

Existing policy, number 2120 adopted 3/13/17, appropriate as written.

Administration

Administrative Organization

The administration of **Sharon Center School** ~~the school system~~ will be delegated to the Superintendent of Schools **in collaboration with the principal.**

The Superintendent **will work with the Principal** ~~is responsible for developing a table of organization~~ to determine staff responsibilities and authority. ~~They~~ **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 **Sharon Center School:** ~~school system:~~

1. The Superintendent of Schools, **with input from the Principal**, has specific responsibility for overseeing the pattern and sequence of educational experience provided for **enrolled students** ~~from pre-kindergarten through grade 8. pre-kindergarten through grade 12.~~
2. The staff ~~of each school~~ will be **expected to contribute to the development of the** ~~encouraged to establish the~~ educational program most appropriate for the students. ~~attending that school.~~
3. Communication will flow from the students **and/or families** to the appropriate staff, faculty members, principal, 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.

Existing policy, number 2133/2133.1 adopted 11/13/2000, appropriate as written.

Administration

Principal

Appointment of Principals

The Board of Education shall employ its Principal(s) upon the nomination by the Superintendent of Schools.

The Principal is directly responsible to the Superintendent and through the Superintendent to the Board. The Principal acts as the chief local administrative officer for ~~his/her own~~ the school building and grounds. ~~They are He/she is~~ responsible for and ~~have has~~ authority over the actions of students, professional and non-professional employees, visitors and persons hired to perform special tasks.

The Principal will keep the Superintendent and the Board informed of activities in ~~his/her~~ the school by whatever means the Superintendent deems appropriate.

Leadership Duties of the Principal

The primary duty of the Principal is to administer and supervise the ~~effective operation of the school. in such a manner as to insure secure improvement of instruction. He/she seeks to achieve this through leadership.~~

Community Relationships

The Principal is responsible for maintaining sound relationships with parents and other citizens ~~and He/she~~ takes a leading role in interpreting the educational program to the community.

Discipline

The Principal is responsible for maintaining order in and around ~~his/her~~ the school ~~–He/she and~~ works closely with ~~teachers school community members~~ to assist students in achieving self-discipline.

School Property

The Principal is responsible for the buildings, grounds, and other property of the school ~~–He/she and~~ supervises the work of the custodians. ~~He/she~~ The Principal reports to the Superintendent and to the ~~appropriate~~ Board ~~Committee about~~ the condition of the building and grounds and recommends improvements and repairs.

Administration

Principal (continued)

Emergencies

The Principal is responsible for taking all reasonable precautions to safeguard the health and well-being of students and staff members in ~~his/her~~ the school and ~~He/she~~ will formulate adequate plans for meeting emergencies such as fire, storm or other sudden danger. ~~He/she will keep a A~~ record ~~will be kept~~ of all serious accidents at the school and will ~~be reported these~~ promptly to the Superintendent and ~~/or~~ the insurance carrier.

Responsibilities, Duties and Working Relationships of the Principal

The job description of the ~~Elementary~~ School Principal is as follows:

