

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
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
1. Administrative Staff Organization	2100	P
A. Equal Employment Opportunity	2111	P
B. Professional Development	2112	P
C. Line of Responsibility	2121	P
D. Job Descriptions	2130	P
E. Superintendent of Schools	2131	P
1. Appointment of Designee for Superintendent of Schools	2131.1	P/R
F. Personnel – Certified/Non-Certified	2151	P/R
2. Administrative Operations	2200	P
A. Administrative Leeway in Absence of Board of Education Policy	2210	P
B. Administrative Councils and Committees	2221	P
C. Control and Communications Channels and Systems	2230	P
D. Educational Research in District Schools	2240	P/R
E. Monitoring of Product and Process Goals	2250	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

Board-Superintendent Relationship

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "sex offender," as defined by Public Act 98-111, An Act Concerning the Registration of Sexual Offenders, shall be used.

Volunteers who may be in an unsupervised situation with students are required to submit to state and federal criminal record checks and a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry. No person required to register as a sex offender under state or federal law or whose name is listed on the DCF registry, may volunteer in any District school.

Principals shall maintain a quarterly list of all regular and/or occasional volunteers in the district (chaperones on field trips, aides, library and classroom volunteer assistance, grandparents, assistance at athletic events, field days, etc.) to the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools; model programs; school-based teams.

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

54-254 Registration of person who has committed a felony for a sexual purpose.

10-220 Duties of boards of education

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Our stance aligns with the AASA-NSBA foundational position: 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.” 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 the relationship must always be collaboration on behalf of children.**

Governance Statement: Uses for This Document

This Governance Statement is intended to be used as a tool for discussion between boards and superintendents. It takes into account the thoughts of board members, former and current superintendents and others versed in leadership. It is not designed as a one-size-fits-all recipe. Rather, it is based on what the authors see as the best road to take to build that strong relationship.

We recommend that all boards and their superintendents discuss their expectations for each other as soon as any of the members of the Leadership Team (the Board of Education and the Superintendent) change. Thus, with changes due to board elections, appointment of a new board member, the hiring of a new superintendent or whenever the board and superintendent believe it is in the interests of their relationship to have a discussion of expectations, the Team should take part in a retreat. The Governance Statement can serve as a good starting place for those discussions.

These discussions should occur in a retreat format, usually with a trusted facilitator. While certainly the companion Board Self-Assessment contained in the Team Assessment document should be used to pinpoint the views of both board members and the superintendent, the Governance Statement itself, with its list of board responsibilities, superintendent responsibilities and those they share, should be well-known to new and experienced board members and superintendents.

Every district has different board members, a different superintendent, different demographics, and other unique characteristics that will help inform such a retreat. That is to be expected and is actually a strength of Leadership Teams: local control is based on an understanding that different localities have different needs and wants.

Because of that, we encourage your Leadership Team to discuss the responsibilities and determine how best you can work together to ensure they are carried out in a thoughtful, positive way, all aimed at strengthening your student achievement. At times when difficult, contentious issues come before the Board, it can be helpful to return to the Governance Statement and have another discussion of expectations.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Joint Board/Superintendent Responsibilities

The primary responsibility of a Board and Superintendent is to foster a district culture that makes student achievement its primary focus. These are specific joint responsibilities that will accomplish this goal.

