

HARTFORD PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

	Number	Policy or Regulation
0. Concept and Roles in Administration	2000	P
A. Board-Superintendent Relations	2000.1	P/R
B. Goals and Objectives	2010	P
1. Administrative Staff Organization	2100	P/R
A. Management Positions/Team		
(1) Equal Employment Opportunity	2111	P
(2) Professional Development	2112	P
(3) Assignment and Transfer of Building Administrators	2113	P
B. Job Descriptions	2130	P
(1) Superintendent	2131	P
C. Superintendent	2140	P
D. Leadership Succession	2141	P
E. Administrative Staff		
(1) Hiring Administrative Staff	2151	P/R
(2) Compensation Guides and Contracts	2151.3	P
2. Administrative Operations		
A. Administrative Leeway in Absence of Board Policy	2210	P
(1) Administrative Reports	2215	P
B. Representative and Deliberative Groups	2220	P/R
C. Policy and Regulations Systems	2231	P/R
D. Administrative Reports/School District Annual Report	2250	P
E. Data Dashboard	2251	P
3. Evaluation of Administrators and Administration	2400	P/R
4. School Accountability and Reconstitution	2500	P

Administration

Concept and Roles in Administration

Within the guidelines established by board of education policy, law and employee agreements, the superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives, of the board of education.

The board of education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

Administration

Board-Superintendent Relations

The board believes that the determination and adoption of policies is the most important function of a school board and that the execution of the policies should be the function of the superintendent.

Delegation by the board of its executive powers to the superintendent provides freedom for the superintendent to manage the schools within the board's policies and frees the board to devote its time to policy-making and appraisal functions.

The board shall hold the superintendent responsible for the administration of its policies, the execution of board decisions, the operation of the internal machinery designed to serve the school program, and for keeping the board informed about school operations and problems.

Administration

Board-Superintendent Relations

Board Responsibilities That May Be Delegated In Whole or In Part to Superintendent	BOE	SUP	SUP Rx; BOE approve
Statutory Responsibilities of Boards of Education*			
Implement educational interests of the state that: (1) each child receives prescribed duration of school services; (2) school district is financed at a reasonable level; (3) districts provide programs to reduce racial, ethnic and economic isolation; and (4) statutory mandates are carried out	X		
Study the need for school facilities and develop a long-term school building program			X
Report to the Commissioner on condition of buildings and action taken to implement long-term building program			X
Make recommendations to the town based on need for school facilities and school building program			X
Care for, maintain and operate buildings, lands and apparatus and other property used for school purposes		X	
Insure all buildings and capital equipment against loss		X	
Determine the number, age and qualifications of pupils to attend each school			X
Provide adequate instructional supplies and materials; distribute resources equally among schools; provide a safe school setting		X	
Provide all students with as nearly equal advantages as possible		X	
Hire certified staff: Teachers and Administrators (cf. 2131 – Superintendent; 2151 – Hiring Administrative Staff)		X	
Designate the schools to be attended by children			X
Provide that each school age child is able to attend some school		X	
Provide for transportation of students		X	
Provide for attendance of students in adjacent districts where convenient		X	
May provide for alternative programs for students over 19 years who cannot graduate by age 21		X	
Cause each child between 7 and 16 years to attend school		X	
Prepare and submit a statement of educational goals for the district			X
Develop student objectives that relate to educational goals of the district		X	
Submit a strategic school profile report for each school in the district		X	
Provide for in-service training for certified staff		X	

* This chart assumes that all policy making is the sole responsibility of the Board, and that the above listed responsibilities include only those involved in executing established policies or other responsibilities of the system duties. (APPROVED 1/5/99)