1. **Executive Responsibilities:** ~~The Principal is~~ directly responsible to the Superintendent of Schools; ~~administers~~ and supervises school in accordance with policies and regulations prescribed by the Board of Education and the Superintendent of Schools; ~~informs~~ the Superintendent of conditions and needs of the school; ~~and develops~~ educational program of ~~his/her~~ the school in accordance with students' needs and within the framework of established policy for the total school system. ~~He/she~~ ~~The Principal~~ is responsible for seeing that teachers and other school personnel fulfill assigned duties ~~and submits~~ reports requested by the Superintendent or a delegated representative.
2. **Instructional Program:** ~~The Principal is~~ responsible for the total program in the ~~individual~~ schools ~~and assists~~ teachers in improvement of instructional program and in the supervision of students. In cooperation with ~~the Regional School Service Center (RSSC) and in alignment with the practice of other Region 1 schools,~~ ~~others~~ the Principal exerts leadership in curriculum development and improvement, ~~and~~ developing materials for implementing the program. ~~The Principal keeps~~ abreast of current instructional practices and is acquainted with current trends affecting the ~~elementary~~ program; ~~engages~~ in research and experimentation approved by the Superintendent; ~~and organizes~~ and plans for carrying out of programs.
3. **Public Relations:** ~~The Principal maintains~~ close and cooperative relations with parents and all community groups, ~~and interprets,~~ supports and promotes a sound educational program cognizant of the needs of a changing America and the local community. ~~The Principal also receives~~ and coordinates community wishes for the school ~~and~~ is familiar with parents' aspirations for their children and imparts ~~his/her own~~ a vision and goals for the school to the faculty and community.
4. **Personnel:** ~~The Principal guides~~ and ~~supports-encourages professional~~ personnel through ~~planning worthwhile~~ staff meetings and in-service programs; ~~assists collaborates with~~ ~~RSSC~~ in recruiting and interviewing prospective teachers; ~~assumes~~ responsibility for recommendation to the Superintendent of Schools for the reemployment or dismissal of personnel; ~~evaluates~~ the teachers' contribution and professional growth; ~~and includes~~ supervision of non-professional staff assigned to the building and their services relating to purposes to the schools.

Administration

Principal (continued)

Responsibilities, Duties and Working Relationships of the Principal (continued)

5. **Pupil Personnel:** The Principal knows students and their needs, consults with staff personnel, and acknowledges family's input, to help in placement of children and organization of classes. The Principal arranges for special services for children as needed ~~within bounds of staff facility, budgetary allocation and community resources. Cooperates with community leaders and staff to originate and develop policy which relates to the operation and administration of a school. He/she is~~ and is responsible for all students' records.
6. **Policy Making:** The Principal collaborates with the policy committee of the Board of Education to develop school-wide policies which are presented to the Board of Education for approval. ~~Contributes to development of system-wide policies. The policies are referred to the Superintendent for study and approval and thence to the Board of Education for approval. The Superintendent and the Principal will then~~ interpret and implement the policy policies. ~~with the staff and community. He/she interprets Board policy to staff and community as it relates to the schools. Develops individual school policies within established structure which best suits the school. Creates environment within which teachers and students may achieve mutual understanding, high sense of morale and best working conditions.~~
7. **School Plant:** The Principal ensures the development and implementation of plans to ~~all precautions to~~ safeguard safety, health, well-being of students and staff members. ~~including formation of plans to meet emergencies. The Head Custodian provides regular reports of building conditions, based on routine inspections, Receives regular reports of conditions from the custodian and the Principal ensures necessary actions. takes steps to take care of needs. Inspects school plant thoroughly at regular intervals. The Principal authorizes the~~ ~~Is consulted on~~ use of the school building by outside groups.
8. **Finance:** The Principal maintains an inventory of school supplies, equipment, and furniture, ~~within the school,~~ estimates financial requirements in preparation of annual school budgets, and ~~He/she~~ is responsible for accurate records of all ~~funds monies~~ received into and dispersed from the school ~~accounts. funds.~~
9. **Evaluation:** The Principal is responsible for an annual evaluation of all staff in the building and provides a self-evaluation to the Superintendent. ~~Self-evaluation and analysis of the principalship, its responsibilities, duties, staff relationship, and procedure for evaluation of staff proficiency are parts of the evaluation.~~
10. **Guidance:** The Principal is responsible for guidance to the staff and students.
11. **Discipline:** The Principal is responsible for ~~the school~~ discipline. ~~in the school.~~

12. **Certification:** The Principal is responsible for ensuring that all staff meet the certification requirements as set by the State of Connecticut.

