

WINDSOR PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

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Section: Administration

Subject: CONCEPT AND ROLES IN ADMINISTRATION P-2000

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

- A. The Superintendent of this school district is responsible for directing and coordinating the administrative staff in implementing the educational philosophy, goals and general objectives adopted by the Board of Education within the guidelines established by Board of Education policy, law and employee agreements.
- B. The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems and obstacles which will arise both inside the school district and in its relations with the community. The Board of Education further expects the administration to develop good working relationships with the community for achievement of common goals.
- C. The Superintendent of Schools is encouraged to conduct the operations of the school district in a collaborative manner.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for School District)

Policy Adopted: November 1, 2005

Section: Administration

Subject: BOARD-SUPERINTENDENT RELATIONSHIP P-2000.1

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

Board/Superintendent Leadership Team Mission Statement

October 16, 2002

The Board of Education and Superintendent shall function as a unified leadership team to align the vision, policy and operations of the school system to maximize student achievement.

The Board of Education, as policy makers, shall be responsible for providing a quality education for all Windsor students, promoting innovation and providing a vision for the improvement of student learning.

The Board, as community leaders, shall provide for open and responsive dialogue in an environment of mutual respect, working with the Superintendent, ensuring sufficient resources, and advocating for the district.

The Superintendent, as the chief instructional leader shall develop a curriculum that challenges all students to strive for, and achieve high levels of academic performance.

The Superintendent, as an innovator, advocate and motivator shall develop a strong relationship with the entire Windsor community to achieve the district's instructional and administrative objectives.

The Superintendent as the chief administrative officer shall develop the professional staff and manage the policies, finances, facilities and personnel of the district to support maximum student achievement.

Policy Adopted: November 1, 2005

Section: Administration

Subject: ADMINISTRATIVE STAFF ORGANIZATION P-2100

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Superintendent shall organize the staff of the school district in a manner best suited to achieve its purposes. The Board of Education prefers a structure which establishes the Superintendent as a unitary executive responsible to the Board of Education, with lines of primary responsibility for all other employees clearly identified.

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 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.

Policy Adopted: November 1, 2005

Section: Administration

Subject: PROFESSIONAL DEVELOPMENT

P-2112

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Board encourages the Superintendent to make every effort to stay abreast of educational trends and to seek and take advantage of opportunities for professional growth.

For these purposes and so that he/she can keep the Board and professional staff informed of new and promising educational developments, the Board encourages the Superintendent to maintain membership in certain professional organizations, attend and participate in workshops, conferences, conventions, and appropriate courses, and to engage in reading and writing of a professional and developmental nature.

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. As leaders of the school system, administrators' active participation in professional development provides positive role models for other staff and students by enacting 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. A special effort should be made to encourage women and minorities to seek 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.

Section: Administration

Subject: PROFESSIONAL DEVELOPMENT

P-2112

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster 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.

Policy Adopted: November 1, 2005

Section: Administration

Subject: DISTRICT ORGANIZATION

P-2121

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

Organization Chart

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be issued by the Superintendent. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, he/she may, from time to time, present to the Board changes in the district organization chart.

Lines of Responsibility

Lines of responsibility in this school district shall, to the fullest extent, be structured so that:

- A. The administration is encouraged to work out the education most appropriate for the students;
- B. Responsibility flows simply and clearly from students through teachers, administrators and the Superintendent, to the Board of Education;
- C. Each member of the staff is told to whom he/she is responsible and for what functions;
- D. Whenever possible, each member of the staff is made responsible to only one immediate supervisor for any one function;
- E. Each staff member is told to whom he/she can appeal in case of disagreement with the person to whom the staff member is responsible;
- F. Each staff member is told to whom he/she can go for help in working out his/her own functions in the district program;

Section: Administration

Subject: DISTRICT ORGANIZATION

P-2121

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

G. Each staff member is kept advised of the policies, functions and progress of the district.

Policy Adopted: November 1, 2005

Section: Administration

Subject: JOB DESCRIPTIONS

P-2130

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Superintendent shall provide for the preparation and maintenance of job descriptions for all employees according to acceptable personnel practice. Such job descriptions shall be kept in an orderly fashion in a separate manual for that purpose.

Policy Adopted: November 1, 2005

Section: Administration

Subject: SUPERINTENDENT OF SCHOOLS

P-2131

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Windsor Board of Education will select and fix the term of office and salary of a Superintendent who serves as the Chief Executive Officer of the district and has authority and responsibility for the supervision of the school system. As the Chief Executive Officer, the Superintendent shall have complete administrative oversight of the school system and shall be responsible for the efficient operation of the system in all its divisions.