Administration**Board-Superintendent Relations**

Board Responsibilities That May Be Delegated In Whole or In Part to Superintendent	BOE	SUP	SUP Rx; BOE approve
Develop and submit a comprehensive professional development plan for certified staff each five years			X
Prescribe rules for management, studies, classification and discipline in the schools			X
Attest to the Commissioner that program of instruction includes state mandated subjects and is planned, ongoing and systematic			X
Prescribe rules for the textbooks to be used and for school library media centers		X	
Select books and educational media for school library media centers		X	
Approve plans for public school buildings			X
Develop, adopt and implement policies concerning homework, attendance, promotion and retention			X
May prescribe rules to sanction students who damage textbooks, library materials and other materials		X	
Develop and implement policies for use, sale or possession of alcohol and drugs			X
Adopt a policy and procedure for dealing with youth suicide			X
Ensure that students do not receive diplomas unless they have completed graduation requirements		X	
Require employment applicants to state whether they have been convicted of a crime and whether criminal charges are pending and to submit to criminal history records check		X	
May develop intradistrict student assignment programs		X	
May specify school uniform			X
Prepare an itemized estimate of the cost of maintaining the schools for the ensuing year and submit to the city			X
May transfer unencumbered funds between itemized accounts of the budget			X
Establish a written policy for the protection of students from abuse			X
Establish a written uniform policy for the treatment of recruiters			X
Report to Commissioner regarding identity of certified staff, including appointment of new superintendent	X		
Report to Commissioner regarding the number of pupils of racial minorities		X	
May provide for intergroup relations training for teachers and may select a coordinator for such training		X	

Administration**Board-Superintendent Relations**

Board Responsibilities That May Be Delegated In Whole or In Part to Superintendent	BOE	SUP	SUP Rx; BOE approve
Cause superintendent to report receipts, expenditures and statistics to Commissioner		X	
Purchase books and supplies as it deems necessary		X	
May loan textbooks to non-public school students			X
Provide a U.S. Flag for each school room and cause flag to be displayed each school day		X	
Provide for a fire drill in each school at least monthly		X	
Authorize teachers to remove pupils from classrooms due to deliberate serious disruption		X	
Authorize school administration to suspend student from school and transportation services		X	
Inform students and their parents and guardians of policies regarding student conduct and school discipline at least annually		X	
Authorize school administration to impose in school suspension		X	
Reassign student to regular classrooms in different schools		X	
Enumerate the number of school age children residing in the district annually		X	
Provide a silent meditation opportunity for students and staff each morning		X	
Ascertain the dominant language of students		X	
Provide a bilingual program for students of limited English proficiency		X	
May establish a bilingual and bicultural program of studies			X
Indemnify staff assaulted in the line of duty		X	
May establish and maintain school activity accounts		X	
Provide for the use of school facilities for non school purposes		X	
May establish a demonstration board and staff to administer demonstration project			X
May participate in the National Assessment of Educational Programs			X
Publicly disclose NEASC accreditation report results at a public meeting and make report available for public inspection		X	
Establish and maintain summer school		X	
Appoint and prescribe the functions of dental hygienists		X	
May establish and operate a school feeding program		X	
May provide specified pupil services to private nonprofit schools			X
May operate student savings programs with banks		X	
May include vocational guidance as part of curriculum		X	

Administration**Board-Superintendent Relations**

Board Responsibilities That May Be Delegated In Whole or In Part to Superintendent	BOE	SUP	SUP Rx; BOE approve
May permit academic credit for community service		X	
May establish high school graduation date			X
May provide transportation to out of district charter school		X	
Conduct collective bargaining negotiations			X
Other Executive Responsibilities**			
Enter into collective bargaining agreements that are not subject to Board approval			X
Settle claims and disputes with employees and collective bargaining units		X	
Hire non-certified staff		X	
Terminate non-certified staff		X	
Suspend certified and non-certified staff		X	
Discipline certified and non-certified staff		X	
Approve staff leaves of absence		X	
Transfer and assign certified and non-certified staff		X	
Execute Grant and other funding applications			X
Accept Grant and other funds			X
Accept donations of money, goods or services			X
Execute contracts (consultants, programs, internships exchanges, etc.)		X	
Initiate lawsuits or other legal proceedings			X
Dispose of district property			X
Select textbooks		X	
Develop program of studies/curricula		X	
Other executive acts necessary to carry out policies and directives of the Board		X	

**Normally, these responsibilities are exclusively within the superintendent's authority to act as "chief executive officer," unless expressly limited by Board policy or directive. C.G.S. § 10-157.

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, 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 goals of district administration will be:

1. To manage effectively 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 ensure effective learning programs, including but not limited to:
 - a. improving educational opportunities for all students;
 - b. improving parental and community involvement in the schools;
 - c. ensuring the effective implementation of Board policy;
 - d. addressing the on-site needs of the district's schools;
 - e. providing leadership in keeping abreast of current educational developments;
 - f. arranging for effective staff development programs;
 - g. coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
 - h. providing channels for the upward flow of information necessary and useful in the design and development of school policy.

