

BETHANY PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

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Administration

Concept and Roles in Administration

The Superintendent is responsible for directing and coordinating the administrative staff in realizing the educational philosophy, goals, and general guidelines established by the Board of Education policy, law and employee agreement.

The primary purpose of school administration is to help create and foster an environment in which students can learn effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction and more effective learning.

Administration

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.

Administration

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 from students through teachers, administrators and the Superintendent, to 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 person to whom 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.

All personnel shall refer matters requiring administrative action to the Principal, and the Principal to the Superintendent when necessary. All personnel shall have the right to appeal any decision made by the Principal to the Superintendent, and then to the Board of Education if necessary.

(cf. 1330 – Use of School Facilities)

Policy adopted: September 9, 1991

BETHANY PUBLIC SCHOOLS
Bethany, Connecticut

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.

Administration

Function of the Superintendent

The Superintendent of Schools is the executive agent of the Board of Education. He/she shall administer and supervise the schools in compliance with the laws of the State and the policies of the Bethany Board of Education.

In cases where emergency action must be taken within the school system and where the Board has provided no guides for administrative action, the Superintendent shall have the power to act, but the Superintendent's decision shall be subject to review by action of the Board of Education at its next regular meeting.

It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for possible additional policies or revisions of existing policies.

Except when matters pertaining to his/her own employment are under consideration, the Superintendent shall be present at all meetings of the Board. He/she shall have the privilege of taking part in all deliberations but will have no vote.

Administration

Superintendent Review Process

In accordance with CT General Statutes 10-157 and Bethany Board of Education Policy 2131, each year, the Board will evaluate the Superintendent following guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent. The Board shall conduct both an annual and a mid year review of the superintendent following the schedule outlined in the attached “Annual Cycle.” The superintendent’s review shall be based on mutually agreed upon short and long-term goals as well as on activities and functions outlined in the superintendent’s job description.

In order to conduct a superintendent review, following Policy 0111(a), (b) Annual Goal Setting and Planning the Board must set School District Goals by its November meeting. These School District Goals provide the guiding framework for the performance Goals the superintendent submits to the Board of approval by its December meeting. Together, the District Goals and the Superintendent’s Performance Goals help shape the educational and budgetary expectations for the upcoming school year.

The Board shall appoint a superintendent review committee by September. It is recommended that the committee be no larger than four members. The committee will meet prior to the December performance review to collect information from relevant parties in accord with the format agreed to by the superintendent and the review committee at the conclusion of the previous December review. The December review will include (1) an evaluation of how well the superintendent has met his or her Performance Goals for the previous school year, (2) an evaluation of how well the superintendent has carried out the responsibilities outlined in his or her job description, (3) a review of the format used to evaluate the superintendent and (4) review and approval of the superintendent’s proposed Performance Goals for the upcoming school year.

In June, the superintendent evaluation committee will meet with the superintendent to conduct a mid-year review of the superintendent’s goals.

Board Operational Performance Goals refer to those goals the Board sets for itself about its own internal functioning as a Board. These goals do not refer to school policy or administrative activity.

School District Goals refer to those goals set by the Board (in conjunction with the staff) regarding the educational programs of the district including curriculum, facilities, staff development, community relations, etc.

Administration

Superintendent Review Process (continued)

Superintendent's Performance Goals refer to those goals set jointly by the Board and Superintendent that broadly define the activities to be undertaken by the Superintendent aimed at meeting School District Goals. Together with the activities specified in the Superintendent's job description, these goals form the basis of the Superintendent's review.

Board of Education and Superintendent Goal Setting and Assessment Annual Cycle

1st Month (June – July)

1. Board evaluates self on its Operational Performance Goals for the past year.
2. Board states its own Operational Performance Goals for the next year.
3. Board and Superintendent conduct a mid-year review of Superintendent's Performance Goals.

5th Month (November)

1. Board sets School District Goals for following school year.
2. Board sets budget process goals for following school year.

6th Month (December)

1. Board conducts mid-year review of its own Operational Performance Goals.
2. Board evaluates Performance Goals of Superintendent.
3. Board reviews and approves proposed Performance Goals of Superintendent for next school year.
4. Board sets salary of the Superintendent.

8th Month (February)

1. Board reviews School District Goals
2. Board reviews Superintendent's recommended budget.

1st (or 13) Month (June-July)

1. Board evaluates self on its Operational Performance Goals for the past year.
2. Board states its own Operational Performance Goals for the next year.
3. Board and Superintendent conduct a mid-year review of Superintendent's Performance Goals.

Legal Reference: Connecticut General Statutes
10-157 Superintendents

Policy adopted: February 5, 1996

BETHANY PUBLIC SCHOOLS
Bethany, Connecticut

Administration**Principal**

Qualified applicants shall be interviewed by the Board and the applicant recommended by the Superintendent who meets with the Board's approval shall be employed by the Board to serve as Principal of the Bethany Community School.

Administration**Functions of the Principal**

The principal shall be recognized as the instructional leader and as the staff officer of the Superintendent. He/she shall administer and supervise his/her school in accordance with such policies, rules, and regulations as the Board and Superintendent may prescribe. He/she shall keep the superintendent advised at all times relative to the needs and conditions of his/her school. When a person is employed by the Board of Education, the Superintendent delegates the direct supervision of this person to the principal. The principal is responsible for the professional development of the staff. The principal shall attend all meetings of the Board, except when otherwise instructed by the superintendent or the board.

Administration**Administrative Leeway in Absence of Board of Education Policy**

In cases where 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: September 9, 1991

BETHANY PUBLIC SCHOOLS
Bethany, Connecticut

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.
4. Promote shared decision making.

Policy adopted: September 9, 1991
Policy revised: November 17, 1998

BETHANY PUBLIC SCHOOLS
Bethany, Connecticut

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: September 9, 1991

BETHANY PUBLIC SCHOOLS
Bethany, Connecticut

Administration**Monitoring of Product and Process Goals**

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

