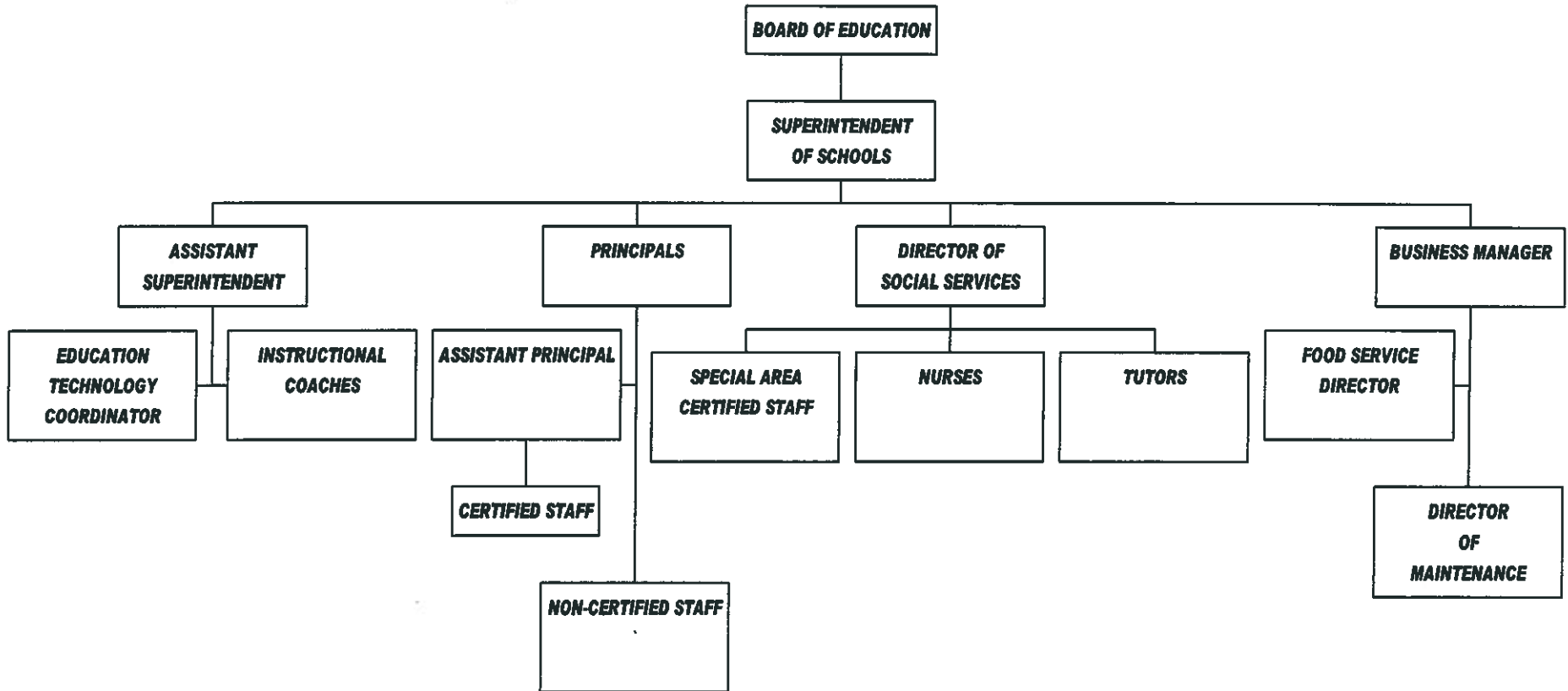
Stonington's version.

Administration

Organization Chart

TABLE OF ORGANIZATION - PERSONNEL

STONINGTON PUBLIC SCHOOLS



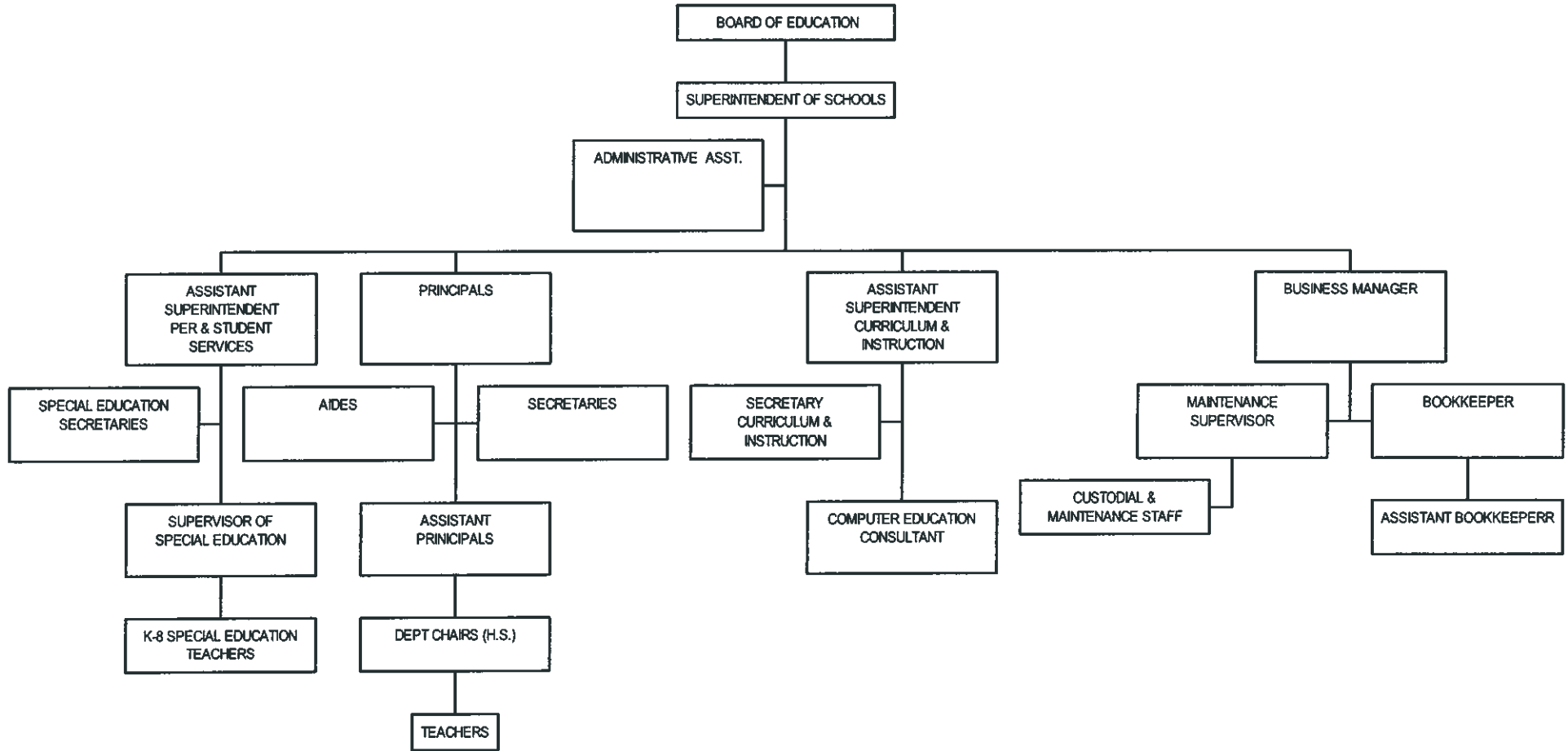
Policy adopted:

STONINGTON PUBLIC SCHOOLS
Stonington, Connecticut

Ledyard's Organization Chart

Administration

Organizational Responsibilities



Policy adopted:

Existing policy, number 2121 adopted 12/15/03, appropriate as written. Samples follow for comparison and consideration.

Administration

Lines of Responsibility

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

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

A sample policy to consider.

Administration

Lines of Responsibility

Lines of responsibility in the school district shall be structured to:

1. Develop educational programs most appropriate for students.
2. Clarify responsibility from students through teachers, administrators and the Superintendent, to the Board of Education.
3. Tell each member of the staff to whom he/she is responsible and for what functions.
4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
5. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
7. Keep each staff member advised of policies, functions and progress of the district.

Policy adopted:

Another version to consider.

Administration

Lines of Responsibility

All personnel will be responsible to the Board of Education through the Superintendent.

All personnel will refer matters requiring administrative action to the appropriate administrator who will refer such matters to the next level of authority, if necessary.

All personnel shall have the right to appeal any decision made by an administrator, through approved grievance procedures as defined by contract. Where not covered by contract, appeals are routed through the Superintendent to the Board of Education.

All administrative personnel will keep appropriate staff informed of pertinent activities.

Policy adopted:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy, number 2130 adopted 7/19/04, appropriate as written.

Administration

Job Descriptions

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

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Administration

Superintendent of Schools

Note: It is recommended that the policy manual contain a policy pertaining to the position, "Superintendent of Schools" and a regulation containing the job description for the Superintendent's position. This job description provides one of the basis for the evaluation process.

Samples provided: Clinton – policy and regulation; CAFE policy.

In addition, materials are provided from NSBA from which a job description specific to the district can be developed.

A version to consider.

Administration

Superintendent of Schools

The Superintendent of Schools, as Chief Executive Officer of the Board of Education, will have the following specific powers and duties:

Relationship with the Board

1. to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. He/she shall work with the Board President in planning the agenda for each meeting, shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;
2. to develop a harmonious and close working relationship with the Board. He/she shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. He/she shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;
3. to serve as a resource person and advisor to the Board. He/she shall keep the Board informed on issues, needs, and operation of the school system. He/she shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;
4. to provide a continuous appraisal of all school policies originating with the Board. He/she shall advise the Board on the need for new and/or revised policies and suggest draft policies to satisfy those needs.