Policy adopted: June 15, 1999
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Administration

Administrative Staff Organization

The superintendent shall organize the staff to achieve the school district goals as expressed by the superintendent and 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 create and foster an environment of excellence in which students can learn most effectively. Excellence in education includes ensuring that 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, and professional development activities.

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 or she may, from time to time, recommend for board approval changes in the district organization chart, but shall review it minimally on an annual basis. All administrative duties and functions will be evaluated on the basis of contributing to better instruction, including experiencing diversity as a means to enhance student motivation and achievement.

Administration

Lines of Responsibility

1. In the absence of the superintendent, the superintendent shall designate an administrator to serve as acting superintendent.
2. Lines of responsibility in the school district shall be structured to:
 - a. Maximize student learning and promote high student performance.
 - b. Clarify responsibility and accountability from students through teachers, administrators and the superintendent, to the board of education.
 - c. Tell each member of the staff to whom he/she is responsible and for what functions.
 - d. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
 - e. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
 - f. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
 - g. Keep each staff member advised of policies, functions and progress of the district.

Administration

Equal Employment Opportunity

All personnel policies and practices of the Hartford board of education will be in accordance with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications will be made available for each position to be filled. Equal employment opportunity will be available to all protected groups; no individual will be discriminated against because of race, gender, color, religious creed, national origin, age, sex, sexual orientation, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to performance of the duties of the position.

The district's staffing plan should be designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

The board believes in the importance of the district's practices to support the concept of staff balance because staff and students will benefit greatly from a diverse staff.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U. S.C., sub 2000e.
 Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
 Executive Order 11246.
 Connecticut General Statutes
 Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
 46a-51 (8), (17), (18) Discriminatory practices.
 46a-58(a) Deprivation of rights.
 46a-60 Discriminatory employment practices prohibited.
 46a-79 State policy re employment of criminal offenders.
 46a-80 Denial of employment based on prior conviction of crime.
 10- 153 Discrimination on account of marital status.
 PA 91-58 An act concerning discrimination on the basis of sexual orientation

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HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

Administration

Professional Development

The board of education recognizes the importance of professional development opportunities for new and experienced administrators that is systematic, planned, on-going, and coordinated to support district goals and the improvement of student learning as reflected on the Connecticut Mastery Test, the Connecticut Academic Performance Test, and other assessment measures approved by the district. 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.

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

Professional development activities will be provided for all staff. The superintendent will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating interest, and providing career advancement support and professional development opportunities for new and experienced administrators.

Administration**Assignment and Transfer of Building Administrators**

Appropriate placement and transfer practices for school administrators should enhance effective utilization of skills and abilities and the professional growth of individuals. These objectives can best be achieved through the provision of some variety of school assignments over a period of years, and the best possible matching of known administrator strengths to identified current needs of a particular school.

The superintendent will be responsible to the board for effective placement and transfer of school administrators, giving priority to the needs of the school and district as perceived by the board and central administration.

Administration

Job Descriptions

The superintendent shall provide for the preparation and maintenance of job descriptions for all personnel. All procedures shall be in accordance with good practice and the provisions of applicable collective bargaining agreements.

Administration

Superintendent - Job Description

Reports To: Board of education

Relationship with the Board:

1. To serve as the executive officer for the board and be charged with the responsibility for implementing the policies of the board. He/she shall work with the executive committee in planning the agenda for each meeting, shall attend and participate in all regular and special meetings of the board, and executive meetings of the board at the board's request.
2. To develop a harmonious and close working relationship with the board.
3. To serve as a resource person and advisor to the board. He/she shall keep the board informed on issues, needs, and operation of the school system. He/she shall offer advice to the board based on thorough study and analysis, on items requiring board action or consideration.
4. To provide a continuous appraisal of all school policies originating with the board. He/she shall advise the board on the need for new and/or revised policies and suggest draft policies to satisfy those needs.

Supervises: Directly or indirectly every school district employee

Position Summary

The superintendent shall be the chief executive officer of the school district. In conformity with the policies of the board, federal and state laws and regulations, and State board of education policy, the superintendent shall have executive authority over the school system and responsibility for its supervision.

