

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
PUBLIC SCHOOLS**

ADMINISTRATION

SERIES 2000

	Number	Policy or Regulation
0. Concept and Roles in Administration.....	2000	P
1. Administrative Staff Organization.....	2100	P
A. Management Positions/Team		
(1) Professional Development	2112	P
B. Organizational Chart(s)		
(1) Lines of Responsibility.....	2121	P
C. Job Descriptions.....	2130	P
(1) Superintendent of Schools.....	2131	P
D. Administrative Staff		
(1) Recruitment and Selection of Administrative Staff	2151	P/R
2. Administrative Operations		
A. Administrative Leeway in Absence of Board Policy	2210	P
B. Representative and Deliberative Groups		
(1) Policy and Regulations Systems	2231	P
C. Research Evaluation and Planning.....	2240	P
3. Statement of Standards for School Leaders.....	2300.1	P
4. Administrative Personnel Evaluation	2400	P

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.

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)

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, religious and gender bias in the classroom, in the schools, and in the broader community.

Administration

Line of Responsibility

All personnel employed by the Board of Education shall be responsible to it through the Superintendent of Schools.

All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area. Administrative officers shall refer such matters to the next higher authority when necessary.

All administrative personnel shall keep the person they are immediately responsible to informed.

Administration

Job Descriptions

The Superintendent of Schools shall provide for the preparation and maintenance of job descriptions for all administrative personnel according to acceptable personnel practice. Such job descriptions shall be kept in an orderly fashion in a separate manual.

Administration

Superintendent of Schools

The Board of Education will by majority vote, elect and fix the term of office (not to exceed three years) and the salary of the Superintendent of Schools who shall serve as executive officer of the Board of Education and who shall have authority and responsibility for the supervision of the school system.

The Commissioner of Education shall inform the Board of Education, in writing, of the certification status of the candidate, within fourteen days after receiving the name of the candidate from the Board of Education.

The Board of Education will not allow a Superintendent to assume the duties and responsibilities of the position until the Commissioner of Education provides written confirmation to the Board that the person to be employed is properly certified.

The Board of Education must submit the name and address of the candidate who accepts the election as a new Superintendent of Schools to the Commissioner of Education within seven days of the decision.

At the request of the Superintendent at the time of employment or reemployment, the Board of Education shall provide a written contract of employment which shall include, but not be limited to, salary, employment benefits, and term of office of such Superintendent.

As required by law, at least three weeks before the annual District meeting, the Superintendent shall submit to the Board of Education an annual report of the proceedings of the Board and of the condition of the schools, with plans and suggestions for their improvement.

The Board of Education may employ an Acting Superintendent, properly certified or not, for a specified period not to exceed ninety days with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown.

Duties

The Board of Education believes that the legislation of policies is the most important function of a Board of Education, and that the execution of the policies should be the function of the Superintendent.

Administration

Superintendent of Schools (continued)

Duties (continued)

The Board of Education holds the Superintendent responsible for carrying out its policies within established guidelines and for keeping it informed about school operations.

The Superintendent will notify Board of Education members as promptly as possible of any happenings of an emergency nature which occur in schools.

Evaluation of Superintendent

Each year the Board of Education will evaluate the Superintendent in accord with guidelines and criteria mutually determined and agreed upon by both the Board of Education and the Superintendent.

Legal Reference: Connecticut General Statutes

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

10-226 Reports to state board of education

Personnel – Certified/Non-Certified

Recruitment and Selection of Administrative Staff

Administrative and supervisory positions will be filled in the following manner:

1. Positions of Building Principal

The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.

2. Positions of Central Office Directors

The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.

3. Other Administrative and Supervisory Positions

The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.

Legal Reference:

Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract. (as amended by P.A. 12-16 An Act Concerning Educational Reform)

10-153 Discrimination on account of marital status.

10-183v Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut

10-220 Duties of Boards of Education. (as amended by PA 98-252)

46a-60 Discriminatory employment practices prohibited.

20 U.S.C. Section 1119 N Child Left Behind Act

34 C.F.R. 200.55 Federal Regulations

Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers

2151(b)

4111(b)

Personnel – Certified/Non-Certified

Recruitment and Selection of Administrative Staff

Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

Circular Letter C-9, Series 2007-2008, “Discontinued Use of Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.”

Circular Letter C-13, Series 2007-2008, “Construction of HOUSSE Plans for Highly Qualifying Veteran Teachers”

Personnel – Certified/Non-Certified

Recruitment and Selection of Principals

When positions become available either through attrition or by creation of a new position, the following steps will be taken in an effort to ensure the highest quality candidate is selected.

Positions will be posted according to contractual provisions. Positions will be advertised if it is determined that a sufficient pool of qualified candidates does not exist among current employees.

