

# Policy Book

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## 2000 Administration-Basic Concept

The Superintendent of Schools is responsible, within the guidelines established by the Board of Education policy, state and federal laws and regulations, and employee agreements, for directing and coordinating the staff to achieve the goals, and general objectives adopted by the Board of Education consistent with the district's educational philosophy.

The Board of Education expects the Superintendent, and other administrators, to understand and practice effectively and efficiently:

1. Decision-making and communication;
2. Planning, organizing, implementation, and evaluation of programs and personnel;
3. Coordination between the school system and community to work cooperatively on behalf of local education.

Adopted June 9, 2009

### 2000.1 Board-Superintendent Relationship

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

The Superintendent shall be responsible for all aspects of school operation. The Superintendent may delegate responsibility necessary to carry out the daily operation of the school system to other officials and so develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the schools.

The Board ensures through its hiring and its annual review 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.

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.

The Board of Education shall:

- Establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district.
- Hire, support, and conduct an annual formal evaluation of the superintendent of schools.
- Refer administrative communications, including questions, complaints and personnel inquiries to the superintendent, as appropriate, and to follow the board-established chain of command as defined by the district organization chart.
- Seek the superintendent's recommendation before taking action
- Adopt, advocate for and oversee a school budget, which is responsive to district goals, meets the needs of all students, and is fiscally responsible.
- Delegate to the superintendent responsibility for all administrative functions, except those specifically reserved to the board through board policy
- Conduct periodic self-evaluation of its own leadership, governance and teamwork
- Ensure appropriate resources for the superintendent to carry out his/her responsibilities.
- Determine hiring procedures that clearly define board and superintendent responsibilities.
- Communicate and interpret the school district's mission to the public and incorporate appropriate community perspectives into board action.
- Ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community.
- Negotiate labor contracts.

The Superintendent of Schools' shall:

- Implement policies approved by the board and recommend changes, if appropriate.
- Develop, implement and inform the Board of administrative procedures necessary to implement board policy.
- Serve as the school boards' chief executive officer and educational leader.
- Respond to communications, as appropriate and ensure the adherence and appropriate response through the chain of command.

- Keep board members informed about district issues in a timely manner.
- Provide the board with good information for informed decision-making.
- 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.
- Oversee the organization and management of the district's day-to-day operations.
- Participate, as appropriate, in the annual self-evaluation of the board.
- Recommend appropriate resources to ensure he/she can carry out his/her responsibilities.
- Hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
- Communicate community perspectives, research information, performance results and educational needs to the board and to the school staff.

#### Board/Superintendent Shall Jointly

- Work together with the community to develop a vision and goals for the school district and to monitor the achievement of those goals.
- Develop goals and long range plans that further the education system and meet regularly to assess progress towards the goals and long range plans.
- 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.
- Collectively execute their legal responsibilities.
- Work collaboratively with appropriate agencies and bodies on an ongoing basis.
- Collaborate with other school boards and superintendents to inform legislators of local concerns and issues relative to education.
- Belong to, actively support and participate in their professional organizations.
- Ensure that professional development opportunities, consistent with district goals, are available to all school district employees.
- Ensure adherence to federal and state laws and board policies.

Adopted June 9, 2009

## 2001 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.

Adopted June 9, 2009

## 2100 Administrative Staff Organization

The legal authority of the Board shall be transmitted through the Superintendent. 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.

The Superintendent will be responsible for developing a district staffing plan and shall review it with the Board annually during budget planning for the subsequent year.

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

Adopted June 9, 2009

2112 Professional Development

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. As educational leaders in the school system, administrators' active participation in professional development provides positive role models for other staff and students in their dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities leads 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 as an investment in the professional growth of future school leaders. The philosophy should specifically support different learning needs based on different experiences:

1. Special efforts should be made to encourage individuals with diverse backgrounds and experience to seek administrative positions. Innovative programs should be developed and established for teachers who aspire to administrative positions.
2. For new administrators, a comprehensive orientation program should include orientation in 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.

Professional development programs should include learning opportunities that assist and alert participants to issues of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.

Adopted June 9, 2009

2121 Lines of Responsibility

The Board values the freest possible interchange of ideas outside the established framework of direct responsibility. Nothing provided therein is

intended to interrupt the free and open flow of ideas and assistance among personnel at every level.

1. Each employee in the school system shall be responsible to the Board through the Superintendent.
2. Each employee in the school system shall refer matters requiring administrative action to the administrative officer immediately in charge of the relevant area.
3. Each employee in the school system shall be made responsible to only one immediate superior for any one function.
4. Each employee in the school system shall have the right to appeal any decision made by an administrative officer to the next higher authority and through appropriate successive steps to the Superintendent.

Adopted June 9, 2009

2130 Personnel — Certified and Non-Certified

Job Descriptions

All employees of the school system are subject to the policies of the Board of Education, applicable laws, and current employee agreements.

The Superintendent of Schools shall develop job descriptions for school district employees which shall include at a minimum:

1. Job title;
2. General statement of duties and listing of specific responsibilities;
3. To whom the employee is directly responsible;
4. Education or training required;

Job descriptions for all employees shall be provided to employees by the Superintendent and copies maintained in manual of job descriptions.

Adopted June 9, 2009

2131 Superintendent of Schools

The Superintendent of Schools is the chief executive officer of the Board of Education.