Sharon Center School Principal Position Description

Reports to Region 1 Superintendent of Schools

POSITION OVERVIEW: The Principal is the instructional leader, as well as the building manager responsible for the supervision and administration of school operations. The Principal must have clear and visible standards in the execution of all responsibilities, with a focus on high expectations and achievement for all students. He/she will adhere to State statutes, Board policy, and Regional guidelines in all decision-making and day-to-day school operations. The Principal will ensure the continuous improvement and effectiveness of school leadership through ongoing personal professional development, as well as through collaboration with peers and staff. Finally, he/she is the ambassador for the school, representing its mission, vision and values in the local community and beyond.

PERFORMANCE RESPONSIBILITIES

ADMINISTRATIVE

- Manages the school in accordance with policies, regulations, and goals determined by the Board of Education and the Superintendent
- Plans for and attends all Board of Education meetings
- Prepares the school schedule
- Prepares the school's budget and requests approval by the Board of Education
- Administers the school finances within budget parameters
- Supervises maintenance of the school's plant; inspects the school and receives reports from custodians
- Supervises the lunch program within state and federal guidelines (if applicable)
- Supervises the transportation program according to the Regional contract
- Safeguards the health, safety, and well being of students and staff
- Maintains high standards of student conduct and enforces discipline, as necessary, according to due process rights of students
- Administers the various local funds generated by student activities
- Supervises the maintenance of accurate records on the achievement and attendance of students
- Ensures the submission of all required State reports
- Other duties as assigned by the Superintendent in the best interest of the school

INSTRUCTIONAL

- Leads the certified and non-certified staff, ensuring curriculum, pedagogy, and professional development aligned with appropriate educational standards, practices informed by research, and consistent with the expectations established by the Region One central office
- Leads the strategic planning process in the school, ensuring input from all stakeholder groups and alignment with Regional goals and initiatives
- Creates and supports a leadership team to support the achievement of school goals according to the strategic plan.
- Supports high quality instruction through professional development and continuous feedback for certified and non-certified staff.
- Ensures success for all students by providing personalized access to curriculum and learning supported by a data-driven response to intervention process
- Ensures that student needs are identified with respect to 504 and Special Education programs and that associated learning plans are implemented with fidelity
- Ensures that the school schedule is aligned with the school goals as described in the strategic plan

- Maintains a working knowledge of current instructional practices and research
- Ensures availability and effective use of educational resources, within constraints of district budget

PERSONNEL

- Assigns responsibilities to school staff and ensures that all personnel fulfill assigned duties
- Interprets Regional and Board policy to staff and community
- Recruits, interviews, and hires new staff (or recommends new staff appointments to Board of Education as articulated by Board policy)
- Promotes the professional growth of individual staff members
- Implements Region One Teacher Effectiveness and Professional Practice Evaluation plan for certified staff
- Conducts annual evaluations of non-certified/classified staff
- Conducts meetings with staff for the proper functioning of the school
- Recommends, according to established procedures and law, the removal of a staff member whose work is unsatisfactory
- Implements certified and non-certified/classified contracts
- Supports the career development of all staff

COMMUNITY

- Communicates school mission, vision, and strategic plan to parents and community
- Promotes a positive school climate by developing an atmosphere of mutual understanding, openness, confidentiality, and trust
- Solicits parent and community input with regard to new programs and initiatives as well as anticipated changes to the school physical plant/grounds
- Interprets the educational programs and goals of the school for parents and community
- Acts as a liaison for extra-curricular programs and committees
- Receives community requests regarding the school building in accordance with Board policy

Existing policy, number 2210 adopted 11/13/2000, appropriate as written.

Administration

Administrative Leeway in Absence of Board of Education Policy

Where the Board has provided no policy guides for administrative action and situations requiring action arise in the schools, ~~the Principal may act, in collaboration with the Superintendent, as needed, may act on his/her own initiative,~~ subject to Board review at its next regular meeting .

~~Administrative decisions taken by the Superintendent in the absence of policy will be subject to review by the Board at its next regular meeting. It will be the responsibility of the Superintendent to inform the Board of his/her action and of the need for policy.~~

Existing policy, number 2231 adopted 11/13/2000, appropriate as written.