Educational Direction and Leadership

5. to develop administrative principles and procedures for implementing Board policy. He/she shall ensure the enforcement of all provisions of law, rules and regulations, and Board policy relating to the management of the schools and other education, social and recreational activities. He/she shall interpret for the staff all Board policies and applicable laws, rules and regulations.
6. to understand and keep informed on all aspects of the instructional program at all levels. He/she shall have responsibility for the supervision of instruction and shall bring to the school, in a leadership capacity, the best in educational thought and practice. He/she shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;

Administration

Superintendent of Schools (continued)

Educational Direction and Leadership (continued)

7. to recommend to the Board for its adoption all courses of study, curriculum guides and textbooks to be used in the schools;
8. to encourage a positive approach to student behavior and discipline;

Personnel

9. to develop and implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. He/she shall develop procedures for the selection of staff members. He/she shall establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.
10. to recruit qualified, professional, civil service, and non-certified personnel. He/she may authorize the payment of part or all of the expenses of candidates for teaching positions if the candidates are asked to come to the district for visits or interviews;
11. to nominate employees for appointment, promotion, transfer or dismissal in accordance with the policies of the Board and the procedures outlined by the law. He/she shall make recommendations to the Board regarding salary and tenure of all employees. He/she may temporarily suspend any employee for cause and shall promptly report such suspension to the members of the Board. Unless otherwise determined by the Board, he/she is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.
12. to supervise and evaluate all staff members. He/she shall work for good morale and be impartial, firm and fair in dealing with staff.
13. to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies and use of consultants;
14. to advise the Board, in conjunction with the Board-designated negotiator(s), in all collective bargaining matters;

Administration

Superintendent of Schools (continued)

Financial Management

15. to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. He/she is responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. He/she shall ensure that regular reports are made to the Board on the status of the budget;
16. to establish efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget. He/she shall ensure that all necessary bookkeeping and accounting records are maintained by the district.

Facilities Management

17. to supervise operations, maintenance, alterations and repair to buildings and grounds, insisting on competent and efficient performance;
18. to evaluate planned needs and recommend to the Board improvements, alterations and changes in the buildings and equipment of the district;

Community Relations

19. to supervise the public relations activities of the district. He/she shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. He/she shall develop friendly and cooperative relationships with the news media.
20. to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school systems, institutions, agencies, civic organizations, and the general public. S/he shall solicit and give attention to problems and opinions of all groups and individuals.

Personal Qualities and Growth

21. to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;
22. to exhibit good judgment, common sense and perception;
23. to exhibit the ability to face controversy, remain true to convictions and to live with a high-pressure job;

Administration

Superintendent of Schools (continued)

Personal Qualities and Growth (continued)

24. to speak well before large and small groups, expressing ideas in a logical and forthright manner;
25. to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

Management Functions

26. to coordinate and manage the district so that the school organization operates smoothly and efficiently. He/She must be able to coordinate the processes essential to achieving a smooth operation in all areas of the school district organization:
 - **Planning:** determining needs, objectives and goals;
 - **Organization:** assigning roles, responsibilities and establishing lines of communication;
 - **Control:** ensuring that progress is being made toward priorities, disciplining, making necessary staff reallocations and changes and evaluations;
 - **Decision-making:** data-collecting, analyzing data and choosing appropriately from a variety of decision-making techniques;
 - **Problem-solving:** sensitivity to problems, formulating problem statements, and using a variety of problem solving techniques;
 - **Communication:** giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views and opinions; and
27. to perform such other duties as the majority of the Board may determine.

Note: This is a sample list of Superintendent's Duties.

Policy adopted:

Clinton's version.

Administration

Superintendent of Schools

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system. As the Chief Executive Officer, the Superintendent shall have complete administrative oversight of the school system and shall be responsible for the efficient operation of the system in all its divisions.

The Superintendent shall be responsible for accounting for all school funds. S/he shall submit to the Board a monthly report of receipts, disbursements, encumbrances and budget balances each month, and shall submit an annual financial report covering the preceding school year not later than September 1.

In the case of great or sudden danger or disaster to the schools, the Superintendent shall be free to set aside any Board of Education policy, if in his/her discretion the situation requires it. Full details of such action must be reported to the Board at the earliest possible time.

At the request of the Superintendent, the Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent. S/he shall perform such other duties and exercise such other authority as may be required of or conferred upon him/her by law or the Board.

Each year, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

In carrying out his/her responsibilities, the Superintendent shall be guided by the following regulations.

(cf. 2210 - Administrative Leeway in Absence of Policy)

Legal Reference: Connecticut General Statutes

10-157 Superintendents.

Policy adopted:

Administration

Superintendent of Schools

The chief responsibilities and powers of the Superintendent shall include the following:

1. S/he shall attend all meetings of the Board and may attend meetings of Board committees, except when his/her own election, tenure, or salary are being considered; s/he shall be entitled to, and in the work of the Board or its committees shall exercise, all the powers and perform all the duties of membership on the Board except that of voting.
2. S/he shall have the responsibility for formulation of school policies, plans, and programs; and, otherwise, by preparation and presentation of facts and explanations s/he shall assist the Board in its duty of legislation for the schools.
3. S/he shall keep the Board informed as to how policies are being carried out, as to the effectiveness of such policies, and as to the conditions and efficiency of the different branches of service in the school system; to this end he/she shall have maintained a complete system of financial accounts, competent business and property records, competent personnel, school population, and scholastic records; s/he shall report at each Board meeting such matters as are pertinent to the business at hand, and shall publish annually a comprehensive report of the work of the school system, including recommendations affecting the needs of the system.
4. S/he shall have the power to present for approval, to assign, or alter the assignment of to transfer, to suspend, and to recommend for promotion or dismissal any or all employees of the Board except himself/herself; s/he shall have the power to perform the duties of any officer in the school system except that of board members; and all applications for positions in the school system shall be referred to him/her. S/he shall present for approval only the best qualified candidate for the job and his/her appointment to a position shall depend upon his/her fitness to serve the school system without regard to race, color, or creed.
5. S/he shall be responsible for the development, evaluation, maintenance, and operation of a suitable program of staff improvement through training in connection with service in the school system.
6. S/he shall be responsible for the development and effective operation of such curricula, special course, and activities as will provide a complete and adequate system of instruction and physical care for all students attending the schools; and s/he shall maintain this program abreast of the needs of the community, and in keeping with scientific developments in education.

Administration

Superintendent of Schools (continued)

7. S/he shall exercise general supervision over the policies and management of the schools or other administrative units of the instructional service of the school.
8. S/he shall direct the development of the annual budget preparatory to its adoption by the Board of Education; and shall exercise general supervision over the Business Department of the school system.
9. S/he shall administer the budget as enacted by the Board, acting at all times in accordance with legal requirements and the adopted policies, schedules, procedures, accounting techniques, and other business, financial or administrative controls established by the Board. A monthly report of expenditures shall be submitted.
10. S/he shall maintain a continuous study of the problems confronting the schools.
11. S/he may assist in representing the schools before the public and through public relations, shall maintain, both within and outside the schools, such a program of publicity and public contacts as may serve to improve understanding and morale within the schools, and keep the public informed as to the activities needs and success of the schools.
12. S/he shall provide the Board with written statements of the administrative policies and plans by which s/he proposes to direct personnel management and the control of internal policies. Such statements shall be included in the Board of Education Policies and shall regularly be reviewed.
13. S/he shall see that all constitutional or statutory laws and all charter or State Board regulations governing the schools, including provisions affecting compulsory attendance, and all requirements for school reports are effectively carried out; and that the rules and regulations of the Board are enforced.
14. S/he shall investigate promptly, and promptly report to the Board any evidence that may come to his/her notice of any infringement of the legal rights of the town or in which the legal responsibility of the town may be involved.
15. S/he shall have power, if desirable, to form an advisory council or committee to aid her/him in formulating policies and plans for carrying on the work of the schools; its duties shall be advisory only.

Administration**Superintendent of Schools (continued)**

16. S/he shall determine needs for facilities for transportation of student, of vehicles used, and see that such service is conducted in accordance with laws, and that the safety and care of the children are properly protected.
17. S/he shall have the power to make such rules and to give such instruction to school employees as may be necessary to make this code and any additional instruments of control established by the Board fully effective in the management of the schools; and in all matters not covered by these regulations s/he shall act on his/her own discretion, if action is necessary, but shall report his/her action to the Board for its information.
18. The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment, and school operations.

Regulation approved:

CLINTON PUBLIC SCHOOLS
Clinton, Connecticut

NEPN/NSBA
National Education Policy Network of the
National School Boards Association

NEPN Code: CBA-R

QUALIFICATIONS OF SUPERINTENDENT

Title: Superintendent of Schools

Qualifications: successful experience in teaching and school administration;
a master's degree or higher;
a valid superintendent's state certificate; and such other qualifications as the
Board of education may deem appropriate.

Reports To: Board of Education

Supervises: Directly or indirectly every school district employee

Job Goal: To provide leadership in developing and maintaining the best possible
educational programs and services.

Performance Responsibilities:

- To attend and participate at all meetings of the Board and its committees except when excused by the Board or when his/her own salary or re-appointment is being considered.
- To keep the board informed on all school matters.
- To prepare the Board agenda for all regular and special meetings.
- To prepare or cause to be prepared facts and explanations necessary to assist the Board in making its decisions.
- To provide for regular review and to advise the Board on the needs for new and/or revised policies and to see that all policies of the Board are implemented.
- To report and interpret the Board policies and administrative procedures to staff, committees, and the public.
- To appoint employee committees that may be required for the establishment and execution of educational policies and practices.

(Continued) --

- In any matter not covered by Board policy, to act at his/her own discretion, if action is necessary, and to report such action to the board as soon as practicable.
- To administer, as chief executive, the development, coordination, and maintenance of a positive education program designed to meet the needs of the student and community.
- To represent the schools before the public and to maintain, through cooperative leadership both within and without the schools, such a program of public relations and publicity as may keep the public informed as to the activities, needs, and successes of the schools.
- To receive communications from the public concern school affairs.
- To transmit appropriate and pertinent communications from the board of Education to employees and from employees to the Board.
- To recommend to the Board the number and types of positions required to provide proper personnel for operation of the educational program.
- To recommend to the Board the appoint or employment of all employees of the district and to assign, transfer, and recommend for dismissal any and all employees of the district.
- To make such temporary assignments and transfers of employees, pending Board action as necessary in his/her professional judgment to secure the highest efficiency of the entire staff.
- To appraise the quality of teaching by the instructional staff with the view to increasing its effectiveness.
- To supervise the preparation of the annual budget, recommend it to the Board for approval and administer the adopted budget.
- To consult with staff on any school or educational program.
- To encourage Board members and the district office staff to visit each school in the district.
- To consult with community groups about school-associated activities
- To supervise the effective implementation of all state and federal laws, state and federal regulations and Board directives.
- To represent the school district at national, state, regional, and local conferences.
- To perform such other tasks as may be assigned by the Board of Education.