The superintendent, or designee, shall be present at all meetings of the board and board committees, except executive meetings to which he/she is not invited, or when matters pertaining to the superintendent's employment are under consideration. The superintendent shall have the privilege of taking part in all deliberations but shall not have the right to vote.

The superintendent shall advise the board on policies and plans that the board takes under consideration, and shall take initiatives in presenting policy recommendations and planning issues to the board for its attention.

Administration

Superintendent - Job Description (continued)

Typical Duties

1. To direct and supervise the work of all the schools and employees of the board.
2. To present to the board an annual report on the development and application of the educational program and policies of the board and such other matters as may be requested by the board. All reports sent to committee chairpersons shall be sent to all members of the board.
3. To submit for board approval the names of nominees for administrative appointment at the level of principal or above who are new to the school system or who are recommended for promotion.
4. To assign the duties of all employees and to establish an administrative chart detailing and staff functions.
5. To present to the board such reports as may be desirable or requested from time to time concerning the progress of the school system as measured by student achievement.
6. To make a continuing study of the needs for additions or replacements in school plants and the cost thereof
7. To develop and administer an educational program designed to meet the objectives of the school system and the needs of the community, and to carry out the policies and plans of the board, and establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals.
8. To make, or delegate authority to make, all administrative decisions necessary to the proper function of the school district.
9. To delegate to other employees of the board as appropriate the exercise of powers or the discharge of duties of the superintendent provided however, that such delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.
10. To assign and transfer employees as the interest of the district may dictate within the confines of any collective bargaining agreements with employee organizations.
11. To suspend any employee for just cause and report such suspension to the board at the next meeting.

Administration

Superintendent - Job Description (continued)

Typical Duties (continued)

12. To direct the preparation of the annual budget for adoption by the board and administer the budget as enacted by the board, acting at all times in accordance with legal requirements and adopted board policy.
13. To make regular and timely financial reports to the board.
14. To represent the schools before the public and maintain through cooperative leadership both from within and without the schools such a program of public information as may keep the public informed as to the activities, needs and successes of the schools.
15. To evaluate or cause to be evaluated annually all those below the rank of superintendent.
16. To perform such other tasks as may be assigned by the board.
17. To make all administrative decisions within the school necessary to the proper function of the school district.
18. To delegate at his/her discretion to other employees of the board the exercise of any powers of the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.
19. To communicate directly or through delegation all actions of the board, and receive from employees communications to be made to the board.
20. To employ such personnel as may be necessary within the limits of budgetary provisions.
21. To maintain adequate records for the schools, including a system of financial accounts; business and property records; and personnel, school population, and scholastic records; and to act as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other such papers belonging to the board.

Legal Reference: Connecticut General Statutes
10-157 Superintendents

Policy adopted: June 15, 1999
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Administration

Superintendent

In accordance with state law, the board shall, by ballot, elect a superintendent for a period not to exceed three years.

The appointment of the superintendent shall be secured through an explicit contractual agreement which shall state the term of the contract, compensation and benefits, and other conditions of employment.

The contract shall meet all statutory requirements and shall protect the rights of both board and the superintendent.

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.

Legal Reference: Connecticut General Statutes
 10-157 Superintendents

Leadership Succession

Purpose

To accomplish its Core Beliefs and Commitments consistent with its Managed Performance Empowerment theory of action and sustains Hartford's education reform strategies, the Board sets forth a Leadership Succession Policy. The purpose of the policy is to sustain and promote consistent strategy, goals and culture unto the future to enable organizational learning, continuous improvement and stability.

Scope of Policy

There are three key components of succession planning addressed by this policy:

1. Short-term replacement of the Superintendent in the case of emergency.
2. Long-term leadership change through succession of a new Superintendent.
3. Succession planning for key District leadership positions.

Policy Components

The Board, as a Committee of the Whole, is charged with preparing for and managing planned or unplanned changes of Superintendent leadership. The Chair of the Board will appoint a board member, parent, teacher, administrator, a Hartford community member, and others as he/she deems necessary to serve on the superintendent's search committee to help the Board in ensuring a fair and inclusive recruitment process in accordance with State and Federal law.

