

ADMINISTRATION
(Series 2000)

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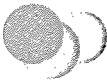
Administration

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 functions of district administration will be:

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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 perform managerial duties as will best assure effective learning programs, including but 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.

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 increase diversity through effective recruitment and hiring practices.

Professional development activities will be provided for all staff. The Board will encourage the administration to achieve 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.



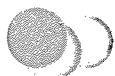
Administration

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 policies, practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.



All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster excellence, diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.



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STAMFORD PUBLIC SCHOOLS
Stamford, Connecticut

Administration

Organization Chart (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 staff of each school will be encouraged to establish the educational program most appropriate for the students attending that school.
3. Communication will flow from the students to the appropriate staff members 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.

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.

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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.



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STAMFORD PUBLIC SCHOOLS
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Administration

Chief Administrative Officer

Duties of School Superintendent

The responsibilities of the Superintendent 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 including Heads of Departments 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 economies 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;



Administration

Chief Administrative Officer

Duties of School Superintendent (continued)

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.



Administration

Appointment of Superintendent

The Board of Education shall elect a Superintendent of Schools and shall fix the salary and term of office and prescribe the duties. The majority vote of all the members of the Board shall be necessary for election of this officer or the termination of his/her service.

Legal Reference: Connecticut General Statutes

10-157 Superintendents.



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STAMFORD PUBLIC SCHOOLS
Stamford, Connecticut

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.

In cases where candidates for administrative positions are judged to be of equal merit, preference shall be given to a candidate currently employed by the Stamford Board of Education. Therefore, Stamford personnel interested in administrative careers shall be encouraged to enroll in practica at surrounding universities.

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. Opportunity for systemic counseling for members of the Stamford professional staff who apply for and fail to receive appointment to administrative positions.
6. 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.

Administration

Appointments to Administrative Positions (continued)

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.

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.



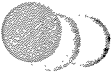
Administration

Administrative Councils and Committees

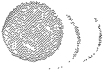
The Board of Education believes that staff, at all levels, should be engaged in the improvement of the educational program of the District.

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.



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