



NEW MILFORD PUBLIC SCHOOLS
Office of the Superintendent
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MEMORANDUM

TO: Members of the Policy Committee
FROM: JeanAnn C. Paddyfote, Ph.D. *JACP*
DATE: October 16, 2009
RE: Policy Agenda Items—October 20, 2009

Listed below are comments regarding the Board Attorney's proposed policy changes that will be discussed at the October 20, 2009 meeting.

Policy 1325

Advertising and Promotion

- The Board attorney recommended the Superintendent approve advertising, otherwise the Board will have to approve all advertising.
- The regulation states in two places that the Superintendent may refer approval to the Board of Education and that would seem to be the most practical method.

Policy 2112

Professional Development Opportunities

- Updated language to support the concepts in two State Department of Education publications: "School Leader Evaluation and Professional Development Guidelines" (2002) and "Developing a Quality School Leader Evaluation and Professional Development Plan."

Policy 2120

Administrative Assignments

- Language clean up—insertion of "she."

Policy 2130

Job Descriptions

- Additional components of a job description.

Policy 2131

Superintendent of Schools

- Addition of legal reference.

- Policy 2133 **Principal**
- Addition of last sentence follows format for policy that precedes this one-- Policy 2132 Assistant Superintendent of Schools.
- Policy 2152 **Assignment of Administrative Personnel**
- The new language clarifies the responsibility to assign and change assignments of administrative personnel by the Superintendent, and that the Superintendent will apprise the Board of such transfers or changes in assignment.
- Policy 2231 **Policy and Regulation Systems**
- The proposed language defines a regulation and the process to be followed when developing regulations.
- Policy 2240 **Educational Research in District Schools**
- Addition of statement that research must be conducted by persons that will abide by all Board policies, and protect the confidentiality of student information in accordance with Regulation 5125.
- Policy 4111.1
4211.1 **Equal Employment Opportunity**
- Policy 2111 Equal Employment Opportunity was deleted in March 2009 because it was duplicative. This policy has been updated—the rationale has been removed as it is not needed in a policy, and there are additional legal references.

The Code of Professional Responsibility Regulation is enclosed for your information.

Recommended for Revision
Bold Italicized – New Language
Strike Through – Deleted Language

1325

Community Relations

Advertising and Promotion

The Board of Education has a responsibility to protect students from possible exploitation by private interests through exposure to advertising within the school environment. Because marketing and promotional materials are a pervasive element in our culture, it is unfeasible to strictly prohibit the indirect or incidental advertisement of products and services to students and parents. Any advertising by the school, staff or affiliated organizations must be done in a thoughtful, careful and tasteful manner consistent with the educational goals of the district and in the best interests of the students. The ~~Board of Education~~ ***Superintendent of Schools*** must approve any ~~direct~~ advertising by private interests in school district facilities or on school district property. The approval of such advertising does not imply that the Board endorses the product, services or item being advertised. In addition, approval must be consistent with the educational interests of the students as well as the requirements of other Board policies. Any approval will state precisely where such advertising may be placed. Advertising by private interests will not be allowed outside the specific area approved by the Board of Education.

The Superintendent of Schools shall develop and implement regulations regarding the appropriate use of advertising and promotion within the schools.

Policy adopted: May 7, 2001
Policy revised: June 9, 2009
Policy revised:

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New Milford, Connecticut

Recommended for Revision
Bold Italicized – New Language
Strike Through – Deleted Language

2112 (a)

Administration

Professional Development Opportunities

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. *The Board is committed to providing the resources needed to support appropriate, meaningful, and readily applicable professional development for administrators. Professional development is an ongoing pursuit and is intended to advance the improvement of teaching, learning and leadership skills development.*

~~For these purposes and so that the Superintendent can keep the Board and professional staff informed of new and promising educational developments, The Board encourages the Superintendent and administrators 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.
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.

Administration

Professional Development Opportunities (continued)

4. *All administrators should engage in professional development opportunities designed to address school district improvement goals.*
5. 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 *diversity (special needs, linguistic, cultural, racial, ethnic, and gender, generational and socioeconomic status* bias in the classroom, in the schools, and in the broader community.

Recommended for Revision
Bold Italicized – New Language
Strike Through – Deleted Language

2120

Administration

Administrative Assignments

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 prepared by the Superintendent and approved by the Board. 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, recommend for Board approval changes in the district organization chart.

The Superintendent shall present annually to the Board, no later than the June meeting, a list of all administrative/supervisory personnel. This list will include current position assignment, and any new assignments.

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.

Policy adopted:
Policy revised:

June 11, 2002

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