1. The Committee of the Whole shall ensure the following:
 - a. The superintendent's recommendation of an acting superintendent to be approved by the Board in the event of an emergency absence or illness of longer than 30 days or the death of the superintendent.
 - b. Implementation of a succession plan for change of superintendent leadership due to resignation, retirement, or completion of contract.
2. The following procedures and timelines shall apply in circumstances when the succession of the superintendent can be planned:
 - a. Prior to the retirement, resignation and/or expiration of the superintendent's employment contract, the Board as a Committee of the Whole will initiate a search for the superintendent's successor. At its discretion, the Committee of the Whole may hire a search consultant with specific expertise in the recruitment of candidates with educational reform experience in an urban setting compatible with the district's policies and strategic operating principles.

Leadership Succession (continued)

The Board, working with the search consultant, will outline the functions and responsibilities of the superintendent. The search consultant will work in conjunction with the Committee of the Whole to develop a set of qualifications and competencies associated with the superintendent's position.

The search consultant will work with the superintendent search committee appointed by the Chair of the Board to select candidates for consideration by the Committee of the Whole.

- b. Candidates recommended by the selection committee will be interviewed by the Committee of the Whole. Finalists may be presented at community forums before the Committee of the Whole nominates the final candidate for approval by the Board of Education.
 - c. The Chair of the Board and the Leadership Committee will negotiate an employment contract with the successful candidate.
 - d. For the appointment of the superintendent a vote of the majority of the Board members will be required at a Board meeting for which due notice has been given of the intended action.
 - e. Upon appointment of a successor, the Board shall develop and implement an onboarding plan to orient the new superintendent to all his/her duties and responsibilities and to all district strategies and goals as contained in the Strategic Operating Plan.
3. The superintendent shall implement a plan for succession from among current employees for key district management positions to include, but not be limited to, the positions of assistant superintendent for pre-K – 12 education, chief research and assessment, chief portfolio officer, chief of early literacy and parent engagement, chief operating officer, chief talent officer and chief financial officer.

Board Oversight

The superintendent will report annually to the Board on his/her plan for succession for key district management positions. The Board may convene as a Committee of the Whole as needed to plan for anticipated vacancies covered under this policy.

Administration

Hiring School Administrators

The board of education will appoint qualified persons to the position of principal and above in the school system, based on recommendations made by the superintendent.

The appointment of all administrators 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, she/he will make another recommendation to the board within a month, or as soon as practical.

Administration

Hiring School Administrators

The board shall approve all nominations for appointments or promotions for all administrative positions at the rank of principal and above.

In the selection of personnel for supervisory and administrative positions, the board may request the superintendent to look outside the system as well as review personnel within the system. The superintendent shall be free, in the absence of any instructions from the board, to look outside, or recruit from within the system.

Acting Assignments

Any vacancy, certified and non-certified, at or above the rank of principal which is filled by an acting assignment and which is not posted shall be brought to the board for explanation and approval for continuation of the acting status.

No acting assignment shall continue beyond two months contingent upon timing of that month's board meeting without specific authorization from the Board.

Any acting assignment which is not in conformity with either of the above shall be considered null and void.

Each person moving into an acting assignment shall be notified in writing of the temporary nature of acting assignment.

If an acting assignment is brought to the board with a recommendation for continuation and the continuation is denied, the person holding that appointment will be entitled to two weeks notice.

Any person affected by the return of the holder of an acting assignment to his/her original position shall also be entitled to two weeks notice.

Administration

Compensation Guides and Contracts

The superintendent shall establish procedures for compensating paid administrators who are not members of a bargaining unit subject to approval by the board. Administrators who are members of a bargaining unit shall be compensated in accordance with the terms of the applicable contract.

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.

Administration**Administrative Reports**

The board shall receive copies of program evaluations, group test results, the annual report on programs and courses, regular financial reports, and other materials appropriate to its decision and policy-making responsibilities. Such information is to be released by the superintendent through placement on the agenda of a regular or special meeting of the board.

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.