The Superintendent shall be responsible for accounting for all school funds. He/she shall submit to the Board a monthly report of receipts, disbursements, encumbrances and budget balances each month, and shall submit an annual financial report covering the preceding school year not later than October 1.

The Superintendent has the general authority to act at his/her discretion upon all emergency matters. Full details of such action must be reported to the Board at the earliest possible time.

The Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent. She/he shall perform such other duties and exercise such other authority as may be required of or conferred upon him/her by law or by the Board.

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

Certification

The requirements for certification will be those determined by the State Board of Education (Sec. 10-146-98 of the State Board of Education Regulations).

Legal Reference:

Connecticut General Statutes
10-157 Superintendents
(cf. 2210 - Administrative Leeway in Absence of Policy)

Policy Adopted: November 1, 2005

Section: Administration

**Subject: RECRUITMENT AND ELECTION OF
SUPERINTENDENT**

P-2141

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The election of a Superintendent is the legal responsibility of the Board. The Board 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, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the election of the Superintendent.

Legal Reference:

Connecticut General Statutes
10-157 Superintendents

Policy Adopted: November 1, 2005

Section: Administration

Subject: HIRING SCHOOL ADMINISTRATORS

P-2151

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Board of Education will appoint qualified persons to all Cabinet positions and building principals in the School System, based on recommendations made by the Superintendent.

The appointment of these individuals is valid only when made in such a manner, and the Superintendent will submit his/her recommendations to the Board in writing if so requested. The Board will accept or reject the Superintendent's recommendation at a regular or special Board meeting. If the Board should reject the Superintendent's nomination, he/she will make another recommendation to the Board within a month, or as soon as practical.

The Superintendent will be responsible for the posting of positions, recruitment and screening of candidates, and to bring his/her recommended finalist to the Board.

At the time of deciding to fill a vacant administrative position, the full Board will interview finalist for the position.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: SUPERVISION AND EVALUATION BY
ADMINISTRATIVE PERSONNEL**

P-2154

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Superintendent shall establish and regularly review an ongoing process of supervision and evaluation of employees in order to continuously improve instructional services. Personnel supervision and evaluation shall be concerned with the adequacy, growth, and effective employment and deployment of each professional, paraprofessional, and nonprofessional staff member, such to provide for and enhance student learning and opportunity. Supervision and evaluation in their entirety, therefore, shall be regarded as a process essential to the concept of continuous improvement.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: ADMINISTRATIVE LEEWAY IN THE ABSENCE
OF BOARD OF EDUCATION POLICY**

P-2210

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

In cases where emergency action must be taken within the school district and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act, but the Superintendent's decisions shall be subject to review by action of the Board of Education. 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 revisions of existing policies.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: REPRESENTATIVE AND
DELIBERATIVE GROUPS**

P-2220

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

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

1. Foster good communications within the staff.
2. Allow each member of the staff to have a voice in the development of policies and in the making of decisions affecting them.
3. Establish reasonable and easily used avenues of communication for the public, the students and the district staff.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: POLICY AND REGULATION
SYSTEMS PROCEDURES**

P-2231

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

Policies

Policies are statements of intent which are adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

When he/she deems it necessary, the Superintendent shall provide to the Board proposed policies for consideration, modification and adoption. The Superintendent shall develop a regulation specifying the procedures by which policies will be developed and presented to the Board.

Regulations

The Superintendent shall specify the required actions and design the detailed arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district are to be designated as “regulations,” and are to be placed in the district policies and regulations manual. The regulations shall be presented to the Board before implementation in the district, but the Board will not adopt a regulation unless requested to do so by the Superintendent, or unless adoption is required by Federal or State law. Administrative regulations must be consistent with the policies adopted by the Board of Education.

The Superintendent is responsible for development and implementation of the district regulations. He/she should, as a matter of good administrative procedure, develop a system whereby staff members are involved in development of regulations in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted Board policy, and capable of full implementation.

(cf. 9310-9314 re: adoption/approval of policies, regulations)

Policy Adopted: November 1, 2005

Section: Administration

**Subject: EDUCATIONAL RESEARCH IN
DISTRICT SCHOOLS**

P-2240

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

All requests to conduct research within the school district must be directed, in writing, to the Superintendent 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 children within the school district;
2. The study provides in-service opportunities for the growth and development of faculty and/or staff;
3. There will be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. The study respects the rights of individuals, including the confidentiality of personal data about students and employees.
5. Students participating in studies, authorized by school administration, must have the written approval of their parents or legal guardians.