The Superintendent shall be responsible to the Board as a body and not to the individual members of the Board.

The Superintendent takes the initiative in presenting to the Board policy and planning issues for the Board's attention and advises the Board of policies and plans that the Board takes under consideration. The Superintendent shall prepare and submit to the Board recommendations relative to all matters requiring Board action and shall provide the Board such necessary and helpful information and reports that may assist the Board on making informed decisions.

The Superintendent or his/her designee as approved by the Board of Education shall attend all meetings of the Board of Education and shall participate in all Board deliberations, except when matters relating to the Superintendent's own employment are under consideration. The Superintendent shall receive notice of all Board and Board Committee meetings, and the Superintendent or his/her designee may attend all such meetings.

#### Relationship Within the School Organization

In harmony with the policies of the Board of Education, State Laws, and State Board of Education Regulations, the Superintendent has executive authority over the school district and responsibility for its supervision and direction.

The Superintendent has the general authority to act at his/her discretion upon all emergency matters and all other matters as to which his/her powers and duties are not expressly limited or are not particularly set forth.

The Superintendent will provide leadership, guidance, and direction to all members of the administrative, instructional, and support staffs in setting and achieving high standards of excellence and will serve as a professional example of dedicated service committed to providing meaningful and appropriate educational programs and services for all children in the district.

The Superintendent will oversee and administer the use of all district facilities, property, and funds so as to achieve maximum efficiency and effectiveness in accomplishing the goals of the school district.

#### Specific Responsibilities

##### Personnel and Staffing

The Superintendent will administer all personnel policies and procedures and ensure adherence to all legal and contractual requirements regarding personnel. The Superintendent will select and employ the best qualified and most competent personnel available to serve the district. The Superintendent will direct the employment, assignment, and utilization of all personnel within policy guidelines of the Board of Education. The Superintendent will implement district-wide staff



development and evaluation programs consistent with State guidelines and Board goals. The Superintendent will discipline and suspend personnel from duty for serious misconduct and behavior that is detrimental to the welfare of the students and the schools.

#### Curriculum and Program

The Superintendent will implement and evaluate a planned, ongoing, and systematic program of instruction consistent with State mandates and local requirements. The Superintendent will ensure the consideration of the latest research and developments in the fields of learning theory and curriculum development. The Superintendent will assist the Board in setting curriculum and program priorities.

#### Budgeting and Fiscal Operations

The Superintendent will provide a system for the effective implementation, management, control, and analysis of the budget. The Superintendent will establish procedures to maintain the integrity of financial services and achieve fiscal accountability.

The Superintendent will implement budget development systems that will consider all areas of program and service needs, provide for broad staff participation in identifying and evaluating budget needs, and lead to a carefully considered budget proposal.

#### Facilities and Transportation

The Superintendent will implement procedures and programs for the efficient care of school buildings and equipment. The Superintendent or his/her designee will evaluate buildings and equipment and for their maintenance, improvement, and replacement.

The Superintendent will ensure adequate and safe transportation for students within the district as well as for those students for whom the district is responsible who are assigned to programs beyond the district.

#### Planning

The Superintendent will anticipate future district needs through collaborative efforts with the school staff and community. The Superintendent will develop long and short range plans to prepare the district to meet such needs in curriculum, pupil services, facilities, and staffing. Planning efforts will consider emerging changes and developments in community demographics, curriculum research, learning theory, and resources and facilities management.

## Parents and Community Relations

The Superintendent will maintain a program of public information to keep parents and the general public well-informed regarding educational policy, school curriculum, pupil progress, school needs, school successes, and emerging educational programs and services to affect a cooperative working relationship between the schools and the community. The Superintendent will maintain effective working relationships with all agencies of the municipal government.

Adopted June 9, 2009

### 2200 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 Superintendent, as well as the employees, 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.

Adopted June 9, 2009

### 2210 Administrative Leeway in Absence of Board Policy

When the Superintendent of Schools must make a decision in the absence of existing Board of Education policy guidelines for administrative action, the Superintendent of Schools shall have the power to decide and act; the Superintendent's decisions and actions shall be reported to the Board of Education at its next regular meeting along with administrative recommendations for revisions of existing policies or additional changes that may be required.

Adopted June 9, 2009

2221 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.

Adopted June 9, 2009

2250 Administrative Monitoring of Product and Process Goals

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

Adopted June 9, 2009

2300 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 Connecticut Code of Professional Responsibility for School Administrators.

Adopted June 9, 2009

2500 Administrative Reports  
General

The Superintendent shall present, at regular Board meetings, administrative reports concerning the administration, operation, and maintenance of the school system.

As necessary, the Superintendent shall request reports from school principals and other administrators on school operations and educational programs together with any suggestions and/or comments they may have.

School District Annual Report

The Superintendent shall submit to the Board a full written report of the district proceedings and the condition of the schools with plans and suggestions for improvement.

Copies of this report shall be filed with the Connecticut State Board of Education as required by state law.

(cf. - 3000 Concept and Roles in Business and Non-Instructional Operations)

Legal Reference: Connecticut General Statutes

10-157 Superintendents: Relationship to local or regional board of education; written contract for employment; evaluation of superintendent by board of education.

10-222 Appropriations and budget. Financial information system.

10-226 Reports to state commissioner of education.

Adopted June 9, 2009