Administration

Representative and Deliberative Groups

Communications

Communication between the board of education and the staff shall be carried out through the superintendent. At times it may be beneficial and necessary for a direct conference to be arranged between these two groups around areas of mutual concern. In such cases the following regulations will be followed:

1. Meetings between the board of education or committees of the board and a staff committee will be arranged through the superintendent as the executive agent of the board and the professional leader of the teachers.
2. Requests for meetings with the board of education should be made in writing to the superintendent and should suggest agenda items. These requests shall be brought to the attention of the board of education by the superintendent.
3. Issuance of publicity releases and the substance of such releases resulting from such meeting shall be approved by both groups.
4. If it is deemed desirable to invite representatives from outside either group as observers of consultants, such invitations should be issued with advance knowledge of the group concerned and approval of the board of education.

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.

The superintendent will present policies to the board for revision every two years on even numbered years in groups of two by series, for the purpose of administrative updating and board review.

Regulations

Consistent with policy, the superintendent shall specify required staff actions, and designate the administrative arrangements and procedures under which the schools are to be operated. The actions, arrangements 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.

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HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Administration

Policy and Regulation Systems

Functions and Composition of Committees and Channels

Board of Education

The board of education is responsible for the development of policy. It receives recommended drafts from the superintendent, individual board members and board committees. The board may accept and adopt drafts, return them to the committee or superintendent with requests for specific changes, or reject them outright. The board may originate a request for a needed policy through a board committee and/or superintendent.

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, reasonable efforts shall be made to notify holders of policy, bylaw and regulations manuals.

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 manual holders.

The superintendent is responsible for the care and regular updating of the manuals, and shall keep a master file of the distributed materials.

Administration

Administrative Reports/School District Annual Report Announcements

The board of education directs the superintendent 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, school operations, and finance.

The board shall require reports from the superintendent concerning the state of the school system.

The superintendent shall be responsible for submitting to the board an annual report indicating the effectiveness of the instructional program, the condition of the schools, and plans and suggestions for their improvement as well as other items of interest to the board members.

The board shall file an annual financial report with the State in accordance with the law.

Legal Reference: Connecticut General Statutes
 10-157 Superintendent
 10-222 Appropriations and budget
 10-224 Duties of the Secretary
 10-227 Returns of receipts, expenditures and statistics to state board.

Administration

Data Dashboard

Purpose

To accomplish its Core Beliefs and Commitments, and consistent with its Theory of Action, the Board sets forth a policy for the development and implementation of a Data Dashboard. The purpose of the Data Dashboard is to enable the Board to monitor the key indicators of improvement in the District's performance. The Data Dashboard serves as a concise communication tool to be published by the district and used throughout the community by the district and individual schools.

Definition

The Data Dashboard consists of a number of indicators in the areas of student achievement, operational performance and client satisfaction which enable the Board to measure the district's performance and to clearly communicate its priorities and progress. Consistent with the Board's commitment to data-driven decision making, the Data Dashboard is updated on a regular basis and shared with all stakeholders.

A well-designed Data Dashboard includes:

- a concise but comprehensive summary of the district's performance
- data which is clear and easily understood
- regularly updated data based on management reports and oversight workshops
- support for the district's reform strategies

Key Indicators

The HPS Data Dashboard is aligned with the district's Management Oversight Policy and School Accountability Policy. A data dashboard will enable the board to effectively fulfill its responsibilities for overseeing the management of Hartford Public Schools. Furthermore, the data dashboard will provide the public with the information needed to understand the district's priorities.

The Data Dashboard will:

- Serve as a simple and central vehicle for communicating the status of the district's key indicators
- Identify for our stakeholders what the district's top priorities are in a given academic cycle

Below, The Board of Education has identified the following priority measures that gauge the progress and climate of the Hartford Public School system:

Data Dashboard (continued)

INDICATOR	
1	Overall Academic Proficiency: Reading + Kindergarten Overall Reading Proficiency + Grade 3 Overall Reading Proficiency + Grade 6 Overall Reading Proficiency + Grade 10 Overall Reading Proficiency
2	Overall Academic Proficiency: Math + Grade 4 Overall Math Proficiency + Grade 7 Overall Math Proficiency
3	Overall Academic Proficiency: Writing + Grade 5 Overall Writing Proficiency
4	Overall Academic Proficiency: Science + Grade 8 Overall Science Proficiency
5	Overall percent of students ready for Kindergarten
6	Percent of special education students meeting Individualized Education Plan (IEP) goals
7	Participation in Advanced Placement (AP) and/or dual credit courses + Percent of students scoring 3 or above on AP exams
8	Participation in the SAT exam + Performance on the SAT exam
9	Percent of English Language Learners (ELL) showing significant growth on the Language Assessment Scale (LAS)
10	Percent of high school students graduating + Percent graduating in four years + Percent graduating in five years
11	Post secondary education enrollment
12	Average student attendance
13	Number of schools improving in Overall School Index (OSI) goal range
14	Return on Investment (ROI)
15	Unqualified Financial Audit
16	Percent of teacher vacancies in the district on first day of school + At low-performing schools + In areas of shortage
17	Percent of highly effective teachers
18	Percent of highly effective teachers with 5-15 years of experience
19	Average teacher attendance
20	Percent of schools meeting baseline facilities standards
21	Percent of families that would recommend their child's school to others
22	Percent of students who rate their school supportive and safe
23	Percent of Hartford families choosing Hartford Schools
24	Percent of students in transitional grades that attend their school of choice