[Colorado]

TITLE: Superintendent of Schools

QUALIFICATIONS:

1. [Certificate, license, or other legal credential required.]
2. [Degree(s) required and area of major study.]
3. [Kind and amount of prior job experience required.]
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Board of Education

SUPERVISES: All administrative and supervisory personnel of the district
 -OR -
 Directly or indirectly, every district employee
 -OR -
 Those who report directly to the superintendent.

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services
 -OR -
 To inspire, lead, guide, and direct every member of the administrative, instructional, and supportive services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in our district may be provided with a complete, valuable, meaningful, and personally rewarding education.

Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, and an ever-present, overriding concern for their impact upon each individual student's education.

PERFORMANCE RESPONSIBILITIES:

1. Attends and participates in all meetings of the Board and its committees, except when own employment or salary is under consideration.
 -OR -
 Attends and participates in all meetings of the Board and its committees, except executive sessions unless requested to participate.
2. Serves as ex officio member of committees.
3. Administers as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board.

(Overleaf)

4. Advises the Board on the need for new or revised policies and sees that all policies of the Board are implemented.
5. Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
6. Acts on own discretion if emergency action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy in order to provide guidance in the future.
7. Informs and advises the Board about the programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under the Board's authority.

-OR-

Reports to the Board such matters as deemed material to the understanding and proper management of the schools, or as the Board may request.

8. Supervises the carrying out of all laws, regulations, and Board policies.
9. Makes all administrative decisions within the school necessary to the proper function of the school district.
10. Makes such rules and gives such instructions to school employees and students as may be necessary to implement Board policy.
11. Delegates at own discretion to other employees of the Board the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.
12. Formulates school objectives, policies, plans, and programs; prepares (or causes to be prepared) and presents facts and explanations necessary to assist the Board in its duty of legislation for the schools.
13. Conducts a periodic audit of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
14. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.
15. Oversees the timely revisions of all curriculum guides and courses of study.

16. Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with published policies.
17. Communicates directly or through delegation all actions of the Board relating to personnel matters to all employees; and receives from employees communications to be made to the Board.
18. Directs staff negotiations with professional and nonprofessional personnel.
19. Secures and nominates for employment the best qualified and most competent teachers and supervisory and administrative personnel.

-OR-

Recommends for appointment, election, or employment all employees of the Board except professional officers of the Board, and assigns, transfers, and recommends for dismissal any and all employees of the Board except professional officers of the Board.

-OR-

Employs such personnel as may be necessary, within the limits of budgetary provisions and subject to the Board's approval.

20. Assigns and transfers employees as the interest of the district may dictate, and reports such action to the Board for information and record.

-OR-

Assigns and defines the duties of all personnel, subject to Board approval.

21. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.

-OR-

Summons employees of the district to attend such regular and occasional meetings as are necessary to carry out the educational program of the district.

22. Supervises methods of teaching, supervision, and administration in effect in the schools.
23. Approves vacation schedules for salaried district employees under direct supervision.
24. Suspends any employee for just cause, and reports such suspension to the Board.
25. Recommends to the Board for final action the promotion, salary changes, demotion, or dismissal of any employee.
26. Reports to the Board the case of any employee whose service is unsatisfactory, and recommends appropriate action.

27. Submits to the Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums.
28. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.
 - OR -
 - Prepares the annual operating budget recommendations and implements the Board approved budget.
 - OR -
 - Directs the preparation of the annual budget for adoption by the Board, and administers the budget as enacted by the Board, acting at all times in accordance with legal requirements and adopted Board policies.
 - OR -
 - Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the Board for review and approval.
29. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
30. Acts as purchasing agent for the Board, and establishes procedures for the purchase of books, materials, and supplies.
31. Provides suitable instructions and regulations to govern the use and care of school properties.
32. Recommends to the Board sales of all property no longer required by the Board, and supervises the proper execution of such sales.
33. Oversees the processing and submission of required reports.
 - OR -
 - Maintains adequate records for the schools, including a system of financial accounts; business and property records; and personnel, school population, and scholastic records. Acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
 - OR -
 - Maintains directly or through delegation such personnel records, pupil accounting records, business records, and other records which are required by law and by Board policy.
34. Files, or causes to be filed, all reports required by the state and the school code.

35. Recommends the establishment or alteration of attendance boundaries for all schools in the interest of good administration of the instructional program, and approves the special transfer of students from one neighboring district to another only when, in the superintendent's opinion, conditions in each case warrant such action.
36. Makes recommendations to the Board concerning the transportation of pupils in accordance with the law and the requirements of safety.
37. Makes recommendations with reference to the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the district.
38. Represents the district in its dealings with other school systems, institutions, agencies, and community organizations.
-OR -
Attends, or delegates a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.
39. Keeps informed of modern educational thought and practices by advances study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.
-OR -
Attends such conventions and conferences as are necessary to keep abreast of latest educational trends.
40. Represents the Board as liaison between the school district and the community.
-OR -
Represents the schools before the public, and maintains, through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed as to the activities, needs, and successes of the schools.
41. Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the schools and the community.
42. Keeps the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the district's schools.

- 43. Confers periodically with professional and lay groups concerning the school program, and transmits to the Board suggestions gained from such conferences.
- 44. Performs such other tasks as may from time to time be assigned by the Board.

TERMS OF EMPLOYMENT: Twelve months a year. Salary to be arranged with the Board.

-OR-

Twelve months a year. Salary to be negotiated with the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of the Superintendent.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

An optional policy to consider.

Administration

Appointment of Designee for Superintendent of Schools

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

Policy adopted:

A sample regulation to consider.

Administration

Appointment of Designee for Superintendent of Schools

1. The Superintendent shall appoint annually a designee to serve from July 1 to June 30.
2. The Superintendent shall report his appointment to the Board of Education at a regular meeting of the Board during the month of June.
3. The person appointed shall be a full-time administrator in the Suffield School district.

Duties

1. The designee shall function only when the Superintendent is out of the district.
2. The designee shall function only in an emergency situation.
3. The designee shall report/consult immediately with the Chairman of the Board of Education on any action taken.
4. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the district.

Regulation approved:

A sample policy to consider.

Administration

Principal

Acting with the approval of the Board of Education and upon the advice of the Superintendent, each Principal shall be the chief administrator of his/her school. All personnel assigned to a building shall be directly responsible to the Principal of the school during the time they are working in his/her building.

The Principal is charged with the supervision and direction of the staff and students assigned to his/her building, and with care of the school facility and its equipment. He/she shall see that rules and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of the policies of the Board and the general rules and regulations set by the Superintendent, the Principal may establish and enforce such rules as he/she deems advisable and necessary for the efficient operation of his/her school.

Policy adopted:

A regulation on this topic to consider/modify.

Administration

Principals

The Principal shall be responsible to the Superintendent of Schools. He/she shall develop the educational program of his/her school in accordance with the needs of the students and within the framework of the established policy for the total school system. The teachers and all other personnel of the school shall be directly responsible to the Principal for the satisfactory fulfillment of the duties assigned to them. The Principal shall administer and supervise his/her school in accordance with policies and regulations prescribed by the Board of Education and the Superintendent of Schools. The Principal shall have the following specific duties and responsibilities:

1. guide and encourage the school's professional personnel in their educational work and their professional growth, so as to secure continuous improvement of instruction and to promote healthy growth and adjustment of the students;
2. create an environment wherein teachers and students may achieve mutual understanding, a high sense of morale, and the best possible working conditions;
3. take all precautions to safeguard the safety, health, and well-being of students and staff members, including formulation of plans to meet emergencies;
4. be responsible for maintaining close and cooperative relations with parents and the community, and interpret them to the educational program of the school;
5. keep the Superintendent of Schools informed about the conditions and needs of the schools;
6. maintain an inventory of supplies, equipment and furniture within the school, estimate the annual financial requirements of the school in conjunction with preparation of the annual school budget, and submit requisitions for supplies, equipment, and other items required by the school;
7. provide for office hours within his/her school unit beyond the school year as needed in order to promote the best interests of his/her schools; and
8. perform such other duties as may be requested by the Superintendent of Schools.

Administration

Principals (continued)

The Principal will be responsible for community relations, administration, business management, personnel, students, and instruction. The Principal further, will exercise direct control through his/her own office over those non-instructional functions which are performed; these would include custodial services, cafeteria operations, transportation, and maintenance of plant and grounds.

The Principal will also schedule and arrange through his/her own office the use of the school building and facilities by outside organizations.

The Principal will attend system-wide Principals' meetings and will receive the information given to all Principals in the school system.

Regulation approved:

cps 6/01

An optional policy to consider.

Administration

Principals

Qualifications and Duties

A. Qualifications

1. The Principal shall have earned a Connecticut Intermediate Administrators Certificate.
2. Such Principal shall possess, under the direction of the Superintendent of Schools, unless otherwise specified by the policies of the Board of Education, the following powers and be charged with the following duties:

B. Duties

1. To be responsible to the Superintendent of Schools for all organization, administration, and supervision within the building.
2. To show evidence of leadership in formulating and developing the programs and projects which will improve the excellence of the school system, as well as in the areas of the Principal's particular responsibilities. To be an educational and instructional leader in the school.
3. To see that teachers and personnel are appropriately supervised and evaluated as requested; and to write supervisory reports on all teachers and other personnel at least once a year, or as directed by the Superintendent of Schools.
4. To have the powers necessary for executing the policies of the Board and for enforcing administrative rules and regulations determined by the Superintendent of Schools.
5. To be responsible for the educational procedures and progress within the school, and for all records and reports concerned thereto, in accordance with the policies, rules and regulations prescribed by the Board of Education.
6. To act as the chief administrative officer for the buildings and grounds, and to be responsible for and have authority over the actions of students, professional and non-professional employees, visitors, and such other persons hired to perform special tasks.