Application packets will be reviewed by the Superintendent to determine suitability of qualifications for the open position. From this review, a pool of applicants will be formed.

Feedback regarding qualities, attributes, and desired skills for a principal will be collected from teachers, students, parents, support staff, administrators, and community members via an online survey. If necessary, focus groups will be convened to collect additional feedback.

An interview committee consisting of at least administrator(s), teachers, parent(s), and student(s) will be formed. This committee will create a series of questions and an interview format that reflect the Amity mission, the feedback from the community, and the job description. The Superintendent may select a chairman or choose to engage a consultant in this part of the process for the purposes of ensuring coherence in the entire process and assisting the committee with the development of the questions and interview format. The task of this committee will be to recommend a minimum of two candidates and a maximum of three candidates (semifinalists) to the Superintendent.

Semifinalists will be scheduled for interactions with individuals that may include, but are not limited to: central office administrators, principals, district department heads, and the AEA President. The Superintendent will collect feedback from each individual about his/her views of each candidate. A minimum of two candidates and a maximum of three candidates will be selected as finalists.

The Superintendent will conduct a 1:1 interview with each finalist. The Superintendent will contact references for each finalist.

If the qualifications of finalists are substantially equivalent, preference shall be given to a qualified applicant employed by the district.

If the recommended finalist is not currently an Amity employee, the Superintendent will conduct a site visit with a small team, including at least one administrator, one teacher, and one parent.

The Superintendent will recommend one finalist to the Board of Education for appointment.

Personnel – Certified/Non-Certified

Recruitment and Selection of Principals

Legal Reference:

Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract. (as amended by P.A. 12-16 An Act Concerning Educational Reform)

10-153 Discrimination on account of marital status.

10-183v Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut

10-220 Duties of Boards of Education. (as amended by PA 98-252)

46a-60 Discriminatory employment practices prohibited.

20 U.S.C. Section 1119 N Child Left Behind Act

34 C.F.R. 200.55 Federal Regulations

Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers

Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

Circular Letter C-9, Series 2007-2008, “Discontinued Use of Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.”

Circular Letter C-13, Series 2007-2008, “Construction of HOUSSE Plans for Highly Qualifying Veteran Teachers”

Administration

Administrative Leeway in Absence of Board of Education Policy

In cases where action must be taken within the school system in instances where the Board of Education has provided no policy guide, the Superintendent of Schools shall have the authority to act, subject to review by 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 policy.

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.

Administration

Policy and Regulation Systems

Policy Manual

The Superintendent of Schools shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board of Education, the bylaws adopted by the Board of Education, and the regulations of the administration. The Board of Education policies and 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 of Schools must take the leadership in the policy-making process, by recognizing the need for specific policies and giving the Board of Education proposed policy statements for consideration, modification, and adoption. The Superintendent shall develop a regulation specifying the procedures by which policies will be developed and presented to the Board of Education.

Policy Implementation

The Superintendent of Schools has responsibility for carrying out the policies established by the Board of Education. He/she also will interpret reactions of school personnel and the public to the policies and report them back to the Board of Education.

The administrative staff of the Amity Regional Schools has responsibility for supporting the policies established by the Board of Education and those recommended by the Superintendent.

Regulation Drafting

The Board of Education shall delegate to the Superintendent the function of formulating the administrative rules and regulations designed to carry out its policies.

Proposals for said regulations may be submitted to the Superintendent by members of the Board of Education, and community.

Administration

Policy and Regulation Systems (continued)

Regulation Drafting (continued)

In the development of rules, regulations, and arrangements for the operation of the school system, the Superintendent shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

The Superintendent shall evolve with certified and classified employees channels for the ready communication of ideas and feelings regarding the operation of the schools. He/she shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the Board of Education of all such counsel in presenting reports of administrative action and in presenting recommendations for Board of Education action.

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 to the Board of Education an effective new or modified bylaw for its consideration, modification if necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

(cf. 9311-Formulation, Adoption, Amendment of Policies)

(cf. 9312-Formulation, Adoption, Amendment of Bylaws)

(cf. 9313-Formulation, Adoption, Amendment of Administrative Regulations.

(cf. 9314-Suspension of Policies, Bylaws, Regulations.)

Administration

Educational Research in District Schools

All requests to conduct research within the school district must be recommended to the Superintendent of Schools and approved by the Board. 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 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.

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.

Administration

Administrative Personnel Evaluation

The Superintendent shall implement and supervise an evaluation system for all professional personnel.

(cf. 4115-Evaluation/Supervision)

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations)

10-151c Records of teacher performance and evaluation not public records

10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Policy adopted:

July 11, 2005

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut