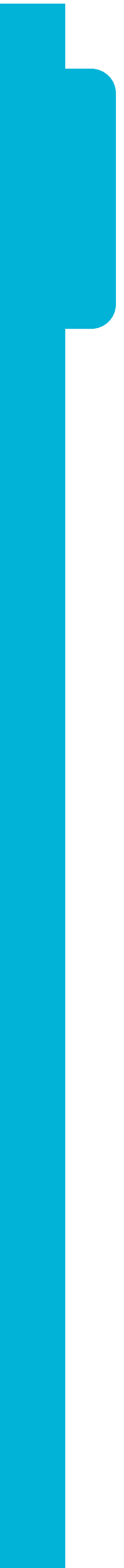


2000 Administration



2000 Series - ADMINISTRATION

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Administration

Concept and Roles in Administration

Within the guidelines established by Board policy, state and federal law and board employee collective bargaining 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. The Board 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 Administration is prohibited, however, from entering into any agreements that specifically bind the board to take or refrain from taking specific actions without the board's prior review and express approval of such agreements. Further, the Administration has no authority to enter into agreements binding specific Board members, by name, position on the Board or otherwise, from taking or refraining to take any actions. In addition, the Administration must present to the Board for Approval (1) all agreements negotiated with any employee or employee group that have the effect of amending or changing language in a collective bargaining agreement and/or that have a budgetary impact, and (2) all Memorandum of Agreement and Memorandum of Understanding negotiated with an entity or group outside the district. The Superintendent is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted: October 27, 2015

Policy amended: tbd

STAMFORD PUBLIC SCHOOLS

Stamford, Connecticut

Policy adopted:

Administration

Participatory Management

Staff Involvement in Decision Making

The Board will encourage employee participation in decision-making for the school district.

Such participation will include, as appropriate to areas, programs and schools, involvement in:

1. Curriculum
2. Operational issues
3. Budget
4. Facilities planning
5. Personnel

The Board believes that policy decisions regarding the curriculum, instruction, and the overall school program should be reached with meaningful participation by the professional staff in a process which culminates in a recommendation to the Board by the Superintendent. However, such participation should be interpreted as contributing to the establishment of policy not as setting it, which is a right ultimately reserved to the Board.

The Board believes that such participation by the administrators and school staff should be conducted in a spirit of cooperation and with the clear focus that student learning is the most important function of a classroom and a school. What is best for the students of our schools should always be the guiding principle that underscores any decision-making process related to the instructional program.

The Superintendent will ensure that each building administrator establishes a process by which meaningful participation by the staff is sought during every phase of decision-making. The process should recognize and further the school staff's collective sense of responsibility for school-wide student performance. The Board encourages the use of staff development opportunities specifically directed toward cultivating the school staff's research, analytical, and decision-making abilities.

In addition, the Board believes greater involvement in decision-making by the staff should be accompanied by an increased level of accountability for results. Therefore, any proposals by the professional staff for alterations to the instructional program or any system-wide and/or school goals resulting from collaborative decision-making processes should incorporate evaluation procedures that are linked to student outcomes. Evaluations of the professional staff, then, should include an assessment of how effectively they have worked toward and achieved these common goals.

The Board believes that the Principal must play a leadership role in the development of new proposals for the instructional program, both in maintaining a consistent focus on student outcomes and in providing the necessary research and technical support for the school staff. The Superintendent will provide, in turn, specific support systems for principals that are designed to develop their instructional leadership skills.

The Board reserves the right to make the final decision on questions of school policy. The Board will endeavor to respect the judgment of the decision-making processes prior to reaching a decision on behalf of the public and the students of the district.

Policy adopted:
October 27, 2015

Administration

Board-Superintendent Relations

School Governance Position Statement

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

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

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

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

Joint Board/Superintendent Responsibilities

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

The Relationship between the Board President and the Superintendent

By the nature of the position, the board President plays a key role in ensuring the effective functioning of the governance team. The President serves as the liaison between the board and the superintendent. The board President 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 Presidents be chosen carefully and that ability to serve as representative of the board and, as appropriate, partner with the superintendent, should be critical considerations in selecting the board President.

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

The superintendent is a non-voting member of the district leadership team, and should be accorded the proper respect. Likewise, the superintendent is an employee of the board, and the board has a responsibility to insulate the superintendent from outside pressures, in particular, political pressure. The President has a responsibility to ensure that the superintendent can do his/her job without undue outside interference. The President 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 President still has the responsibility, to the extent possible, for keeping everyone "on the same page". In particular, the President 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.

Regulation adopted:

October 27, 2015

Administration

Goals and Objectives

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

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

Major goals of district administration will be:

1. To effectively manage the district's various departments, units and programs;
2. To provide professional advice and counsel to the Board and to advisory groups established by Board action. This includes the review of policy alternatives and the subsequent recommendation from among them;
3. To actively serve the district's schools and programs to assure the most effective learning programs. Areas of responsibility include, but are not limited to:
 - a. Ensuring the effective implementation of Board policy;
 - b. Addressing the on-site needs of the district's schools;
 - c. Providing leadership in keeping abreast of current educational developments;
 - d. Arranging for effective staff development programs;
 - e. Coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
 - f. Providing channels for the upward flow of information necessary and useful in the design and development of school policy.

Policy adopted:

March 25, 2008

Revised:

October 27, 2015

Administration

Administrative Staff Organization

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

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

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

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

Policy adopted:

March 25, 2008

Revised:

October 27, 2015

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 identify 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.
- 10-153 Discrimination on account of marital status.
- PA 91-58 An act concerning discrimination on the basis of sexual orientation

Policy adopted:

October 27, 2015

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.
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 will pursue 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 any bias in the classroom, in the schools, and in the broader community.

Policy adopted:
March 25, 2008

Revised:
October 27, 2015

Administration

Administrative Organization

The administration of the school system will be delegated to the Superintendent of Schools.

The Superintendent is responsible for developing a table of organization to determine staff responsibilities and authority. The Superintendent will be guided by the knowledge that the Board of Education values free interchange of ideas.

While directing the Superintendent to establish specific lines of authority and responsibility, the Board of Education does not intend to reduce the efficiency of a team operation.

General Operation

The following principles will govern the administrative operation of the school system:

1. The Superintendent of Schools has specific responsibility for overseeing the pattern and sequence of educational experience provided for students from pre-kindergarten through grade 12.
2. The administrative staff of each school will be encouraged to establish the organization of their school that is most appropriate for the students attending that school.
3. Communication will flow from the students to the teachers to the school administrator(s) to the Superintendent and then to the Board of Education. The community is encouraged to follow the same procedure.
4. Each member of the staff will be made aware of their position responsibilities and lines of authority.

Line and Staff Responsibilities

Teachers

All teachers shall be subject to the immediate supervision of their respective Principals and to the general supervision of the Superintendent of Schools.

Traveling Personnel

Teaching personnel who work in more than one school will be responsible to the Principal of the school in which they are working at a particular time.

Administration

School Medical Advisor

The School Medical Advisor shall take action as necessary for safe-guarding the health of students, teachers, and other personnel of the schools

Policy adopted:

March 25, 2008

Revised:

October 27, 2015

Administration

Job Descriptions

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

Policy adopted:
March 25, 2008

Administration

Chief Administrative Officer

Duties of School Superintendents

The responsibilities of the Superintendent or designee shall be:

1. To serve as executive head of the entire school system;
2. To administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out policies of the Board; to initiate matters of educational policy and to make definite recommendations thereon; to keep abreast of the best educational developments and advise regarding changes in policies;
3. To recommend policies on organization, research and evaluation, finance, instruction, school planning and other functions of the school program;
4. To recommend the number and types of positions required to provide proper personnel for the operation of such a program;
5. To nominate for appointment and to define the duties of all Administrative Personnel subject to approval of the Board;
6. To assign all Board of Education personnel;
7. To develop the school budget annually by translating Board policy into terms of dollars and cents;
8. To advise and recommend in matters of business administration; to pass upon all proper requests for equipment and supplies, to point out possible economics and to supervise activities of the school system;
9. To keep the Board continually informed on the progress and condition of the schools;
10. To represent the Board to the personnel and to present the personnel to the Board through professional channels;
11. To maintain open lines of communication between the Board of Education, all concerned persons, students, public agencies and community members;
12. In the event that the Superintendent is unable to carry out these duties, the Board of Education shall designate someone to assume these responsibilities;
13. To employ all professional staff excluding administrative personnel and to nominate all administrative personnel subject to the approval of the Board;

14. To evaluate or cause to be evaluated all certified personnel in accordance with Connecticut General Statutes Section 10-151b.

Policy adopted:
March 25, 2008

Revised:
October 27, 2015

Administration

Appointment of Designee for Superintendent of Schools

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

Policy adopted:
October 27, 2015

Administration

Recruitment and Appointment of Superintendent

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

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, (as amended by P.A. 12-116, An Act Concerning Educational Reform)
- 10-222 Reports to state board of education.

Policy adopted:

October 27, 2015

Administration

Appointments to Administrative Positions

In recognition of the crucial role played by the school administrator in the education of our students, it is the policy of the Stamford Board of Education to select only persons of the highest proven merit for assignment to administrative positions.

The Board of Education may accept or reject the nomination of the Superintendent. If the administrative vacancy to be filled is that of Building Principal or other administrator holding supervisory responsibilities over Principals and other administrators, the Board of Education may choose to meet with the nominee before acting upon the recommendation of the Superintendent. In the event that the Board rejects the nomination, the Superintendent, before the next regular meeting of the Board of Education, shall present another nomination. Nothing shall preclude the Superintendent from submitting a previously rejected nomination for a second time or from recommending the reopening of the position.