- To work together with the community to develop a vision for the school district with a primary focus on student achievement.
- To develop goals that align with the vision for the district and foster continuous improvement.
- To institute a process for long-range and strategic planning that aligns with the vision for the district.
- To communicate and interpret the school district's mission to the public and listen, and incorporate appropriate community perspectives into Board action.
- To 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 participate in professional development specifically regarding their roles and responsibilities and on relevant content areas.
- To support Board actions and decisions.
- To collectively execute their legal responsibilities.
- To set aside time, at least semi-annually, to discuss school Board/Superintendent relations.
- To belong to, actively support, and participate in their professional organizations, and encourage each other to do so.
- To ensure that professional development opportunities, consistent with district goals, are available to all Board members and school district employees.
- To ensure district adherence to federal and state laws and Board policies.
- To advocate, at the national and state levels, for students and the school district and promote the benefits of public education.
- To collaborate with other school Boards, Superintendents, agencies, and other bodies to inform state and federal policy makers of local concerns and issues relative to education.
- To work collaboratively with agencies, and other bodies, as appropriate, on an ongoing basis.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education’s Responsibilities	Superintendent of Schools’ Responsibilities
<ul style="list-style-type: none"> To hire, support, evaluate and work effectively with the Superintendent of Schools. 	<ul style="list-style-type: none"> To work effectively with the Board, serving as the school Board’s chief executive officer and educational leader for the Board, district, and community.
<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, and to develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
<ul style="list-style-type: none"> In consultation with the Superintendent, to conduct an annual formal evaluation of the Superintendent of Schools that: 1) reflects the significant complexities and wide variety of responsibilities inherent to the role; 2) identifies areas of success and targeted professional development; and 3) focuses on student achievement in the proper context. 	<ul style="list-style-type: none"> To participate, as appropriate, in his/her annual evaluation, by providing data and other information that will inform the evaluation.
<ul style="list-style-type: none"> To inform the Superintendent, through the established chain of command, of potential barriers to the realization of the board’s vision for the school system. 	<ul style="list-style-type: none"> To proactively identify and address potential barriers to the realization of the board’s vision for the school system.
<ul style="list-style-type: none"> To refer communications such as questions complaints and personnel inquiries to the Superintendent, as appropriate, and to encourage adherence to the 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, and 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 well-informed recommendations.
<ul style="list-style-type: none"> To make decisions based on data. 	<ul style="list-style-type: none"> To facilitate effective, data-driven decision-making.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
<ul style="list-style-type: none"> To adopt, advocate for and oversee the 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 the annual budget that addresses district goals and meets the needs of all students; and report regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be informed.
<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 and take appropriate action pursuant to that evaluation. 	<ul style="list-style-type: none"> To participate, as appropriate, in the annual self-evaluation of the Board, and assist with follow-up.
<ul style="list-style-type: none"> To provide leadership development opportunities for the Superintendent. 	<ul style="list-style-type: none"> To engage in leadership development opportunities provided by the Board.
<ul style="list-style-type: none"> To have the Board leadership work with the Superintendent to develop meeting agendas that include student achievement. 	<ul style="list-style-type: none"> To work closely with the Board leadership to develop meeting agendas that include student achievement.
<ul style="list-style-type: none"> To determine and include in district policy, hiring procedures that clearly define Board and Superintendent responsibilities, and to participate in termination procedures and decisions as prescribed by Connecticut General Statutes. 	<ul style="list-style-type: none"> To, as pursuant to 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 establish, in accordance with state statute, a professional staff evaluation process that is based on effective performance. 	<ul style="list-style-type: none"> To implement the Board-established professional staff evaluation process that is based on effective performance, in accordance with state statute.
<ul style="list-style-type: none"> To ensure there is a supportive, smoothly-operating Board/Superintendent leadership team, which results in an effective and efficient school district. 	<ul style="list-style-type: none"> To serve as a key, effective member of the Board/Superintendent leadership team and to lead the district staff to meet the district's goal.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education’s Responsibilities	Superintendent of Schools’ Responsibilities
<ul style="list-style-type: none"> To share relevant information for the betterment of the district with the Board/Superintendent leadership team. 	<ul style="list-style-type: none"> To communicate research information, performance results and educational needs to the Board for possible Board action.
<ul style="list-style-type: none"> To hold Superintendent accountable for alignment of district activities with district vision. 	<ul style="list-style-type: none"> To ensure that actions of the entire district align to the district vision.
<ul style="list-style-type: none"> Belongs to, actively supports, and participates in professional organizations (e.g., CABA, NSBA and encourages the Superintendent of Schools to actively support and participate in their professional organizations. (CAPSS, AASA) 	<ul style="list-style-type: none"> Belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA and encourages the Board of Education to actively support and participate in their professional organizations (CABA, NSBA)

For more information on the specific duties of the Superintendent, it is recommended that the Board and Superintendent examine the Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut. It is intended to focus specifically on effective superintendent leadership and is included at the end of this document.

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. Ability to serve as representative of the Board and, as appropriate, partner with the Superintendent, should be critical considerations in selecting the Board Chair.