Data Dashboard (continued)

Board Oversight

The Superintendent will provide annual reports to the Board of Education on the progress of each indicator. Annually the Board will evaluate whether or not an indicator remains a top priority for the district. This may result in changes to the list of indicators in this policy and any updated list will be published annually. Such changes will not be considered substantial but will require a vote by the Board of Education at their annual retreat.

Administration

Evaluation of Administrators and Administration

In order to advance the instructional program of the school district, the superintendent will establish and will implement an evaluation program for all administrators and teachers. Such a program will be aimed at improving administrator/teacher performance and at promoting professional growth within the framework of the goals and objectives of the school district. Such an evaluative process will include a formal procedure for the evaluation of the superintendent by the board of education.

Through the evaluation of the superintendent, the board of education will strive to accomplish the following:

1. Clarification for the superintendent of his/her role in the school system as understood by the board of education.
2. Clarification for all board of education members of the role of the superintendent in light of his/her responsibilities, his/her authority, and his/her organizational expectations.
3. Development of a unity of purpose in order to achieve high priority goals and objectives.
4. Development of an opportunity for goal achievement through regular appraisal and feedback.
5. Enhancement of organizational health resulting from involved, committed, and strengthened individuals.

The superintendent's evaluation and the evaluation of district administrators and teachers should be viewed as part of an overall district management plan of establishing goals and objective, appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurement, and feedback are part of that effort. Teachers, administrators, central office personnel, and the board of education should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

Legal Reference: Connecticut General Statutes
 10-151b Evaluation by superintendents of certain educational personnel.
 10-151c Records of teacher performance and evaluation not public records.

Policy adopted: June 15, 1999
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Administration

Evaluation of Administrators and Administration

The superintendent shall evaluate or cause to be evaluated each teacher and administrator in the school system and report the status of the evaluation plan to the board as required by statute. The term "teacher" shall include professional employees of the board below the rank of superintendent who occupy positions requiring certification.

Philosophy

The board of education believes that evaluation, an integral aspect of staff development, is a dynamic, continuous process, and is a fundamental function of supervision. Evaluation must encourage and facilitate growth in the performance of job responsibilities. It shall be a cooperative process, with the responsibility for accomplishment shared by teacher and supervisor. The administrator and teacher must be an active participant in all phases of the evaluation process.

Purpose

The primary purpose of the evaluation of professional staff in the Hartford Public Schools shall be improvement of the student learning experience and higher student achievement. To accomplish this primary function, the evaluation process shall be used for the following purposes:

1. To foster staff growth in the performance of job responsibilities.
 - a. To provide the administrator and teacher with a statement of the nature and degree of performance of his/her services.
 - b. To provide the administrator and teacher with assistance and specific suggestions as to measures which might be taken to improve performance.
2. To provide evidence on which to base decisions for:
 - a. Granting tenure in accordance with the statutes of the State of Connecticut.
 - b. Re-employment of probationary teachers.
3. To provide objective criteria for the Superintendent to be used in any recommendation concerning:
 - a. Granting salary increments or withholding increments.
 - b. Invoking dismissal procedures of teachers.

Administration

Evaluation of Administrators and Administration (continued)

Purpose (continued)

Each administrator and teacher must perform job responsibilities at a satisfactory level. Each administrator and teacher must be held accountable for their performance. In the same manner, the supervisor must be held accountable for the performance of his/her staff, as well as providing support and assistance to staff in meeting performance criteria.