Administration

Principals

Qualifications and Duties (continued)

7. To keep the Superintendent of Schools informed as to the condition of the school and its activities therein, through the use of routine reports, meetings and by other means of communications as may be deemed appropriate by the Superintendent of Schools. Exceptional conditions and activities existing or occurring shall be reported immediately.
8. To establish rules for the administration of the school which shall be published in a handbook for distribution. The handbook shall be revised annually, or at such times as may be deemed appropriate, and such rules shall be subject to approval by the Superintendent of Schools prior to distribution.
9. To conduct educational surveys dealing with instructional matters.
10. To make recommendations to the Superintendent of Schools for the recruitment, selection, and assignment of the instructional employees within his/her building.
11. To be responsible for initiating and coordinating improvements in curriculum.
12. To be responsible for providing conditions which will protect the health and welfare of the children and the entire staff building.
13. To be responsible for maintaining good public relations with the community.
14. To be responsible for making equitable assignments of the teaching staff within the building, under existing terms and conditions of current Board of Education policies.
15. To be responsible for fully utilizing the community's resources for enriching school program.
16. To be responsible for the classification, promotion or retention of students within the building.
17. To oversee the attendance and conduct of the children within the building.
18. To be responsible for requisitioning supplies, textbooks, equipment and all materials necessary to the operation of the school.

Administration

Principals

Qualifications and Duties (continued)

19. To organize the playgrounds, lunchrooms and noon hour in the best interest and safety of the children.
20. To be responsible for extra and co-curricular activities of the school.
21. To be responsible for fire and other drills; school enterprises and activities, parent-teacher organizational work as it relates to the building; teacher's meetings; in-service training; school exhibits and student field trips; health and special services within the building.
22. To constantly appraise and evaluate the instructional program.
23. To employ principles of administration and high professional standards while working cooperatively with the teaching staff for the best interests of the children.
24. To continue to improve educationally and professionally, encouraging the teaching faculty to do the same.
25. To perform such other duties as may be assigned by the Superintendent of Schools.

Policy adopted:

A version to consider and modify as necessary.

Administration

Director of Finance and Operations

Reports to: Superintendent of Schools

Supervises: The Director of Finance and Operations shall be responsible for the management, operation, supervision, coordination and implementation of the cafeteria, transportation, facilities inventory, data processing, purchasing, and financial recordkeeping programs and the staff who work in these programs.

Qualifications: Certification: Must possess valid certification as a School Business Manager in Connecticut.

Performance Responsibilities:

1. Supervises and takes responsibility for the financial business of the district, including handling of all funds, accounting and reporting procedures and long-range planning.
2. Administers, through the Director of Facilities Coordinator, the operation of the school plant.
3. Administers the student transportation program.
4. Administers the data processing program.
5. Administers through the Cafeteria Manager, the district's school lunch program.
6. Acts as advisor to the Superintendent in the preparation of the school budget and establishes a program of budget forecasting and control.
7. Develops and administers a program for purchasing supplies and equipment.
8. Assumes responsibility with the Superintendent for the employment, job status and supervision of business office personnel.
9. Develops in-service training programs for business personnel.

Administration

Director of Finance and Operations

Performance Responsibilities (continued)

10. Maintains an up-to-date inventory of school property.
11. Prepares all bidding documents, including notice to bidders, instruction to bidders, specifications and form of proposal.
12. Works to maintain effective district-community relations and interprets the financial concerns of the district to the community.
13. Facilitates the work of the district's auditor in the auditor's development of the annual financial audit.
14. Prepares and/or causes to have prepared all required state and federal financial reporting documents.
15. Administers all grant applications, follow-up, and accounting and/or assists appropriate staff in these functions.
16. Consults with the Superintendent and other personnel on questions relating to the district's business and financial concerns and performs additional duties as assigned.
17. Assumes such other functions as may be delegated by the Superintendent of Schools.

Policy adopted:

Another version to consider.

Administration

Director of Management and Personnel Services

The major areas of responsibility of the Director of Management and Personnel Services shall include the following:

Business Services

1. Supervise the financial affairs of the district, including handling of all funds, accounting and reporting procedures, insurance programs and long-range planning.
2. Develop and administer a program for purchasing supplies and equipment.
3. Supervise data processing procedures to provide management information, evaluation techniques, and long-range forecasts.
4. Assume responsibility for the employment and job status of business office personnel.
5. Supervise clerical personnel in the business office.
6. Supervise a program of budget control.
7. Develop in-service training programs for business personnel.
8. Serve as a consultant on any grant proposal originating in the district.
9. Supervise the development of monthly and annual financial reports as required.
10. Consult with Superintendent and other personnel on questions relating to the district's business affairs.
11. Supervise the district's supporting services of property, transportation, purchasing, food and business services.
12. Work to maintain effective district-community relations, and interprets the financial concerns of the district to the community.
13. Maintain an up-to-date inventory of school property.
14. Compile necessary statistical data for the preparation of the fiscal budget.
15. Prepare financial reports as required by state and federal agencies having jurisdiction over public school funds.

Administration

Director of Management and Personnel Services (continued)

Business Services (continued)

16. Advise Superintendent on business and financial questions and performs additional management duties as assigned.

Personnel Services

1. Negotiate and implement all classified personnel bargaining union and non-union contracts and agreements.
2. Establish and maintain appropriate personnel records for all staff members.
3. Serve as a resource person for the staff on the district's employee benefit programs, including group health insurance, disability insurance, retirement plans, sick leave, personal leave, other leaves of absence, and other related or emerging employee benefit plans.
4. Administer all employee benefit programs.
5. Keep abreast of governmental statutes, regulations, and rules relating to personnel administration, and advise interested parties of the provisions of the law.
6. Assist with research pertaining to personnel, including salary research, studies of staff characteristics, professional standards, and other pertinent projects.
7. Draw up job descriptions for new staff positions and coordinate the periodic review and revision of existing job descriptions for non-certified personnel.
8. Recruit competent office, buildings and grounds, and food services personnel.
9. Plan and direct programs of orientation, in-service education, and performance training, and provide for a periodic written performance evaluation of all non-certified personnel.
10. Develop and maintain personnel handbooks for classified employees.
11. Process recommendations for termination of non-certified employees, assembling substantiating information for dismissal of employees and arranging any necessary conferences and hearings.
12. Conduct exit interviews of non-certified personnel leaving the district.

Regulation approved:

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

An optional policy to consider.

Administration

Director of Pupil-Personnel Services

A. Qualifications

1. The Director of Pupil-Personnel Services shall have earned a Connecticut Intermediate Certificate.
2. Such Director of Pupil-Personnel Services, subject the direction of the Superintendent of Schools, shall be charged with the following duties:

B. Duties

1. To be responsible to the Superintendent of Schools for all organization, administration, and supervision of the K-12 Special Education Program.
2. To have the powers necessary for executing the policies of the Board and for enforcing administrative rules and regulations determined by the Superintendent of Schools.
3. To be responsible for the educational procedures and process within the K-12 Special Education Program, and for all records and reports concerned thereto, in accordance with the policies, rules and regulations prescribed by the Board of Education, and the state/federal statutes.
4. To keep the Superintendent of Schools informed through the use of routine reports, meetings and by other means of communications as may be deemed appropriate by the Superintendent of Schools. Exceptional conditions and activities existing or occurring shall be reported immediately.
5. To establish rules for the administration of the K-12 Special Education Program which shall be published in a handbook for distribution. The handbook shall be revised annually, or at such times as may be deemed appropriate, and such rules shall be subject to approval by the Superintendent of Schools prior to distribution.
6. To conduct educational surveys dealing with Special Education.
7. To make recommendations to the Superintendent of Schools for the recruitment, selection and assignment of Special Education personnel.
8. To be responsible for maintaining good public relations with the community.

Administration

Director of Pupil-Personnel Services (continued)

9. To write supervisory reports on Special Education personnel at least once a year, or as directed by the Superintendent of Schools.
10. To be responsible for fully utilizing the community's resources for enriching the Special Education Program.
11. To be responsible for coordinating the administration of K-12 guidance services.
12. To be responsible for requisitioning supplies, textbooks, equipment and all materials necessary to the operation of the Special Education Program.
13. To serve as the designated Chairperson of the Pupil Planning Team for the Region.
14. To prepare the agenda: schedule meetings of the Pupil Planning Team; assure that the mandated members are in attendance at each meeting and that the parent of the child to be discussed is invited.
15. To supervise the K-12 Testing Program, and arrange for the transmittal of all necessary test results and data to the schools and Pupil Planning Team.
16. To insure that parents are notified of Pupil Planning Team recommendations and afforded an opportunity to present information to the P/PT.
17. To arrange for transmittal of Pupil Planning Team recommendations to all appropriate parties.
18. To follow up on Pupil Planning Team recommendations to all appropriate parties.
19. To schedule conciliatory meetings of the Pupil Planning Team on the handicapped with parents who disagree with PPT recommendations.
20. To process appeals from recommendations of the Pupil Planning Team.
21. To insure that an annual review is made of the status of each exceptional child.
22. To arrange for representatives of the Pupil Planning Team to visit public special education programs and approved private programs in the district and preparing reports on the adequacy of these programs for the Superintendent of Schools.

Administration

Director of Pupil-Personnel Services (continued)

23. To insure that the Pupil Planning Team assists in local child find activities.
24. To insure that the Pupil Planning Team recommendations are transmitted to classroom teachers to assist in the development of Individualized Educational Programs.
25. To insure that a register of all handicapped children who live in the District is maintained and update annually.
26. To employ accepted principles of administration and high professional standards while working cooperatively with the teaching staff for the best interests of the children.
27. To continue to improve educationally and professionally, encouraging the teaching faculty to do the same.
28. To show evidence of leadership in formulating and developing the programs and projects which will improve the excellence of the school system, as well as in the areas of the Director's particular responsibilities.
29. To perform such other duties as may be assigned by the Superintendent of Schools.

Policy adopted:

East Haddam's version of this policy to consider.

Administration

Superintendent of Schools

Appointment

The appointment of a Superintendent is a Board of Education responsibility. The Board may seek the advice and counsel of interested individuals, or of an advisory committee, and it may choose consultants to assist in selection. However, final selection shall rest with the Board after thorough consideration of qualified applicants.

When the Board elects a Superintendent, a majority vote of the entire membership of the Board is necessary for election. The Superintendent may be appointed (or reappointed) for a term not to exceed three years.

The Superintendent must be properly certified by the state; however, the Board may require qualifications in addition to those prescribed by the State Board of Education.

Contract

The salary of the Superintendent, additional benefits, vacation entitlement, and other leave shall be determined at the time of appointment (or reappointment) and shall be part of the written contract.