Administration

Policy and Regulation Systems

Policy Manual

The Superintendent and Principal shall establish and maintain a ~~n orderly~~ plan for archiving and making policies publically accessible. ~~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 and Principal are ~~is-an~~ integral parts 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 ~~Principal 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 “Regulation”, and placed in the district policy manual. Regulations shall be presented to the Board ~~but the Board~~ for approval, if needed, or if required by federal or state law. ~~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.

Existing regulation, number 2231 approved 3/13/17, appropriate as written.

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, **the Principal, and** 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, **Principal,** and/or Superintendent.

2. Superintendent ~~of Schools and~~ Principal

The Superintendent ~~of Schools~~ and **the Principal** transmits recommended policy drafts to the Board with request for action. The Superintendent **works in collaboration with the Principal and the policy committee** to review and recommend policies to the Board of Education. When necessary, the Superintendent will recommend specific policies for immediate review by the Board of Education.

~~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.~~

Distribution of Policy Revisions

~~Distributing Revised Pages to Manual Holders~~

Whenever the Board adopts, revises or deletes policies or bylaws, and whenever the administration approves, revises or deletes regulations, all holders of policy, bylaw and regulations **manuals** must be notified **by the Superintendent, the Principal** or designee.

~~The notification task is a responsibility of the Superintendent or designee, and the Superintendent or designee is assigned to care for the manuals and to see that they are all kept current.~~

~~Copies of new or revised policies, bylaws and regulations should be prepared and distributed to all manual holders.~~

~~The Superintendent is responsible for the care of the manuals, and shall keep a master file of the distributed materials.~~

Regulation approved:

SHARON PUBLIC SCHOOLS

Existing policy, number 2234 adopted 11/13/2000, appropriate as written.

Administration

Treatment of Outside Reports

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

Existing policy, number 2240 adopted 11/13/2000, appropriate as written.

Administration

Educational Research in ~~District Schools~~ Sharon Center School

All requests to conduct research within Sharon Center School ~~the school district~~ must be directed to the Superintendent ~~and the Principal. of Schools~~. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the ~~students; children of within the school district;~~ students;
2. The study provides in-service opportunities for the professional growth and development of faculty and/or staff;
3. There be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. Students participating in studies, authorized by school administration, must have the approval of their parents.

Policy adopted:

Existing regulation, number 2300 approved 11/13/2000, appropriate as written.

Administration

Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belongs to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws.
5. Implements the governing Board of Education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain.
8. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

Regulation approved:

SHARON PUBLIC SCHOOLS
Sharon, Connecticut

New material to consider.

Administration

Connecticut School Leadership Standards

The Board of Education endorses the following “Connecticut School Leadership Standards” adopted by the Connecticut State Board of Education. ~~These “Standards” represent the performance expectations desired of school administrators in this District.~~

~~I. 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.~~

~~II. 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.~~

~~III. Performance Expectation 3: Organizational Systems and Safety~~

Existing policy, number 2400 adopted 11/13/00, appropriate as written except for addition of legal reference. A sample policy follows for comparison and consideration.

Administration

Evaluation of Administrative Personnel

The Superintendent will evaluate annually the performance of all administrative personnel directly responsible to him/her and make recommendations regarding their employment and salary status to the Board of Education.

The Board of Education shall evaluate the Superintendent at least once a year.

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform)

10-151c Records of teacher performance and evaluation not public records

10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

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

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

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

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

Existing policy, number 2500 adopted 1/13/2000, appropriate as written.

Administration

Annual Report

The Superintendent and Principal will each write and submit for inclusion to the Town of Sharon annual report, following the close of each school year, a brief summary report concerning the activities of the school system during that year. ~~The report will be designed to bring to the Board's attention:~~

- ~~(a) — Problems which the Board itself, as distinct from the administrative staff, may be called upon to solve.~~
- ~~(b) — Changes in practices or in accomplishments which are significant enough to be worth the Board's consideration.~~
- ~~(c) — Statistical summaries relevant to the Board's need for information and record. These will not include the financial reports which are the responsibility of the Board Secretary.~~

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.