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Series 2000: Concepts and Roles in Administration

Concepts and Roles in Administration

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

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

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

Policy adopted: December 1988
Policy reviewed: January 2003

Series 2000: Concepts and Roles in Student Policies**Administrative Staff Organization**

The Superintendent shall organize the staff of the school system to achieve its purposes. The Superintendent shall be the executive responsible to the Board of Education and shall identify lines of primary responsibility for all employees.

Policy adopted: December 1988

Policy reviewed: January 2003

Series 2000: Concepts and Roles in Student Policies

Administrative Staff Organization

Procedures for Principals to Follow When Leaving Their Schools

In recognition that the proper performance of the duties of a principal requires his/her presence in the building while school is in session, the following guidelines have been developed:

1. A principal shall notify the school secretary of his/her destination when leaving the building.
2. The scheduling of any meeting or activity for or by a principal should take into consideration that student arrival and dismissal times, student lunch periods, student noon recesses and student assembly periods are the most accident and incident prone times of the day, and a principal should try to be present in the building at these times.
3. Conferences, meetings, emergencies and illnesses will occasionally result in a longer term absence. Contingency arrangements are to be in place as follows:
 - a. notification of central office;
 - b. identification of an in-building professional in charge; and
 - c. delineation of secretary's responsibilities in such circumstances.
4. In the event a principal is leaving the community for a conference or meeting, the Superintendent's office must be notified.

Regulation approved: February 1989
Regulation revised: April 2003

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School

Prior to the opening of school in the fall and the closing of school in June, the principal is to review all preparatory considerations. While not all-inclusive, the checklists below will be followed by the principal when planning for the opening and/or closing of school. The items are not presented in order of priorities.

Checklist of Procedures for the Opening of School

- 1. School procedures booklet is distributed to all teachers prior to opening day.
- 2. School parents' handbook is distributed to all parents during the month of September.
- 3. Class lists are
 - a. Completed for each grade level
 - b. Recommended student placements and special groupings for math and reading are noted.
- 4. Lists of students receiving special education services (usually prepared in June and revised during the first two weeks in September) are distributed.
 - Speech
 - Learning Disabilities
 - Physical Therapy/Occupational Therapy
 - English for Speakers of Other Languages (E.S.L.)
 - Daily schedules of special education teachers are submitted after first two weeks of school for approval by principal.
- 5. Lists of students receiving the services of the reading teacher are distributed.
 - a. Final daily schedule is submitted after first two weeks of school for approval by principal.

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Opening of School

6. Caseloads and schedules for social workers, guidance counselors, school psychologists, and gifted and talented staff are distributed.
7. Students participating in gifted and talented programs are identified:
- a. Talcott Mountain Science Program
 - b. Bus schedules submitted to central office
 - c. Weekly schedules given to classroom teachers so conflicts in special subject areas (art, music, physical education, and band) can be resolved
8. Library visitation schedule is developed:
- a. Library/media specialist's weekly schedule completed
 - b. Weekly classroom visitation schedule completed (to be implemented by third day for grades 6-12 and first full day for K-5)
 - c. Library skills instruction schedule (grades 3-5) completed (to be implemented by first full day of school)
9. Special subject area teacher schedules are developed:
- Art, music (vocal and instrumental), physical education, and reading teacher days and hours assigned by Assistant Superintendent for Curriculum and Instruction
 - Daily schedules for art, music, and physical education completed (constructed by principal and issued to teachers prior to opening day of school; make provision for preparation periods) - to be implemented on first half day of school
 - Instrumental music teacher's daily schedule is completed (usually submitted in August/September to principal for approval after teachers' daily schedules are approved)
10. Itinerant special education teachers' daily schedules completed and submitted to the principal for approval.

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 11. Student enrollment cards are completed.
- 12. Daily schedules of all classroom teachers are completed:
 - Constructed by all teachers and submitted to principal for approval within first two weeks of school
 - Daily schedules adhere to recommended times for special subject areas; lunch and noon playground, am/pm directed recesses, and daily/weekly specified time allocations for all subject areas
- 13. Paraprofessional schedules are developed:
 - a. Assignments to grade levels and/or subject areas are completed (given to teachers and paraprofessionals on or before opening day)
 - b. Specific daily schedules completed in August or September by paraprofessionals and assigned teachers, signed and submitted to the principal for approval
 - c. Priority given to pupils with greatest educational need (teacher recommendations; test scores, grades, etc.)
- 14. Supervisory duty schedules (constructed by principal and given to teachers prior to opening day) are completed:
 - a. Lobby display case schedule
 - b. Cafeteria supervision of pupils
 - c. Noon playground supervision of pupils
 - d. Hall supervision
 - e. Bus duty
 - f. Recess supervision of pupils (am/pm and indoor/outdoor)
 - g. Other

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Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Opening of School

15. Shortened day schedules (usually done by teachers in September and submitted to principal for approval) are submitted. Use approximately two-thirds of recommended full day times for all subject areas; lunch remains at 30 minutes:
- a. Shortened day lunch and noon playground schedule is completed (constructed by principal and given to teachers prior to opening day)
 - b. Classroom teachers' daily schedules are modified
 - c. Special education teachers' daily schedules (learning disabilities, speech, etc.) are modified
 - d. Special teachers' daily schedules are modified
 - Art, Music, Physical Education
 - Reading
 - Instrumental Music
 - Library Skills
16. Student attendance/absence communications:
- a. Procedure for reporting student absences by parents is disseminated
 - b. Procedure for reporting student absences by teachers is disseminated
 - c. Student attendance, by grade levels, is to be reported to the Superintendent's office for the first four days of school (total number of students in attendance; total number enrolled; check on reason why expected students are not in attendance)
17. Confidential health procedures for students are in place:
- a. Confidential health list given to teachers and principal (done by school nurse in September; use last year's list until new list is completed)
 - b. Students requiring special attention are identified (alert teachers to heart conditions, hemophiliacs, allergies to bee stings, diabetes, etc.)

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Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Opening of School

18. Bell schedule for clocks is coordinated:
- a. All room changes for all grade levels are taken into consideration
 - b. Daily time schedule for all grades and lunch sections (opening; lunch and playground; dismissal; recess time optional) is taken into consideration
19. Behavior management/discipline: guidelines for discipline/management review with new teachers and incorporated in faculty handbook.
20. Fire drill instructions given to all teachers by opening day:
- a. Duties and procedures
 - b. Location of fire extinguishers
 - c. Procedure for reporting a fire.
21. Emergency Operations Plan distributed and reviewed with all teachers and staff.
22. Agenda for "Opening Day" - meeting with teachers before first day is finalized:
- a. Notices to staff on important items (starting and closing times for students and staff)
 - b. Students entering building (first day and after first day)
 - c. Supervision of students prior to start of school
 - d. Hot lunch procedure and lunch, milk and ice cream prices for students and adults
 - e. Bus dismissal procedures
 - f. Students receiving car rides
 - g. Conservation of energy (thermostat settings, lights, doors, windows)
 - h. Faculty parking
 - i. Signing in and out of building at office
 - j. Teachers taking courses
 - k. Procedure for reporting absences and requesting substitutes
 - l. Procedures for field trips

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 23. Review of teachers assigned to committees:
 - a. School Improvement Team
 - b. Building level professional development committee
 - c. Other

- 24. Teacher emergency coverage plan for pupil supervision and/or preparation periods is arranged:
 - a. Substitute plan for cafeteria and noon playground supervision (absence of any teacher assigned) is available
 - b. Substitute plan for provision of preparation periods (absence of art, music or physical education teacher) is prepared

- 25. Bus transportation:
 - a. Routes and maps are available
 - b. Lists of students for each bus (name, address, and grade) are ready
 - c. Notices to parents from Board of Education regarding student rules for riding school buses and disciplinary action for violations (usually sent home in September) is ready

- 26. Teacher objectives:
 - a. Notification given to teachers working directly with the principal
 - b. October forms (in duplicate) issued to all teachers for stating objectives (turned in to principal for approval)

- 27. Textbooks and school supplies:
 - a. Materials needed for instruction are received
 - b. Other supplies needed for school opening are received
 - c. Items not received reported to the purchasing department

- 28. Textbook inventory is completed

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 29. Summer repairs (condition of building for opening) are verified.
 - a. Completed items checked out
 - b. Incomplete items reported to Operations Manager
 - c. Emergency items in need of attention reported to the Operations Manager.

- 30. School calendar (copies for parents and teachers) disseminated.

Checklist of Procedures for Closing School

- 1. Class lists prepared for coming year.
 - a. Completion of student information cards by teachers
 - b. Special help or services that are to continue next year are noted.

- 2. "End of the Year" inventories completed.
 - a. Textbooks, workbooks, instructional materials, tests, etc. (done by teachers prior to ordering).

- 3. Summer repair list (submitted to Operations Manager).

- 4. Summer cleaning materials order (submit to supervisor of buildings and grounds).

- 5. Requisitions for budgetary items submitted (according to direction from central office; all orders should be submitted before leaving for summer vacation).

- 6. Teacher checklists completed (given to teachers during last two weeks of school).

- 7. Report completed of all items donated to the school (submitted to business manager in June).

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Closing of School

- 8. Annual certified and classified staff evaluations completed (submitted to personnel manager by May).
- 9. Bus lists for coming school year submitted to Bus Company and coordinator of special education before leaving for summer vacation or as directed.
- 10. School registers closed and filed for safe-keeping (June).
- 11. Safe storage arranged for all audio visual and computer equipment.
 - a. Inspect and tag all audio visual equipment in need of repair and designate special area for Project RAVE to pick up items
 - b. Store all equipment in safe and secure area
- 12. Close school library (last day for grades 9-12, third to last day for grades K-8).
- 13. Inspection of every classroom prior to dismissal of each teacher for summer vacation.
- 14. Student cumulative records arranged in alphabetical order and filed in office by classes.
- 15. Student records transferred to other local schools (first week after pupils leave).
- 16. Transcripts of students' records sent for those students leaving the school system.
- 17. Duplicate report cards on file in office.
- 18. All keys (desks, cabinets, etc.) properly labeled and turned in to office.
- 19. Teaching assignments given to teachers (by June 1, if possible).

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Closing of School

- 20. Teachers who are changing rooms are notified and instructional and personal material moved prior to leaving.
- 21. Summer address and phone number of each staff member on file in office.

Regulation approved: February 1989

Regulation revised: April 2003

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Schedule of Yearly Reports

Weekly Reports to Central Office

- Time sheets
- Staff weekly absences
- Personal day/professional day forms
- Fuel report (telephones call by head custodian to purchasing agent)

Monthly Reports to Central Office

- Student enrollment report
- Custodial checklist
- Mileage forms
- Homebound instruction forms

Meetings

- Administrative Council - as per schedule received
- Principals - as per schedule received
- Staff - second Tuesday of the month
- Teacher Advisory Council - as per schedule received
- School Improvement Committee - monthly
- Building Professional Development Committee-as scheduled
- Safety Committee - monthly

August

Schedules: Specialists (art, physical education, music)
Duty (cafeteria, noon recess, bus) Prep time
Bus (check routes) Elementary Library Media
Specialist Lunch/recess Reading teachers
Speech Pathologist All secondary teachers
School psychologists, social workers, and elementary guidance

Supplies: Checked in on purchase orders, notify business office of materials not received
Building inspection by fire marshal

September

- Goals/objectives (Superintendent and principals)
- Goals/objectives of teachers (started/conferences begun)
- Supply inventory update including textbook inventory cards
- Check to determine back orders Paraprofessionals

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Schedule of Yearly Reports (continued)

October

- Reports to Central Office
 - ▶ Student Data Report
 - ▶ Dominant Language Data Report
 - ▶ Racial Survey
 - ▶ School Directory Update
- Kindergarten registration
- Goals/objectives for all teachers (completed by middle of the month)
- Hot Lunch week
- Submit report to personnel and professional development manager regarding teachers on probation
- Strategic School Profile Data - as requested

November

- Secondary parent conferences and report cards
- American Education Week Budget preparation

December

- Inventory - supplies
- Connecticut Mastery Test results sent home
- Elementary parent conferences and report cards

January

- Submit teacher recommendations to personnel and professional development manager
- Two/three observations completed for non-tenured teachers as per teacher evaluation plan
- Secondary report cards

February

Submit report to Superintendent for teachers considered for non-renewal

March

- Elementary parent conferences
- Elementary report cards
- Annual reviews-1.E.P. invitations/meeting held (begin process)

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Schedule of Yearly Reports (continued)

April

- Supplies - take inventory - determine needs - cut purchase orders as soon as central office directs school
- Annual reviews - invitations sent; I.E.P.S - meetings held
- Evaluations - non-certified personnel
- Secondary report cards

May

- End of year checklist - developed for staff responsibilities
- Annual reviews for all staff - certified and classified - completed by end of May
- Budget for upcoming year- set up book

June

- List of textbooks to be rebound (to Purchasing Department)

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Student Policies**Organizational Chart(s)****Lines of Responsibility**

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

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

Policy adopted: December 1988

Policy reviewed: April 2003

Series 2000: Concepts and Roles in Student Policies**Job Descriptions**

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

Policy adopted: December 1988

Policy reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Superintendent of Schools**

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system.

The Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent.

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

Legal Reference:

Connecticut General Statutes
10-157 Superintendents

Policy adopted: December 1988
Policy reviewed April 2003

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Elements of the Evaluation

Definition of job responsibilities -This shall be accomplished through:

1. a formally adopted job description which is updated as needed;
2. setting of mutual goals and objectives; and
3. a periodic review of established objectives.

The appraisal shall be based on a review of:

1. the established procedures to accomplish objectives;
2. the established criteria for measurement; and
3. the documented results.

The availability of resources, budget constraints, personnel and other factors which have an effect on the accomplishment of objectives shall be identified and taken into account in establishing objectives.

Guidelines to Govern Evaluation

The Board of Education shall meet with the Superintendent in executive session during the months listed below for the stated reasons:

August

1. Review the Superintendent's job description and revise if needed.
2. Mutually establish objectives to be accomplished during the year.

October, January, and March

1. Receipt of progress report related to objectives.
2. Revision of established objectives if warranted.
3. Informal discussion.

Series 2000: Concepts and Roles in Administration**Superintendent of Schools****Procedures for the Evaluation of the Superintendent of Schools****Guidelines to Govern Evaluation (continued)****May****1. Evaluation of Performance Objectives**

The Superintendent will submit a written final report of the year's efforts related to his/her objectives. The report shall include but not be limited to:

- a. Documentation to support the accomplishment of each objective.
- b. Rationale to explain lack of accomplishment of any objective and corrective actions indicated.

The report shall be organized so that the approved objectives and accomplishments related to each are on facing pages.

2. Appraisal of Overall Job Performance

The Board shall meet with the Superintendent in executive session to assess his/her overall performance. Prior to the meeting, Board members shall:

- a. Review the Superintendent's job description
- b. Review the written reports submitted by the Superintendent regarding his/her objectives.
- c. Be prepared to review the Superintendent's performance in the following areas utilizing the listing of performance indicators mutually developed by the Board and Superintendent:
 - Implementation of Board Policies and Procedures
 - Administration of the Southington Public Schools
 - Ongoing Improvement of the Southington Public Schools
 - Relationship with Board of Education
 - Community Relations
 - Fiscal Management
 - Personal Qualities
 - Staff and Personal Relationships
 - Plant Management
 - Instructional Leadership

Series 2000: Concepts and Roles in Administration**Superintendent of Schools****Procedures for the Evaluation of the Superintendent of Schools****Guidelines to Govern Evaluation (continued)**

During the appraisal meeting, the performance of the Superintendent in each of the areas will be discussed in terms of commendations and recommendations. Should the Board identify area(s) as being significantly deficient, then the procedures outlined in the Superintendent's contract will be followed.

Performance Indicators to Guide the Evaluation of the Superintendent of Schools**Procedures for the Evaluation of the Superintendent of Schools**

1. During the first week of May, each Board of Education member shall receive the accompanying performance indicators to guide the evaluation of the Superintendent.
2. Each Board member is asked to study these criteria in preparation for the Board's evaluation of the Superintendent of Schools. The evaluation will take place in executive session at the second May meeting of the Board of Education.
3. Each Board member should be prepared to offer comments regarding the Superintendent's performance as it relates to the criteria. Board members' assessments should be as specific as possible.

Purposes of Evaluation

1. Place priorities on tasks which are most critical in the performance of duties and responsibilities.
2. Improve his/her daily operational efficiency, enhance self-image and increase job satisfaction.
3. Receive suggestions and directions regarding desired improvement.
4. Receive commendation and esteem for accomplishments.
5. Develop harmonious working relationships between the Board and the Superintendent.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

Implementation of Board Policies and Procedures

1. Understands role in the administration of Board policy.
2. Places emphasis on Board policy and procedures reflecting those priorities established by the Board.
3. Informs the Board promptly regarding areas of concern with regard to policy implementation.
4. Informs school personnel of Board policies and decisions in which they are directly or indirectly affected.
5. Implements Board policies and procedures affecting personnel fairly, equitably and in a nondiscriminatory manner.

Administration of the Southington Public Schools

1. Maintains an organizational structure that best serves the school system.
2. Assumes direct responsibility and delegates authority.
3. Insists on clear, concise reporting that is supported by data.
4. Responsive to Board concerns regarding performance of staff.
5. Effects a supportive and accurate evaluation of central office staff. Ongoing

Improvement of the Southington Public Schools

1. Identifies problem areas and addresses them promptly.
2. Encourages staff growth through suitable professional development.
3. Maintains visibility in the school system.
4. Demonstrates innovative qualities.

Relationships with Board of Education

1. Offers professional advice to the Board on items requiring Board action.
2. Provides data and materials requested by the Board in a timely and accurate manner and, v/here applicable, follows them to their ultimate conclusion.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

3. Accepts responsibility for maintaining liaison between the Board and personnel by working toward mutual understanding.
4. Bases position on principle and is willing to maintain that position regardless of its popularity until an official decision has been reached after which time the Board's position is supported.
5. Maintains a high standard of ethics and sound judgment regarding personal relationships with all Board members.
6. Seeks out the chairperson of the Board when an honest, objective difference of opinion exists between the Superintendent and individual members of the Board in an earnest effort to resolve such differences immediately.

Community Relations

1. Provides opportunities for input from parent-teacher organizations, other organizations, and the public regarding conduct of the school system.
2. Works effectively with the news media.
3. Maintains effective relationships with public and private agencies in the town and state.
4. Makes the Superintendent's office available to the community to interpret questions regarding school programs and needs.

Fiscal Management

1. Solicits input from staff and personnel prior to formulation of budget.
2. Keeps Board informed throughout the budget-making process.
3. Keeps abreast of local, state and federal regulations and laws affecting the budget system.
4. Keeps the Board informed regarding budget status; alerts the Board of possible deficits or other areas of concern.
5. Maintains integrity of line item accounts.
6. Applies Board policy in the administration and implementation of budget (e.g., bidding, etc.).

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

Personal Qualities

1. Defends principle and conviction in the face of pressure and partisan influence.
2. Maintains high standards of ethics, honesty and integrity in all professional matters.
3. Earns respect and standing among professional colleagues.
4. Demonstrates ability to work well with individuals and groups.
5. Thinks effectively when faced with an unexpected or disturbing turn of events.
6. Maintains professional development through such activities as readings, attendance at conferences, work on professional committees, visits to other districts, and meeting with other Superintendents.

Staff and Personal Relationships

1. Treats all personnel objectively without favoritism and discrimination while insisting on performance of duties.
2. Actively seeks participation of appropriate staff members and groups in planning, procedures and execution of policy.
3. Inspires staff to high levels of performance of their duties.
4. Encourages open lines of communication within the school system.
5. Promptly evaluates and addresses areas of concern involving interpersonal relations among staff.

Plant Management

1. Continually evaluates school facilities to assure adequacy for accomplishing educational programs and goals.
2. Establishes both long and short range goals and strategies to assure proper maintenance of facilities.
3. Strives to develop and implement plans for efficient use of school facilities.
4. Promptly alerts the Board regarding any areas of concern.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

Instructional Leadership

1. Utilizes all standard and accepted means of evaluating the educational quality of programs.
2. Actively seeks input from staff regarding the appraisal of educational programs.
3. Maintains those programs that are judged effective and eliminates or improves areas found deficient.
4. Encourages staff to maintain attitudes conducive to the educational process.

Regulation approved: February 1989

Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Administrative Leeway in Absence of Board of Education Policy**

In cases when emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act.

It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies, and the Superintendent's decisions shall be subject to review by the Board of Education at its next regular meeting.

Policy adopted: December 1988

Policy reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Representative and Deliberative Groups**

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. foster good communications with the staff, students and the public.
2. allow staff, students and the public a voice in decisions affecting them.
3. establish effective channels of communication for the public, the students and the district staff.

Policy adopted: December 1988

Policy reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Administrative Council

The Administrative Council is made up of all certified and classified administrators in the school district. The council meets on a monthly basis and serves as a primary vehicle for sharing information and obtaining direct feedback on proposals and issues. The council functions under the following operating guidelines:

1. A calendar of meetings is published at the beginning of the school year.
2. An agenda is published for each meeting. Agenda items may be suggested by central office staff or any other administrator.
3. Meetings are scheduled for late afternoon.
4. Presentations are made as informally as possible and ample opportunity is provided for questions and comments.
5. Written materials are usually prepared as part of each presentation. Administrators are expected to keep notes on all follow-up items.

Regulation approved: February 1989

Regulation revised: March 1991

Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Teacher Advisory Council

The Teacher Advisory Council serves as a means for teachers to discuss issues of interest or concern directly with the Superintendent of Schools. The council also provides the Superintendent with a vehicle for securing direct staff input on a wide variety of issues. The council will only deal with topics of some general application. Individual issues or issues of extremely narrow focus will not be treated at council meetings.

The Teacher Advisory Council will function in the following way:

1. A regular member and an alternate are to be selected at each school. Staff members should not be just assigned to the council. Instead, they should be individuals who have an interest in this type of assignment.
2. Meetings will be scheduled on a regular basis.
3. Members of the central office staff will participate in council meetings as issues warrant.
4. Agendas will be published a week in advance of the council meetings. Council members may submit agenda topics to the Superintendent.
5. Minutes will be produced and distributed for each meeting.

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Representative and Deliberative Bodies****Department Councils and School Improvement Committees**

All schools will have a structure to promote shared decision-making. At the high school and middle schools, the department leadership team will serve as the vehicle for shared decision-making. At the elementary level, each principal will form a School Improvement Committee that will serve as that school's vehicle for shared decision-making.

Functions

1. To oversee building level implementation of system-wide curriculum and curriculum-related programs and initiatives.
2. To act on all building-based curriculum and instruction initiatives and see to their effective implementation.
3. To serve as a building level clearinghouse for procedural and administrative matters affecting the school.
4. To coordinate with the building level professional development committee on professional development matters.

Committee Representation

Each School Improvement Committee should have representation which includes the building principal, primary level classroom teachers, intermediate level classroom teachers, support services staff and special education teaching staff. The number of representatives from each of these classifications will depend on the overall size of the school.

Committee Procedures

1. Each committee should meet on at least a monthly basis.
2. An agenda should be published in advance of the meeting. Any staff member can submit agenda items.
3. Notes should be kept at each meeting and published (or posted) for staff reference.
4. The building principal will serve as the chairperson of the committee.
5. Each committee will develop an annual report summarizing the major issues and activities addressed during the year and indicating major items to be pursued in the coming year.

Regulation approved: February 1989

Regulation revised: March 1991

Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Curriculum Network

The primary function of the Curriculum Network is to oversee the ongoing refinement of Southington's instructional programs in keeping with established priorities and practices. The network is intended to facilitate the following objectives:

1. An increase in shared decision-making among staff with regard to curriculum matters.
2. A more effective use of the expertise available among staff at all levels.
3. An expansion of curricular activity in all program areas at all levels.

Procedures: Curriculum Network

1. Permanent curriculum committees are to be established for all K-12 instructional program areas. The committees will be organized with representation from all grade levels and all buildings. Participation will be on a voluntary basis.
2. Co-chairpersons will be identified to lead each committee. One co-chairperson will be a member of the administrative staff who expresses an interest and/or has a background in the particular subject area. Coordinators will be the administrative co-chairpersons in those areas where those staff are available. The other co-chairperson will be a committee member elected from the teaching staff. The co-chairpersons will lead the committees in all of their deliberations.

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Curriculum Cabinet

The Curriculum Cabinet will assist in defining the overall curricular priorities for the Southington Public Schools and deliberate on other matters that transcend curricular areas. The cabinet will be composed of one co-chairperson from each permanent curriculum committee. The Assistant Superintendent for Curriculum and Instruction will chair the Cabinet which will meet at least twice each year.

Regulation approved: February 1989

Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Administrative Support of Parent Groups

Principals are to be in attendance at all executive board meetings and should be fully aware of all matters and activities. It is recommended that an audit committee be established to review all books prior to a new group of officers being installed into office. Any concerns or problems relative to the PTA/PTO should be brought to the immediate attention of the Superintendent of Schools. Principals are to be in attendance when Parent Teacher Association meetings are held in their schools.