Additional benefits, such as health and other forms of insurance, annual vacation, holidays, and temporary and extended leaves and absences shall be at least equal to those granted to other professional staff members.

Duties and Responsibilities

The Superintendent shall be the chief executive officer of the Board of Education and shall be responsible for the management of the public schools in the district within federal and state laws and regulations and Board of Education policies. He/she shall be responsible to the Board as a body and not to individuals on the Board and shall be responsible for the execution of all decisions and the administration of Board policies and directions concerning school system operations. The Superintendent shall have the power to act in matters not covered by Board policy, subject to such actions being reviewed by the Board at a regular meeting.

Superintendent Evaluation

Annually, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Administration

Superintendent of Schools (continued)

Legal References: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional Board of Education; verification of certification status, written contract for employment; evaluation of Superintendent by Board of Education

Policy adopted:

EAST HADDAM PUBLIC SCHOOLS
Moodus, Connecticut

This is one of two sample policies to consider. A shorter version follows.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board of Education will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Recruitment of Superintendent

1. Consultant

When the Board of Education starts a search for a new Superintendent, it will hire a qualified search consultant. The selection of a consultant will be through a process consistent with the Board's affirmative action policies.

2. Time Frame/Budget

The Board of Education will estimate a time frame for the search and prepare a budget for the search process including anticipated expenses for all facets of the search and should be updated as the search progresses.

3. Desired Qualifications, Functions and Responsibilities of Superintendent

The Board, working with the search consultant, will develop a set of qualifications and prioritize the functions and responsibilities it wishes the Superintendent to discharge. The consultant will work in conjunction with the Board to develop a set of qualifications and responsibilities associated with the Superintendent's position.

The Board of Education and the consultant will recognize efforts made to increase recruitment of underrepresented groups. Some of the recruitment procedures will include sending notices of Superintendent vacancies to groups, such as the following types of organizations: placement offices; women's centers or minority affairs offices; Superintendent organizations; journals; associations; and other publications and associations which reach underrepresented groups. Other recruitment sources also include: local news media; local community organizations; newspapers; newsletters; and specialized employment programs. A network of people who have access to contact with underrepresented groups of candidates will be established and maintained.

Administration

Recruitment and Appointment of Superintendent

Recruitment of Superintendent (continued)

4. Interviews

A background check of professional qualification is essential.

There may be two to three interviews -- one preliminary interview conducted by the consultant and others by the entire Board. All Board of Education members will interview all finalist candidates. All Board members will also be given an opportunity to informally meet the proposed candidate before a commitment is made for his or her employment.

5. A subcommittee of the Board will negotiate the contract with the finalist.

6. The Board will hire the new Superintendent.

7. The Board must decide how to best handle the transition period (from the time the contract is signed until the new person comes, as well as the first 3 months with the new Superintendent).

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

Policy adopted:

rev. 6/04

Second sample policy to consider.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted:

An optional, sample policy to consider.

Administration

Hiring School Administrators

The Board of Education will appoint qualified persons to all administrative positions in the School System, based on recommendations made by the Superintendent.

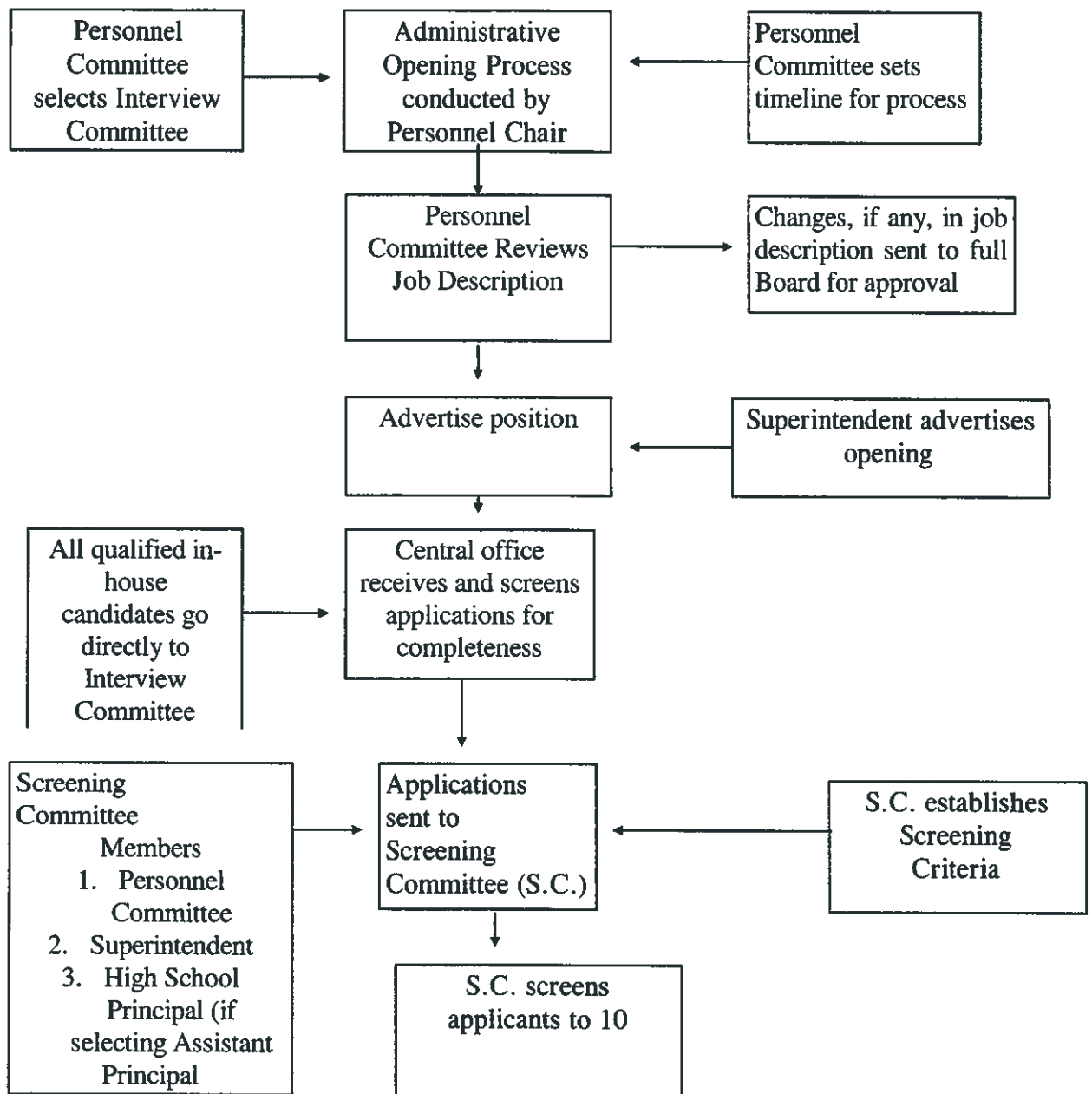
The appointment of all administrators is valid only when made in such a manner, and the Superintendent will submit his/her recommendations to the Board in writing if so requested. The Board will accept or reject the Superintendent's recommendation at a regular or special Board meeting. If the Board should reject the Superintendent's nomination, she/he will make another recommendation to the Board within a month, or as soon as practical.

The Superintendent will be responsible for the posting of positions, recruitment and screening of candidates, and to bring at least three finalists, when possible, including the recommended candidate, to the Board.

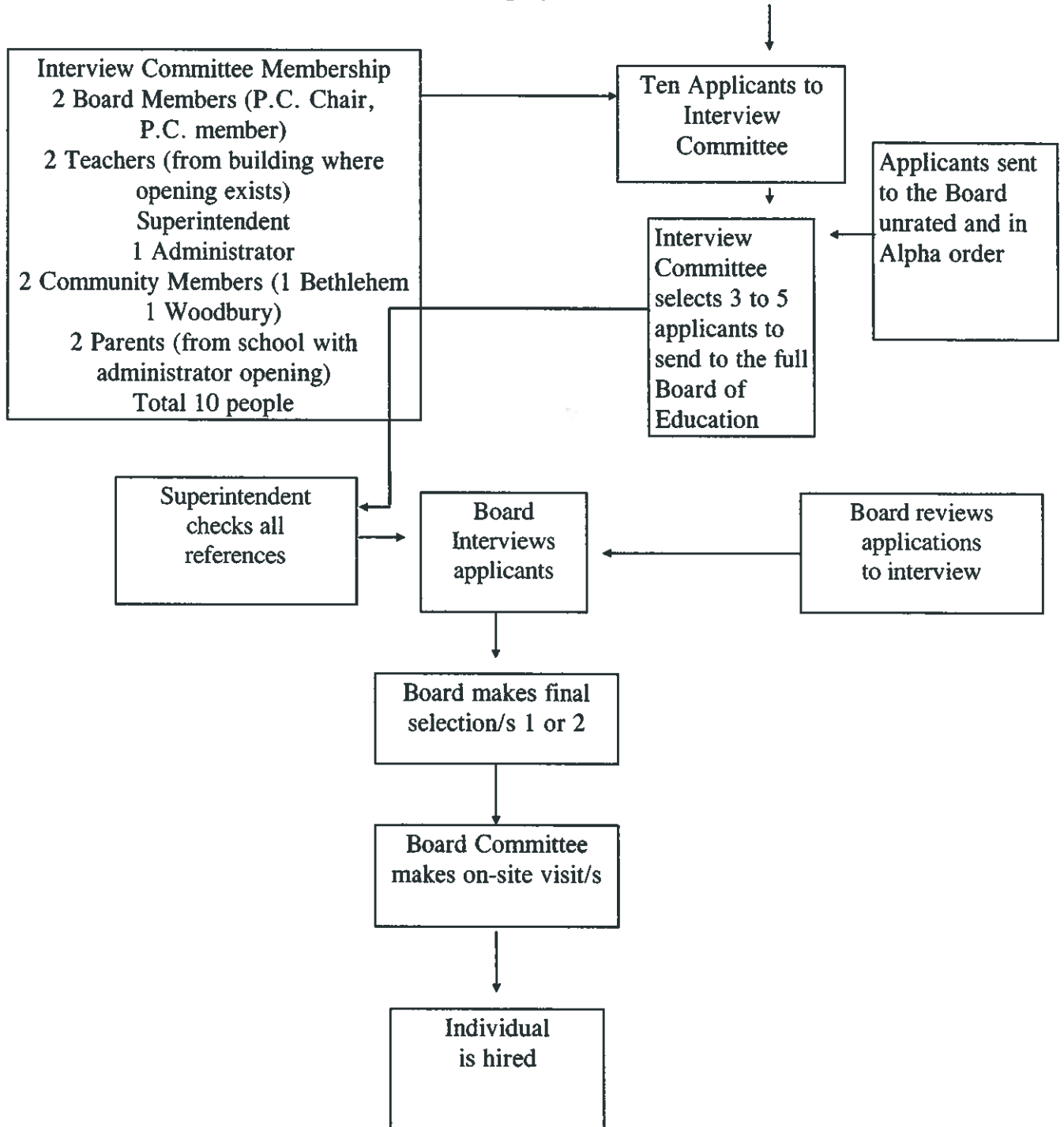
At the time of deciding to fill a vacant administrative position, the Board will determine whether the full Board, a committee of the Board or appropriate administrators will interview finalists for the position.