All requests for permission to conduct educational research must be approved prior to the commencement of the project. The Superintendent reserves the right to withdraw approval of any research study.

Policy Adopted: November 1, 2005

Section: Administration

Subject: MONITORING OF DISTRICT GOALS

P-2250

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

1. The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, and any other interested persons or groups to monitor the progress of the schools in achieving goals tied to student learning and district operations.
2. The Superintendent shall regularly report to the Board of Education on student achievement and on the effectiveness of schools in reaching district goals.

(cf. 0000 - Philosophy-Goals-Objectives)

Policy Adopted: November 1, 2005

Section: Administration

**Subject: SCHOOL HOURS
INSTRUCTIONAL DAY**

AR-2261

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

High School	Student Instructional Day (M, T, W, Th, F)	7:40 – 2:10	6 hr. 30 min.	
	Early Dismissal	7:40 – 12:20	4 hr. 40 min.	
Middle School	Student Instructional Day (M, T, W, Th, F)	8:10 – 2:40	6 hr. 30 min.	
	Early Dismissal	8:10 – 12:50	4 hr. 40 min.	
Elementary	Student Instructional Day (M, T, W, Th, F)	8:45 – 3:15	6 hr. 30 min.	
	Early Dismissal	8:45 – 1:25	4 hr. 40 min.	
Kindergarten	Student Instructional Day (M, T, W, Th, F)	AM	8:45 – 11:30	2 hr. 45 min.
		PM	12:30 – 3:15	2 hr. 45 min.
	Early Dismissal	AM	8:45 – 11:00	2 hr. 15 min.
		PM	11:10 – 1:25	2 hr. 15 min.

Important Guidelines

1. When there is a decision to delay one hour the opening of schools for severe weather conditions, all of the morning opening of school times will be adjusted (delayed) one hour. The remainder of the school schedule (for dismissal) remains the same.
2. When there is a decision to delay 90 minutes or two hours the opening of schools for severe weather conditions, the AM Kindergarten schedule will be canceled. The remainder of the school schedule remains the same.
3. On days when severe weather conditions cause a delay in the opening of school, when teacher in-service activities are planned, schools will be closed rather than scheduling a delayed opening.

Section: Administration

**Subject: SCHOOL HOURS
INSTRUCTIONAL DAY**

AR-2261

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

4. The last day of school for the academic year will have an early dismissal.

Regulation approved: November 1, 2005

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

Section: Administration

**Subject: STATEMENT OF ETHICS
FOR ADMINISTRATORS**

P-2300

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

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 belong 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 and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
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 through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.

Section: Administration

**Subject: STATEMENT OF ETHICS
FOR ADMINISTRATORS**

P-2300

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: STATEMENT OF STANDARDS
FOR SCHOOL LEADERS**

P-2300.1

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The Board of Education endorses the following “Standards for School Leaders” adopted by the Connecticut State Board of Education. These “Standards” represent the qualities desired of school administrators in this District.

I. The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. The Learning Process

The school leader possesses a current, research and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e., *Connecticut’s Common Core of Learning*).

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers’ reflection on the impact of their professional beliefs, values and practices on student learning. (i.e., *Connecticut’s Common Core of Learning*).

IV. Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

Section: Administration

**Subject: STATEMENT OF STANDARDS
FOR SCHOOL LEADERS**

P-2300.1

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

V. School Goals

The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of these goals.

VI. School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students and the community in efforts to improve student learning.

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement

The school leader works with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives and implementing program changes that are designed to improve learning for all students.

IX. Professional Development

The school leader works with staff members to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff members as they assume responsibility for their professional development.

Section: Administration

**Subject: STATEMENT OF STANDARDS
FOR SCHOOL LEADERS**

P-2300.1

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

X. Integration of Staff Evaluation, Professional Development and School Improvement

The school leader works with staff members to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development and school improvement that result in improved teaching and learning for all students.

XI. Organization, Resources and School Policies

The school leader works with staff members to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity.

XII. School-Community Relations

The school leader collaborates with the staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: ASSESSMENT OF
SUPERINTENDENT OF SCHOOLS**

P-2400

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

It is the responsibility of the Board of Education to maintain and improve the quality of administration and instruction in the public school system. An effective working relationship between the Board and the Superintendent is essential to the successful operation of the school district. Therefore, the Board will formally evaluate the Superintendent each year in accordance with guidelines and criteria mutually determined and agreed to by the Board and the Superintendent.