Administrative Regulations

In recognition of the responsibility of the chief executive officer of the Board of Education to translate Board policy into effective administrative procedure, the Superintendent shall be obligated to provide for the following:

1. Implementation of a procedure for selection of administrative personnel which reflects the best professional management techniques, and which is free of either internal or external political considerations.
2. Appointment of screening committees who shall have the responsibility of initial review of credentials, interviewing of candidates, and submission of recommendations to the Superintendent, and whose members shall represent a balance of viewpoints associated with the administrative position under consideration.
3. Posting of notice, both within and without the district, for all administrative vacancies, excluding only interim or short term administrative vacancies. Such interim or short term vacancies may be posted only within the district, with the duration of the assignment clearly designated.
4. Development of clearly defined criteria whereby the qualifications of the candidates may be judged. Job descriptions developed in this process, and approved by the Board of Education, shall become Board policy.
5. Final nomination to the Board of Education of candidates for administrative positions who, in the judgment of the Superintendent, present the most outstanding potential for success.

In recognition of the ultimate accountability of the Board of Education to the citizens of Stamford for the quality of education it provides, the Board, in considering the nomination of the Superintendent, shall have access to the following data:

1. Names of all members of screening committees and their respective chairmen.
2. Names, paper credentials and screening committee evaluations of all candidate finalists selected for interview by the Superintendent.

Legal Reference:

- Connecticut General Statutes
- 10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act concerning Education Reform)

Regulation adopted:

October 27, 2015

Administration

Administrative Operations

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

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

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

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

(cf. 2121 - Lines of Responsibility)

(cf. 2220 – Representative and Deliberate Groups)

Legal Reference:

- Connecticut General Statutes
- 10-157 Superintendents

Policy adopted:

October 27, 2015

Administration

Administrative Councils and Committees

The Board of Education believes that staff, at all levels, should be engaged in the improvement of the educational program of the District.

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.

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:

March 25, 2008

Revised:

October 27, 2015

Administration

Consultants

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

Policy adopted:
October 27, 2015

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 Stamford Public School District.

The Superintendent of Schools is the custodian of all records maintained by the Central Office. The School Principals are the custodians of all student records maintained by 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.).

Policy adopted:

October 27, 2015

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 published in a manual, maintained in current condition, and made available to all persons concerned.

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.

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:

October 27, 2015

Administration

Policy and Regulation Systems

Functions and Composition of Committees and Channels

1. Board of Education

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

2. Superintendent of Schools

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

3. Committees

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

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

4 Policy Handbook

Policies will be maintained online on the SPS website.

Regulation adopted:

October 27, 2015

Administration

Administrative Reports/School District Annual Report/Announcements

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

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

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

Legal Reference:

- Connecticut General Statutes
- 10-157 Superintendent of Schools
- 10-222 Appropriations and budget
- 10-224 Duties of the Secretary
- 10-227 Returns of receipts, expenditures and statistics to state board.

Policy adopted:

October 27, 2015

Administration

Treatment of Outside Reports

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

Policy adopted:

October 27, 2015

Administration

Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to the Connecticut Code of Professional Ethics for Educators (See Appendix) The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

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

Administration

Statement of Standards for School Leaders

The Board of Education endorses the “Connecticut School Leadership Standards” adopted by the Connecticut State Board of Education. (See Appendix) These “Standards” represent the qualities desired of school administrators in this District.

Policy adopted:
October 27, 2015

Appendix

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family. Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) RESPONSIBILITY TO THE STUDENT:

(1) The professional educator, in full recognition of his or her obligation to the student, shall: (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students; (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter; (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation; (D) Foster in students the full understanding, application and preservation of democratic principles and processes; (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society; (F) Assist students in the formulation of worthy, positive goals; (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential; (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students; (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice; (J) Create an emotionally and physically safe and healthy learning environment for all students; and (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) RESPONSIBILITY TO THE PROFESSION:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall: Connecticut Code of Professional Responsibility for Educators (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession; (B) Uphold the professional educator's right to serve effectively; (C) Uphold the principle of academic freedom; (D) Strive to exercise the highest level of professional judgment; (E) Engage in professional learning to promote and implement research-based best educational practices; (F) Assume responsibility for his or her professional development; (G) Encourage the participation of educators in the process of educational decision-making; (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators; (I) Encourage promising, qualified and competent individuals to enter the profession; (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice; (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract; (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders; (M) Promote and maintain ongoing communication among all stakeholders; and (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall: (A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws; (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy; (C) Promote the principles and ideals of democratic citizenship; and (D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall: (A) Respect the dignity of each family, its culture, customs, and beliefs; (B) Promote, respond, and maintain appropriate communications with the family, staff and administration; (C) Consider the family's concerns and perspectives on issues involving its children; and (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not: (A) Abuse his or her position as a professional with students for private advantage; (B) Discriminate against students; (C) Sexually or physically harass or abuse students; (D) Emotionally abuse students; or (E) Engage in any misconduct which would put students at risk; and (g) The professional educator, in full recognition of his or her obligation to the profession, shall not: Connecticut Code of Professional Responsibility for Educators (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud; (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions; (C) Misrepresent his, her or another's professional qualifications or competencies; (D) Sexually, physically or emotionally harass or abuse district employees; (E) Misuse district funds and/or

district property; or (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and (h) The professional educator, in full recognition of the public trust vested in the profession, shall not: (A) Exploit the educational institution for personal gain; (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or (C) Knowingly misrepresent facts or make false statements. * Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution. (i) Code revision This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Appendix

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.