Policy adopted:

Recruitment and Selection of Administrative Employees



Recruitment and Selection of Administrative Employees



A sample policy to consider.

Administration

Assignment of Administrative Personnel

This policy, concerning the assignment of administrative personnel, is based on the fundamental principle that the basic consideration in the process is the well-being of the school system, particularly the instructional program and the health, education and welfare of the students therein. Further, the Board of Education believes that the appropriateness of each assignment will have a significant impact on the morale of the professional staff and the effectiveness of the total educational program.

The Superintendent therefore shall have the responsibility of assignment of all administrative personnel within the district. This responsibility shall include the change in assignment of administrative personnel as circumstances warrant.

Upon determination that the need for a change or changes in assignment(s) of administrative personnel exists within the school system, the Superintendent shall report such needs to the Board of Education for consideration.

Among these may be the perceived need to transfer a member or members of the administrative staff from one position to another in the best interest of the school, the school system and the administrator(s) in question.

Should the Superintendent perceive such a need to exist, he/she shall make a thorough assessment of all attendant circumstances, calling if need be upon such other personnel within the system, or outside, as shall in his/her judgment be most effective in assisting him/her to accurately make such assessment.

Should such assessment confirm the need for change, the Superintendent shall report same to the Board of Education, and shall recommend to the Board of Education the transfer or change in assignment which in his/her judgment shall accomplish the aims set forth above in this policy.

Another version to consider:

Subject to the General Statutes of Connecticut, the written policies of the Board of Education and the contracts with various unions and associations, and subject to funds provided by the Board of Education, the Superintendent shall have the authority and responsibility for assigning, transferring, organizing and reorganizing all members of the staff as the Superintendent deems to be in the best interest of the District.

Policy adopted:

cps 12/99
rev 6/10

A sample policy to consider.

Administration

Orientation of Administrative Personnel

The Board of Education, cognizant of the special importance of a sound beginning experience for each new administrator and of the adjustment each new staff member must make in a new situation, consonant with its philosophy to ensure the best possible instruction and educational service for students and the best possible professional growth and development for its administrative personnel, shall, therefore, strive to provide appropriate, timely and substantial orientation and in-service training for its administrative personnel.

To this end, the Superintendent shall be responsible for the development and implementation of orientation programs for new administrative personnel and for the institution and implementation of in-service training programs and activities to orient administrative personnel to newly adopted educational programs and procedures. In carrying out this responsibility, the Superintendent will involve various administrative, supervisory, and other professional staff members and resource persons from within the school system and from outside the school system as deemed appropriate.

Policy adopted:

cps 12/99

A sample policy to consider

Administration

Supervision of Administrative Personnel

The Board of Education, recognizing that the supervisory process is essential to the proper operation and improvement of the total school program, directs that an effective system of supervision be an ongoing process intimately concerned with the provision of improving instruction and services.

Personnel supervision shall be concerned with the adequacy, growth, and effective employment and deployment of each professional, paraprofessional, and nonprofessional staff member, such to provide for and enhance student learning and opportunity.

Supervision in its entirety, therefore, shall be regarded as a process of the highest priority and character, essential to the concept of continuous improvement.

Policy adopted:

cps 12/99

An optional policy to consider.

Administration

Administrative Operations

The Board of Education will determine the policies to guide the decision-making process governing all activities of the schools. In setting these policies, it may seek the advice and assistance of the employees or their organizations, and other relevant persons or groups.

The Superintendent is responsible to the Board for the administration of the schools under applicable laws and the policies of the Board. In addition, the Superintendent shall prepare in detail, where applicable, the rules and regulations for implementing the approved policies.

The Superintendent shall organize the staff so all clearly understand the functions of each and the relationship between and among them; establish clear lines of communication, both vertically and horizontally; establish the necessary councils and committees to provide for efficient operation. All groups shall be given specific responsibilities, and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the administration and, where appropriate, by the Board.

The Superintendent shall balance the delegation of responsibility with commensurate authority subject to legal powers of the Board.

(cf. 2121 - Lines of Responsibility)

(cf. 2220 – Representative and Deliberate Groups)

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted:

cps 5/05

Existing policy, number 2210 adopted 12/15/03, appropriate as written.

Administration

Administrative Leeway in Absence of Board of Education Policy

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

Existing policy, number 2211 adopted 7/19/04, appropriate as written.

Administration

Review of Administrative Decisions

All matters having to do with the management of the school district first shall be discussed with the appropriate administrators and shall not be brought before the Board of Education until they have been reported to the Superintendent. However, pertinent communications directed to the Board of Education through the Superintendent shall be presented by the Superintendent to the Board.

Existing policy, number 2220 adopted 12/15/03, appropriate as written.

Administration

Representative and Deliberative Groups

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

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

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

Sample policy to consider.

Administration

Administrative Councils and Committees

The Board authorizes the Superintendent to establish such permanent or temporary councils and committees as the administration deems necessary for proper administration of Board policies and for the improvement of the total educational program.

All councils and committees created by the Superintendent shall be for the purpose of obtaining, to a maximum degree, the advice and counsel of personnel of the district and to aid in district communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. However, such groups shall exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils and committees shall be defined by the Superintendent and may be changed at his/her discretion.

Policy adopted:

A sample policy to consider.

Administration

Consultants

The Board of Education, aware of the benefits to be derived, authorizes and encourages the administrative and supervisory staff to use professional consultants from the State Department of Education, colleges, universities, and other sources, when such consultative services will be helpful in the improvement of the instructional program in its schools. All consultants must be approved by the Superintendent, and cases involving honorarium and/or other costs must be within the approved Board of Education budget parameters. Board approval must be secured prior to the invitation and arrangement for visitation by such person or persons, if budgeted funds are not available.

Another version to consider:

Consultants may be hired on a part-time basis to provide data and expertise to assist the Board and the professional staff in carrying out their purposes.

Policy adopted:

cps 12/99
cps 6/10

Existing policy, number 2230 adopted 7/19/04, appropriate as written except for update to legal reference.

Administration

Reports and Recordkeeping

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

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

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

Legal Reference:

Connecticut General Statutes

10-157 Superintendent of Schools

10-222 Appropriations and budget

10-224-Duties of the secretary

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

Existing policy, number 2231 adopted 12/15/03, appropriate as written.

Administration

Policy Manual

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

Policies

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

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

Regulations

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

Bylaws

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

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample regulation to consider.

Administration

Policy and Regulation Systems

Functions and Composition of Committees and Channels

1. Board of Education

The Board of Education is responsible for the development of policy and, according to law, must adopt policy (cf. 9311). It receives recommended drafts from the Superintendent, individual Board members and/or the policy committee. The Board may accept and adopt drafts, return them to the policy committee or Superintendent with requests for specific changes, or reject them outright. The Board may originate a request for a needed policy through the policy committee and/or Superintendent.

2. Superintendent of Schools

The Superintendent of Schools transmits recommended policy drafts to the Board with request for action. The Superintendent receives drafts from the Chairperson of the appropriate committee, and may accept drafts, or refer them back with requests for specific changes. The Superintendent must act within thirty (30) days and notify the committee of his/her action. The Superintendent approves rules and regulations (cf. 9313). The Superintendent may receive and approve drafts, return them to the submitting committee with request for specific changes, or reject them outright.

3. Committees

Each area of policies shall have a committee of Board of Education members and others if desirable to receive recommendations for new or modified policies or rules and regulations.

The committee will also recommend its own policy changes. The committee shall review once each year all the policies in the particular area for improvements. At least one administrator shall meet with the committee as well as the person who shall write drafts as requested.

Distributing Revised Pages to Manual Holders

Whenever the Board adopts, revises or deletes policies or bylaws, and whenever the administration approves, revises or deletes regulations, all holders of policy, bylaw and regulations manuals must be notified.

Administration

Policy and Regulation Systems

Distributing Revised Pages to Manual Holders (continued)

The notification task is a responsibility of the Superintendent or designee, and the Superintendent or designee is assigned to care for the manuals and to see that they are all kept current.

Copies of new or revised policies, bylaws and regulations should be prepared and distributed to all manual holders with the aid of a form furnished by the Central Office. Actual copies of the new material will be attached to the form prior to its being distributed.

The Superintendent is responsible for the care of the manuals, and shall keep a master file of the distributed materials, and check all manuals at least annually for currency.

Regulation approved:

An optional policy to consider.

Administration

Dismissal of Classes/Teachers

The Superintendent of Schools will distribute regulations concerning closing of schools during the school day in response to emergencies. Teachers will remain on duty until dismissed by the Principal. Students will be dismissed by teachers upon the approval of the Principal.

Policy adopted:

Optional sample regulation to consider.

Administration

Manuals, Directives, Bulletins, Announcements

Standard Announcement

Since the standard announcement by the central office cannot include every program in the various schools, the following are to be considered a standard announcement:

1. **"No School" Announcement** - means that the district schools will be closed for the full day. Buses will not run.
2. **Delayed Opening** - means that all will open one hour later than the regularly scheduled time. All buses and events will run on a schedule one hour delayed.
3. **Early Dismissal** - means school will dismiss after a four hour legal day unless otherwise stated. Kindergarten will be recodified appropriately. Teachers may leave 1/2 hour after release of students. Secretaries, administrators, and custodians will be released on each of these based upon the individual situation of the day.