The Chair should also recognize that his or her role is dependent upon the support of the Board, and that action generally requires the vote of the Board.

Usually the Chair and Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board. (Sometimes Board officers do this with the Superintendent.) 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. Both the Board Chair and the Superintendent should develop and maintain a close, positive working relationship.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

The Superintendent is a non-voting member of the district leadership team, and should be accorded the proper respect. The Board and the Superintendent work together to ensure that they make all decisions consistent with the ethical standards they've established.

The Chair has the unique role of communication with all Board members and provides appropriate information on any issues that arise in the district. The Superintendent also has a role in seeing that the Chair gets any help or information they need to make sure this communication takes place.

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.

For more information on the work of the Board Chair, please see the CAFE publication, "Who's In Charge? A Guide for Board of Education Chairs".

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 can we work together to ensure educational excellence for our children?

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

References

- Dervarics, Chuck and O'Brien, Eileen, "Eight Characteristics of Effective School Boards: full report," Center for Public Education, January 28, 2011
- Connecticut Association of Boards of Education, "Who's in Charge? A Guide for Board of Education Chairs."
- Hanover Research, "Review of Effective Superintendent Leadership and Development Practices," May, 2013
- CABE, Who's In Charge, discussion of the role of the Board Chair, 2011.

Regulation approved:

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Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

Successful Superintendents of Schools are visionary CEOs who lead dynamic enterprises in a shifting climate of policy, politics, society, economics, and law. Balancing and managing national reform and accountability initiatives against local circumstances, they create the conditions that drive their school district's leadership, quality of instruction, and student achievement. Research has shown that the nation's most successful Superintendents possess highly developed leadership, vision, and strategic thinking skills, and that these skills, combined, influence student achievement.

Together, CABE and CAPSS have created the following framework to help guide Superintendent evaluation and development. CABE/CAPSS regularly revises this document to reflect continuing developments that shape Superintendents' areas of responsibility.

I. Educational Leadership

Grounded in relationships, the Superintendent enlists and guides school district stakeholders toward the district's educational goals, demonstrating an intense focus on continuous district improvement.

Working with the Board of Education, community, and staff, the Superintendent:

- develops and implements a vision that inspires action and commitment;
- develops and implements a district leadership plan that guides decision making;
- aligns resources to drive a district-wide strategy for improving the performance of all students;
- establishes systems that build staff capacity and hold staff accountable for results;
- establishes and sustains a culture of continuous improvement and accountability;
- purposely aligns systems and structures that support the strategic operating plan;
- identifies the values and ethics under which the schools function.

Serving as the Board of Education's educational leader and chief executive, the Superintendent:

- 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 in which there is an effective instructional program and a comprehensive professional development plan for staff;
- belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA) and encourages the Board of Education to actively support and participate in their professional organizations (CABE, NSBA);
- uses knowledge of research-based best practices related to learning, teaching, student development, organizational development, and data management to optimize learning for all students.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility (continued)

II. Organizational Management

Effective facilitation of the day-to-day operations of the school district and its programs requires leadership in organizational management. This includes establishing systems and appropriate delegation of tasks for:

- consistent with Board of Education policy, recruiting, hiring, and retaining personnel for the school district who show potential to best meet the needs of all students;
- providing a system of support, supervision, and consistent evaluation to ensure effectiveness of certified and classified staff;
- preparing, advocating for, and implementing an annual budget that addresses district goals and meets the needs of all students;
- implementing policies adopted by the Board of Education and recommending appropriate changes; and informing the Board of administrative procedures necessary to implement Board policies;
- ensuring the health and safety of students and staff;
- reporting regularly to the Board of Education on all relevant matters.

III. Community and Board of Education Relations

Community and Board of Education relations are critical to the success of the Superintendent and the school system.

Community relations: The Superintendent works in partnership 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 assist with the evaluation of the district operations and programs;
- represent the district to the community;
- maintain positive working relationships with key local, regional, and state organizations and agencies.

Board relations:

Working in a professional manner, the Superintendent:

- provides professional advice and keeps the Board of Education informed and updated on educational issues and the school system's needs and operations, by providing appropriate recommendations and supporting data.
- responds to communications from staff and community, as appropriate; 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.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility (continued)

IV. Staff Relations

No chief executive officer, including a superintendent of schools, can lead a successful organization without establishing healthy and productive relationships with the organization's staff members. To establish such relationships, a superintendent must ensure that systems are in place that:

- provide for a safe and orderly work environment for all staff;
- delegate authority appropriately to all staff members;
- give all staff members sufficient authority and support to meet their responsibilities;
- provide all staff members with effective, relevant, and ongoing professional development aligned with their responsibilities and opportunities for advancement;
- provide all staff members the information they need to meet their responsibilities;
- provide for substantial consideration of input from staff members on all important policy and procedural decisions that involve them;
- provide for regular and systemic communication to all staff members with respect to all major organizational goals, objectives, and management issues.

V. Personal and Professional Qualities and Relationships

Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. The Superintendent, with poise and diplomacy, must:

- maintain high standards of ethics, honesty, and integrity in all professional matters;
- continue to refine and develop their skills and contemporary knowledge;
- make decisions based on sound professional practice;
- interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district;
- strongly advocate for public education and support their convictions;
- maintain a healthy balance between professional obligations and personal life.

VI. Growth in Student Achievement

Every school district's core mission is to prepare all students for the future by ensuring their growth in achievement. The Superintendent does not deliver instruction directly to students but must set expectations and take specific actions that establish a culture conducive to growth in student achievement.

The Superintendent must establish systems for:

- involving stakeholders throughout the system to establish instructional and achievement goals;

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility (continued)

- collecting data on a regular basis regarding student achievement in all programmatic areas;
- analyzing data to identify areas of instruction requiring focus and emphasis;
- developing and implementing plans to ensure growth in student achievement and for revising those plans regularly, in accordance with relevant student achievement data;
- holding staff accountable for implementing plans to enhance student achievement and for the intended growth in student achievement;
- determining whether achievement growth strategies are successful and methods to conduct relevant assessments;
- setting, in concert with the Board of Education, assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments;
- setting, in concert with the Board of Education, reasonable and assessable goals for their performance -- within the context of available resources and Board support -- for the Superintendent's proposals.

Reference: Connecticut Superintendent Leadership Competency Framework developed by LEAD Connecticut

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

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, gender identity or expression, 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.
46a-81 Sexual orientation discrimination, defined
10-153 Discrimination on account of marital status.

**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
Line of Responsibility

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**

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

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.

**Administration
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.

Administration

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 of Education 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. 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 No Child Left Behind Act.

34 C.F.R. 200.55 Federal Regulations.

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

Administration

Personnel – Certified/Non-Certified

Recruitment and Selection of Administrative Staff (continued)

Legal Reference: Connecticut General Statutes (continued)

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

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 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.

Administration

Personnel – Certified/Non-Certified

Legal Reference: Connecticut General Statutes

10-151 Employment of Teachers. 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 No 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 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

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

Control and Communication Channels and Systems

Records and Recordkeeping

The Superintendent will ensure that all legally required and other appropriate and necessary records are maintained on file by the Amity Regional School District No. 5, 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 School Principals are the custodians of all student records maintained in the office of each District School.

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
 1-18 Disposition of original documents
 1-213 to 1-225 The Freedom of Information Act.
 4-193 Agency's duties re: personal data
 7-27 Municipal records to be kept in fire-resistive vaults or safes.
 7-27a Destruction of original land records or instruments
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 17b-90 Disclosure of information concerning program applicants and participants
 17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedures for aggrieved persons. Regulations.
 19a-215 Reports of diseases on the commissioner's list of reportable diseases and laboratory findings. Confidentiality.
 46b-11 Closed hearings and records
 46b-124 Confidentiality of records of juvenile records
 46b-56 (e) Access to Records of Minors.
 11-8b Transfer or disposal of public records
 Federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C.1232s.).

Administration
Educational Research in District Schools

All requests to conduct research within the school district must be recommended by 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 students 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 unless students are 18 years of age or older.

Administration
Monitoring of Product and Process Goals

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.

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
Superintendent of Schools**

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) and P.A. 12-116, An Act Concerning Educational Reform.

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.

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014.

P.A. 13-145 An Act Concerning Revisions to the Education Reform Act of 2012.