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Policy and Regulation Systems****Policy Manual**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws and administrative regulations shall be posted on the Southington Public School web site and published in a manual and made available to all persons concerned. The policy manual will be reviewed on a five (5) year cyclical basis so as to be maintained in current condition.

Policies

Policies are statements of intent 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 is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

Regulations

Consistent with policy, the Superintendent shall specify required staff actions, and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual. Regulations shall be presented to the Board but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a system involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

Series 2000: Concepts and Roles in Administration**Policy and Regulation Systems (continued)****Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: December 1988

Policy reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Policy and Regulation Systems

Guidelines for the Development of Administrative Regulations

The Superintendent is responsible for the development of administrative regulations which are to be coordinated and consistent with Board policies.

In order to keep regulations current, the attached form is to be used whenever a new or an amended regulation is required.

Review and approval by the Superintendent is necessary prior to dissemination.

Regulation approved: February 1989

Regulation reviewed: April 2003

**SOUTHINGTON PUBLIC SCHOOLS
Southington, Connecticut**

DEVELOPMENT OF ADMINISTRATIVE REGULATIONS

Board Policy Series _____
(Number) (Title)

Specific Policy _____
(Number) (Title)

Please Indicate: New Regulation
 Revised Regulation

Title of Regulation _____

Approved by Superintendent

Date

***This form is to be used for the development of ALL new regulations or revisions as they apply to the implementation of the Board policies.**

Series 2000: Concepts and Roles in Administration

Policy and Regulation Systems

Dissemination of Board Policies and Administrative Regulations

The office of the Superintendent is responsible for the maintenance of the Board Policy, Administrative Regulation and Bylaw Manual.

All manuals remain the property of the Board of Education and shall be considered "on loan" to anyone or any organization in whose possession they may be at any time.

For the purpose of keeping the manuals current, they will be subject to recall at any time deemed necessary by the Superintendent.

Distribution of policy manuals is as follows:

1. Board of Education Members
2. Central Office Staff
3. All School Offices
4. All School Libraries
5. The Alternative Program
6. Coordinators' Office
7. John V. Pyne Meeting Center
8. Town Clerk's Office
9. Public Library (2)
10. Parent Teacher Association President
11. Board Attorney

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Monitoring of Product and Process Goals**

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

Policy adopted: December 1988

Policy reviewed: April 2003

Series 2000: Concepts and Roles in Administration**Monitoring of Product and Process Goals****Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals**

The progress of the schools in achieving stated goals is monitored and assessed through the school district's accountability model. The model consists of a series of periodic reports to the Board of Education and the public. The elements of the model are listed below.

Type of Report and Brief Description

1. Connecticut Mastery Test (CMT) Report and Connecticut Academic Proficiency Test (CAPT)
 - Reports provide a comprehensive analysis of results and programming recommendations for improvement.
2. Scholastic Aptitude Test (SAT) Report
 - Report provides a comprehensive analysis of results and recommendations for improving student scores.
3. Program Evaluation Report(s)
 - Terminal goal statements for each instructional area are defined. The program evaluation process determines to what degree each terminal goal has been or is being achieved. The Board will receive annual report(s) based on the program evaluations completed that year. Evaluations will be scheduled on a cyclical basis and coordinated with the master timetable for curriculum development.
4. Assessment of Educational Goals
 - The school system's educational goals are stated. Following that process, procedures are developed which summarize the results of the evaluation. All goals will not be assessed each year. A timetable is developed indicating the scheduling and frequency of evaluation for each goal statement.
5. Periodic Post-Graduate Surveys
 - The surveys are used to gather feedback from former students as to their perceptions of adequacy of service. This feedback will assist in shaping recommendations for program improvement.

Series 2000: Concepts and Roles in Administration

Monitoring of Product and Process Goals

Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals

Type of Report and Brief Description (continued)

6. Periodic Parent Surveys
 - These would be alternated with the post-graduate surveys. These surveys would be used to gather parental input on a variety of current and proposed services.

7. New Implementations/Pilots
 - All new instructional or curricular related implementations or pilots will have an evaluation component to determine the implementation's effectiveness. Regular reports will be made to the Board on these evaluations.

Regulation approved: February 1989
Regulation revised: March 1991
Regulation reviewed: April 2003