(cf. 6112 - School Day)

(cf. 6113 - Release Time)

Regulation approved:

An optional policy to consider.

Administration

Administrative Reports/School District Annual Report/Announcements

The Board shall require reports from the Superintendent of Schools concerning the state of the school system.

The Superintendent shall be responsible for submitting to the Board an annual report indicating the effectiveness of the instructional program, the condition of the schools, and plans and suggestions for their improvement as well as other items of interest to the Board members.

The Board shall file an annual financial report with the State in accordance with the law.

Legal Reference: Connecticut General Statutes

10-157 Superintendent of Schools

10-222 Appropriations and budget

10-224 Duties of the Secretary

10-227 Returns of receipts, expenditures and statistics to state board.

Policy adopted:

An optional policy to consider.

Administration

Treatment of Outside Reports

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, and health officer, the Superintendent will inform the Board of the action taken upon the recommendations made in such reports.

Policy adopted:

cps 4/09

A sample policy to consider. A regulation follows.

Administration

Educational Research in District Schools

All requests to conduct research within the School must be directed to the Superintendent of Schools. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the children of within the school district;
2. The study provides in-service opportunities for the growth and development of faculty and/or staff;
3. There be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. Students participating in studies, authorized by school administration, must have the approval of their parents.

Policy adopted:

Sample regulation to consider.

Administration

Educational Research in District Schools

A screening committee, consisting of individual's named by the Superintendent, will assist in the process of determining the suitability and appropriateness of all research requests. Such determination will depend upon the applicant satisfactorily addressing the "Criteria for Research Approval" (see below), as well as any other recommendations for modification or clarification that are suggested by the screening committee.

It is expected that all applicants, both from within the system and from without, will admit a written request for permission to conduct research, along with an explicit proposal addressing the "Criteria," and all materials to be used in the research project. An interview with the applicant also may be required.

All requests for permission to conduct educational research must be approved prior to the commencement of the project.

In-System Requests for Project Approval

A staff member who wishes to conduct a research project involving no cost to the system will usually be restricted to the member's assigned school. It is presumed that the applicant will have secured the permission of the building Principal prior to submitting the required documents mentioned above. Modifications to the instructional program, if any, required by staff member research projects, should be minor.

System-wide research efforts, initiated by central administration or other individuals within the district, involving broader based data collection efforts, and undertaken for internal use only, will be bound by the same application procedures mentioned above. The Superintendent or his designee, may make a specific request of the screening committee and the school committee to waive these requirements.

Out-of-System Requests for Project Approval

Individuals or groups who seek permission to conduct research projects within the school district, and who are not part of the professional staff, must adhere to the application requirements outlined above. Moreover, while the School Committee wishes to cooperate with reasonable requests to conduct research, its primary obligation is to protect the rights of students who may be requested to participate.

Administration

Educational Research in District Schools (continued)

Proposals and collateral materials will be reviewed by the Superintendent, as well as the system research screening committee. Approval will be based upon the acceptability of projects and their congruence with the following "Criteria for Research Approval." Proposed projects should:

- Offer promise of improving educational practice;
- Be organized so that there are few, if any, interruptions to the regular school programs;
- Pertain to relevant education problem;
- Contain an appropriate research design;
- Spell out procedures clearly;
- Respect the rights of individuals, including the confidentiality of personal data about students and employees;
- Obtain "informed consent" from the parents of all participating students.

Performance Expectations for Approved Studies

Once a project proposal has been approved, the investigator will be obligated to fulfill the following:

- Respond to any concerns that are raised in the course of the research by participants, parents, teachers, or others who become involved;
- Whenever possible make any necessary adjustments which do not compromise the integrity or validity of the study;
- Secure approval for any publication of outcomes, enabling the Superintendent to determine if identification of the school or system will be in the best interest of the school district;
- Submit copies of all documents and any other materials developed as a consequence of the study, including, but not restricted to, theses, videotapes, summary reports, booklets, and any other account of project outcomes;
- Provide, if feasible, opportunities for professional staff and others to learn from the research findings and to utilize the results to improve instruction for children.

Administration

Educational Research in District Schools (continued)

Performance Expectations for the District Public Schools

Upon receipt of a written request for permission to conduct research and supporting documentation, the system agrees to do the following;

- Carefully consider the application at one of the regularly scheduled meetings of the proposal screening committee.
- Interview the applicant, if necessary, to gather additional information about the proposed project;
- Assist in modifying the design or procedures if a proposal is deemed to have merit, but deficient in some minor way;
- Inform each applicant of the decision of the screening committee, and when permission is denied, offer a thorough explanation of why approval has not been granted;
- Provide any reasonable assistance to those investigators whose proposals have been approved.

Regulation approved:

Optional.

Administration

Monitoring of Product and Process Goals

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment, and school operations.

Another version to consider:

The Superintendent, in cooperation with the school staff, student body, parents and any other interested persons or groups, shall establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving product goals (student learning) and process goals (effectiveness of operations).

The plan shall provide, first, for reports to the Board of Education on student achievement in academic, vocational and general behavioral pursuits in relation to professional and Board-adopted instructional goals. Second, the plan shall provide for reports to the Board of Education on the effectiveness of the schools in reaching Board-adopted goals in community relations, administration, business and non-instructional operations, personnel, student personnel administration, and instruction.

Policy adopted:

rev 1/10

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

Administration

Statement of Ethics for Administrators

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

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

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

The educational administrator:

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

Regulation approved:

rev 11/07

New material to review.

Administration

Statement of Standards for School Leaders

The Board of Education endorses the following “Standards for School Leaders” adopted by the Connecticut State Board of Education. These “Standards” represent the qualities desired of school administrators in this District.

I. The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. The Learning Process

The school leader possesses a current, research and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e., *Connecticut’s Common Core of Learning*).

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers’ reflection on the impact of their professional beliefs, values and practices on student learning. (i.e., *Connecticut’s Common Core of Learning*).

IV. Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

V. School Goals

The school leader actively engages members of the school community to establish goals that encompass the school’s vision of the educated person and in developing procedures to monitor the achievement of these goals.

VI. School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students and the community in efforts to improve student learning.

Administration

Statement of Standards for School Leaders (continued)

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement

The school leader works with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives and implementing program changes that are designed to improve learning for all students.

IX. Professional Development

The school leader works with staff members to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff members as they assume responsibility for their professional development.

X. Integration of Staff Evaluation, Professional Development and School Improvement

The school leader works with staff members to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development and school improvement that result in improved teaching and learning for all students.

XI. Organization, Resources and School Policies

The school leader works with staff members to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity.

XII. School-Community Relations

The school leader collaborates with the staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

Policy adopted:

cps 1/00

A new policy to consider.

Administration

Code of Professional Responsibilities

The Board of Education endorses the following “Connecticut Code of Professional Responsibility for School Administrators.” This “Code” represents the principles and standards that the Board expects to guide the decisions and actions of all District administrators.

Preamble

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the administrator’s responsibility to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Responsibility to the Student

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

1. Make the well-being of students the fundamental value on all decision making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;

Administration

Code of Professional Responsibilities

Responsibility to the Student (continued)

4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation.
5. Foster in students the full understanding application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students, fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

Responsibility to the Profession and Staff

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

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;

Administration

Code of Professional Responsibilities

Responsibility to the Profession and Staff (continued)

6. Promote the employment of only qualified, certified educators, and qualified non-certified staff;
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

Responsibility to the Community

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

1. Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;
7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

Responsibility to the Student's Family

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

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families' concerns;
4. Consider the family's perspective on issues involving its children;

Administration

Code of Professional Responsibilities

Responsibility to the Student's Family (continued)

5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

(cf. 4118.22 – Code of Ethics)

Legal Reference: Connecticut Code of Professional Responsibility for School Administrators

Regulation of Connecticut State Agencies
Section 10-145d-400a
Section 10-145d-400b

Policy adopted:

cps 7/07

Existing policies, presently numbered 2410 and 2411 adopted 8/20/01 and 11/19/01, appropriate as combined and renumbered. A sample follows for comparison and consideration.

Administration

Evaluation of the Superintendent and Administrative Staff

The Board believes that the evaluation of the school system administration is essential and establishes such evaluation as a basic requirement. The Board's annual evaluation of the Superintendent shall be based upon the effectiveness of his/her leadership and the accomplishments of reasonable objectives established annually by the Superintendent and as modified in consultation with the Board. Such evaluation shall be both formal, in that some mutually agreeable format shall be used, and informal, in that the personal views of the Board members shall be included.

Any such evaluation shall have as its primary goal the improvement of our school system and shall be approached on the basis of open cooperation between the Board and the Superintendent. These evaluations shall form the basis for the recommendations of the Superintendent as to continued employment of the individual and to adjustments in salary.

Evaluation of Administrative Staff

The Superintendent has the responsibility for the evaluation of the administrative staff. He shall base his evaluation upon:

1. The effectiveness of each administrator in his/her role as defined by his/her job description.
2. The accomplishment of both short and long-range objectives defined early in the year by each administrator and as approved by the Superintendent.

These evaluations shall form the basis for the recommendations of the Superintendent as to continued employment of the individuals and to adjustments in salary.

A recommended process jointly developed and adopted by CABE and CAPSS.

Administration

Evaluation of the Superintendent

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community. It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement adopted in March 2004 and the CABE Superintendent Evaluation instrument. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education. CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

While student achievement in academic areas as measured by test scores is important, other areas of student achievement are equally important. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Moreover, for purposes of the superintendent's performance evaluation, indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

Administration

Evaluation of the Superintendent (continued)

To increase the effectiveness of the school district's leadership team and the overall performance of the Board of Education and its individual members, CAFE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year. An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CAFE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily modified in those school districts that employ a non-traditional evaluation year approach. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Sample motion: "I move that the Board of Education go into executive session for discussion of a personnel matter – the evaluation of the Superintendent."

Administration

Evaluation of the Superintendent (continued)

Beginning of New Evaluation Year Meeting – July/September

Topic 1: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Topic 2: This Executive Session also provides the Board of Education with an opportunity to candidly discuss with the Superintendent his/her performance evaluation, e.g., personal and professional goals and opportunities, Superintendent's evaluation criteria and evaluation process, and other relevant topics.

Mid Year Evaluation Meeting – November / December

Topic 1: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges not previously identified in the prior Leadership Team goal setting meeting. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Topic 2: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end. Ideally, these informal discussions take place regularly throughout the school year.

End of the Year Evaluation Meeting – April/May

Topic 1: The Superintendent and Board of Education should convene in Executive Session to participate in an assessment activity which focuses upon the performance of the individual members of the Leadership Team, including whether and how goals and priority objectives have been successfully accomplished and/or addressed. Included in this discussion should be any mitigating circumstances / unexpected challenges that have arisen since the Mid Year Evaluation Meeting that may have compromised the accomplishment of goals and objectives and thus affected the performance of the members of the Leadership Team.

Administration

Evaluation of the Superintendent (continued)

End of the Year Evaluation Meeting – April/May (continued)

Topic 2: This recommended meeting should also serve as an opportunity for the Superintendent to share a confidential “Year in Review” self assessment with the Board of Education. This self assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent’s job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Board of Education Evaluation of the Superintendent – May/June

The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education’s Executive Session discussion regarding the Superintendent’s performance should be a draft performance evaluation of the Superintendent of Schools.

Meeting with the Superintendent Regarding Draft Evaluation – June

A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy. The purpose of this follow-up meeting is to share and discuss the Board of Education’s draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation.

Formal Evaluation of the Superintendent – June

The formal performance evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy. It is important to note that the Board of Education’s performance evaluation of the Superintendent of Schools is a public document and subject to FOIA. A copy of the Superintendent’s performance evaluation must also be placed in the Superintendent’s official personnel file.

Regulation approved:

Recommended Evaluation Process and Timeline Flowchart

<p style="text-align: center;">Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p> <p>Topic 1: Leadership Team Goal / Priority Setting. Topic 2: Superintendent's Professional Goals and Objectives.</p>
<p style="text-align: center;">Mid-Year Evaluation Meeting November / December (Meeting to be conducted in executive session)</p> <p>Topic 1: Informal Leadership Team discussion regarding progress on goals and objectives. Topic 2: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p style="text-align: center;">End of Year Evaluation Meeting April / May (Meeting to be conducted in executive session)</p> <p>Topic 1: Self-Assessment of individual members of the Leadership Team including discussion about goal attainment and handling of unanticipated challenges. Topic 2: Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.</p>
<p style="text-align: center;">Board of Education Evaluation of the Superintendent May / June (Meeting to be conducted in executive session)</p> <p>Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.</p>
<p style="text-align: center;">Meeting with Superintendent Regarding Draft Evaluation June (Meeting to be conducted in executive session)</p> <p>Meeting between the Board of Education as per Board of Education policy and the Superintendent to share and discuss the draft evaluation.</p>
<p style="text-align: center;">Formal Evaluation of the Superintendent June</p> <p>Formal evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education as per policy. <i>Note: Superintendent's Evaluation is a public document subject to FOIA.</i></p>

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

I. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Serves as the Board of Education's educational leader and chief executive.
- Works with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff.
- Promotes a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belongs to, actively supports and participates in professional organizations (e.g., CAPSS, AASA, CABE, NSBA) and encourages his/her Board of Education to do so.
- Uses best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students.

II. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs and pertains to the following: planning and organizing; hiring, evaluating and supervising staff; implementing policy; preparing and overseeing the budget; ensuring the health and safety of students and staff; and regularly reporting to the Board of Education.

Areas of Responsibility:

- Oversees the organization and management of the district's day-to-day operations.
- Prepares, advocates for and implements an annual budget that addresses district goals and meets the needs of all students; reports regularly to the Board of Education on the status of the budget and any other fiscal concerns or issues.
- Consistent with Board of Education policy, recruits, hires and retains personnel for the school district who show potential to best meet the needs of all students. Provides a system of support, supervision and consistent evaluation to ensure that certified and classified staff that remain are effective.

- Implements policies adopted by the Board of Education and recommends changes, if appropriate; develops, implements and informs the Board of Education of administrative procedures necessary to implement Board of Education policy.

III. Community and Board of Education Relations

Definition: Community and Board of Education relations are critical to the success of the Superintendent and the school system. The Superintendent works with the Board of Education and the community to: establish a vision, goals and objectives for the district; communicate regularly and clearly with the community; provide data and information to the Board of Education to assist with the evaluation of the district operations and programs; and represent the district to the community. The Superintendent, in cooperation and consultation with the Board of Education, is responsible for maintaining positive working relationships with local, regional and state organizations and agencies.

Areas of Responsibility:

- Provides professional advice and keeps the Board of Education informed and updated on educational issues and needs and operations of the school system by providing appropriate recommendations and supporting data.
- Responds to communications from staff and community, as appropriate, and ensures the adherence and appropriate response through the chain of command and keeps Board of Education members informed about significant operational issues in a timely manner.
- Serves as a key member of the leadership team and works effectively with local, state and federal levels of government.
- Works in a professional manner with the Board of Education, community members and the media.

IV. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Demonstrates the ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Recommended Success Strategies for Leadership Team Evaluation

Leadership Team Self-Assessment

- 1.) **Self-Assessment** – It is strongly recommended by CABE and CAPSS that the Leadership Team conduct a self-assessment during each school year. An annual self-assessment provides the Leadership Team with an opportunity to thoughtfully and constructively evaluate its performance. This annual assessment will enable the Leadership Team to privately celebrate its successes, candidly discuss growth opportunities and establish focused goals for continuous improvement as a team. As a member of the Leadership Team, it is highly recommended that the Superintendent of Schools be a participant in the discussion.
- 2.) **Facilitation of Self-Assessment** – Boards of Education may wish to contact CABE to access external facilitation services and/or utilize an external facilitator to guide the self-assessment discussion. In districts where an annual Board of Education self-assessment is standard operating procedure, an external facilitator may not be necessary.
- 3.) **Questions to Guide the Board of Education Self-Assessment Discussion** – Please refer to the CABE Leadership Team Self-Assessment Worksheet (Addendum 1) on page 9. This discussion should include the Superintendent of Schools and be conducted in executive session.

Superintendent's Performance Evaluation

- 1.) **Year In Review** – The Superintendent's Year in Review should serve as a summary of the body of work presented within the Superintendent's Performance Portfolio. It is recommended that the Year in Review document prepared by the Superintendent be organized according to the four leadership areas: Educational Leadership/Organizational Management/Community and BOE Relations/Personal and Professional Qualities and Relationships. This document should also include any mitigating circumstances that may have compromised goal attainment in any of the four leadership areas.

Superintendent's Performance Evaluation (continued)

- 2.) **Superintendent's Portfolio of Work** – The performance portfolio is designed to be a compilation of the work product aligned with the Superintendent's annual performance goals previously established by the Board of Education. It is recommended that the portfolio be organized according to the four identified leadership areas and contain evidentiary documentation associated with each of the agreed upon performance goals. The portfolio should be submitted in a well organized and tabbed binder, an expandable tabbed folder or some other format previously agreed upon by the Superintendent and Board of Education.

- 3.) **Questions to Guide the Superintendent's Performance Discussion** – Please refer to the Superintendent's Performance Evaluation Worksheets (Form #3).

Leadership Team Self-Assessment Worksheet



This assessment will be used to assist your board to better function as a team by generating discussion at its self-assessment meeting. Please answer each question as honestly as possible. Remember, you are trying to ascertain how well the board functions as a team. Keep that in mind as you respond to these questions.

District: _____

		Always	Often	Rarely	Never	Not Sure
1	The board adopts a district vision and/or mission for district improvement.					
2	The board adopts annual goals and priorities for district improvement.					
3	Improving student learning is the primary focus in our decision-making.					
4	We use data and reports to assess progress and identify areas needing improvement.					
5	The board uses the policy manual to define its vision and expectations of the school district.					
6	We conduct business only at properly called meetings.					
7	Our board has effective meetings					
8	Board members are prepared for meetings.					
9	The board conducts comprehensive orientation activities to familiarize new board members with their role on the team.					
10	The board ensures parents, businesses, and the public are informed on educational activities and encouraged to participate when appropriate.					
11	I attend board-related professional development workshops annually.					
12	We conduct district business in accordance with established ethical standards.					
13	Board members communicate with one another in a respectful manner.					
14	Board members are open and honest with each other.					
15	All members of the board maintain confidentiality regarding sensitive communications.					
16	All members honor board decisions even when the vote is not unanimous.					
17	The board does not let politics interfere with district business.					
18	Our board deals with conflicts openly and honestly.					
19	Information is shared equally with each member of the board/superintendent team.					
20	The superintendent exhibits confidence and trust in each member of the board.					
21	Each board member exhibits confidence and trust in the superintendent.					
22	The board demonstrates support and respect for the superintendent's role as the chief executive officer of the district.					
23	Our board clearly states its position on controversial matters to the superintendent.					
24	The superintendent's position on controversial matters is clearly stated to the board.					
25	Our board evaluates the superintendent performance based on clearly defined performance goals and expectations.					
26	Directions to the superintendent come from the board as whole; not individual board members.					

Leadership Team Consensus Summary

Please add any additional comments here (comments will be shared with participants):

Vision:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Superintendent's Performance Evaluation Worksheets

Note: These worksheets are intended to guide the Board of Education's discussion regarding the Superintendent's job performance. The meeting and discussion should be conducted in executive session.

I. Educational Leadership

Essential Question: Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Educational Leadership?

Supplemental Questions:

Does the Superintendent serve as the Board of Education's educational leader and chief executive?

Does the Superintendent work with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff?

Does the Superintendent promote a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belong to, actively support and participate in professional organizations (e.g., CAPSS, AASA, CAFE, NSBA) and encourage his/her Board of Education to do so?

Does the Superintendent use best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students?

Board of Education Consensus Summary:

References

American Association of School Administrators – Professional Standards for the Superintendency, 1993.

CABE / CAPSS School Governance Position Statement, March 2004.

National Policy Board for Educational Administrators - Standards for Advanced Programs in Educational Leadership, January 2002.

CABE Superintendent Evaluation, Long Version.

CABE Superintendent Evaluation, Short Version.

Johnson, Susan, *Leading to Change: The Challenge of the New Superintendency*, 1996.

Center for Research and Educational Accountability and Teacher Evaluation – *A Portfolio for Evaluation of School Superintendents*, May 1995.

Connecticut State Department of Education, *Connecticut Standards for School Leaders*, 1999.