In the final analysis, after assistance has been rendered, the system must eliminate the employment of those who cannot or will not perform job responsibilities in a satisfactory manner. This shall be a major responsibility of all supervisors and the superintendent.

Evaluation of Administrative Personnel

Evaluations of the following personnel shall be conducted in accordance with the evaluation handbook, An Instrument for the Improvement of Instructional Support Services Part I: Administrative adopted by the Board on July 10, 1979, or its equivalent if edited or replaced:

1. System coordinators;
2. System chairpersons;
3. Other certificated administrators in the division of support services;
4. Other central office administrators not within the division of support services.

The superintendent shall evaluate or cause to be evaluated annually in writing all administrative personnel. A copy shall be filed with the personnel office.

Legal Reference: Connecticut General Statutes
10-151b Evaluation by superintendents of certain educational personnel.
10-151c Records of teacher performance and evaluation not public records.

Administration

School Accountability

In accordance with Public Act No. 99-288, this policy is intended to set forth the standards that the Board will use for determining whether there is “sufficient progress” relative to student achievement by a Hartford Accountability School.

Hartford Accountability Schools will continue to submit School Improvement Plans (SIPs) for each school. These plans will be submitted to the Commissioner of Education for comment, and then to the Board of Education for approval. These SIPs formulate the core of site-based management for school improvement in the Hartford Public Schools.

The attached Accountability Plan will be incorporated as part of the SIP and used as the standard to determine whether “sufficient progress” has been made. Should the Board determine that a school has not achieved “sufficient progress”, the Superintendent shall implement the plan to reconstitute the school.

The Board of Education will apply the following standards to determine whether an accountability school achieves “sufficient progress” during this time:

- Surpassing the Overall School Index, which the State has set as the standard for identifying accountability schools.
- Improved school attendance.
- Decrease in number of school drop outs (if applicable)
- Reduction in suspensions/expulsions.
- Increase in parent involvement.
- Attainment of NEASC accreditation.
- Improved achievement as measured by criterion referenced tests, i.e. SFA
- Review of DRA results in grades 1-3 (English and Spanish)
- Reduction in the numbers of students required to attend mandated remediation summer school.
- Reduction in retention numbers
- Reduction in numbers of students in the intervention category of CMTs
- Achievement of School Improvement Plan Objectives
- Adherence to all compliance issues (Special Education and Bilingual).
- A review of other major instructional programs successfully initiated.
- A review of the growth rate of students over the last five years on the DRP and holistic writing segments of the Connecticut Mastery Test
- Additional items aligned to annual District goals.

Reconstitution:

The three categories of schools that may be considered for reconstitution in the Hartford Public Schools are as follows:

Administration**School Accountability** (continued)**Reconstitution** (continued)**Category I**

Current Accountability Schools have been given three years in which to demonstrate sufficient progress in improving student achievement. Schools not achieving “sufficient progress” would be subject to the reconstitution process based on the criteria listed above. The Superintendent will recommend reconstitution to the Board for their approval.

Category II.

This policy will be put into effect for any newly identified Accountability Schools. Principals will be evaluated on how the school has improved since their tenure. The Superintendent will recommend to the Board whether the school will or will not be reconstituted based on the criteria listed above.

Category III.

This policy will be enforced for those schools that have exhibited scores equal to or lower than any Hartford Accountability Schools over the last 3 years and, who in all likelihood, will be identified as Accountability Schools if no intervention occurs. Principals will be evaluated on how the school has improved during their tenure. The Superintendent will recommend to the Board whether the school will or will not be reconstituted based on the criteria listed above.

The Process:

Should a school in Category I, II, or III not meet the criteria of “sufficient progress” the following will apply:

1. By February 15 of the 3rd year of data collection, the Superintendent will review the school’s Improvement Plan and other criteria listed above to determine if “sufficient progress” has been made.
2. Should the Superintendent determine that such “sufficient progress” has not been attained, a recommendation will be made to The Board of Education to reconstitute the school by April 1st of the 3rd year of Accountability School status or, in the case of Category III, the 3rd year of data collection.
3. Reconstitution may include, but not be limited to, the following:
 - Replacement of school administrators and /or school instructional staff.
 - Review of instructional and support programs.
 - Redirection of resources within the Priority School.
 - Closure of school.