The purposes of the evaluation will be:

1. To provide for effective leadership for the school system.
2. To establish and maintain a good working relationship between the Board and the Superintendent.
3. To clarify for the Superintendent his/her role in the school system as seen by the Board.
4. To clarify for all Board members the role of the Superintendent in the governance of the district.
5. To improve the Superintendent's performance by suggesting areas of responsibility and operating techniques that may be strengthened.
6. To give encouragement and commendation for work well done.
7. To record the appraisal of his/her performance and improvement.
8. To offer a guide for the Superintendent's self-appraisal of characteristics and skills.

Section: Administration

**Subject: ASSESSMENT OF
SUPERINTENDENT OF SCHOOLS**

P-2400

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

9. To provide an opportunity for the Board and the Superintendent to review formally at periodic intervals, factors affecting the Superintendent's performance.
10. To offer a procedure for an objective and comprehensive appraisal at regular intervals.
11. To establish mutually agreed upon standards for continued employment.
12. To provide assistance in the development of the Superintendent's performance goals and priorities for the coming year.
13. To assist the Board in arranging for the Superintendent's salary and contract.

Annually the Board and Superintendent will mutually develop a set of performance goals based on the needs of the school system. The Superintendent's performance will be periodically reviewed in accordance with these specified goals.

The Board will evaluate the abilities and services of the Superintendent through a formal procedure at least once annually, in executive session.

The evaluation of any public employee is appropriately a part of the employee's personnel file, the disclosure of which would constitute an invasion of personal privacy. Therefore, under Section 1-19(b) of the Connecticut General Statutes, such information is excluded from public disclosure.

The assessment, whether oral or written, will be made on the basis of the Board's statements concerning the abilities needed by, and the responsibilities and duties to be discharged by the Superintendent. Board consensus on the Superintendent's abilities and performance in various areas will be made available to him/her, and discussed with him/her in an executive session.

Section: Administration

**Subject: ASSESSMENT OF
SUPERINTENDENT OF SCHOOLS**

P-2400

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

The suggested annual cycle for the Board of Education and Superintendent Assessment is as follows.

2 YEAR CYCLE

DATE Year Month	BOE Operational Performance Goals	School District Goals	Superintendent's Performance Goals
1 st Dec.	Board sets operational procedures and performance guidelines for term of office following election of the Board of Education		Mid year review of Superintendent's goals
June			<ol style="list-style-type: none">1. Assessment of Superintendent's performance goals2. Set new goals for the following year3. Setting up salary for upcoming FY
2 nd Dec.	Mid term review and reaffirm or revise	Board conducts biennial review of district goals and reaffirms, revises, or sets new goals	Mid year review of Superintendent's goals
June			<ol style="list-style-type: none">1. Assessment of Superintendent's performance goals2. Set new goals for the following year3. Setting up salary for upcoming FY

Connecticut General Statute, Section 10-157

Section: Administration

**Subject: EVALUATION OF ADMINISTRATIVE
PERSONNEL**

P-2401

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

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.

Evaluations of administrators shall be conducted in accordance with the guidelines of the State Board of Education and such other guidelines as are mutually agreed upon by the Board and the “teachers’ representative” under the Teacher Negotiations Act. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

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 educational personnel. (Amended by PA 04-137, An Act Concerning Teachers’ Evaluations).

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.

Policy Adopted: November 1, 2005

Section: Administration

**Subject: BOARD OF EDUCATION
AGENDA ITEMS**

AR-2510.1

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

1. Any staff member wanting an item to be considered for the Board of Education agenda should have submitted, in writing, the agenda item by two weeks before the meeting, to the Superintendent.
2. An item to be presented to the Board should conform to the accepted format for Board agenda items.
3. Final agenda items are required to be in the Superintendent's office no later than Tuesday noon one week prior to the Board meeting.
4. Agenda items will be reviewed by the Superintendent and the Board's Executive Committee, and any corrections or additions to the item will be made so that final distribution to the Board will occur by the Friday prior to the Board meeting.
5. It is important that all staff members comply with this schedule so that agendas will be developed in a timely fashion for the Board of Education.

Regulation Approved: November 1, 2005

Elizabeth E. Feser, Ed.D.
Superintendent of Schools