

# NEW HAVEN PUBLIC SCHOOLS

## ADMINISTRATION

## SERIES 2000

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## **Administration**

### **Concepts and Roles in Administration**

The Board expects school administration to promote educational equity and excellence and to maintain an environment that is conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

Within the guidelines established by applicable laws, Board policy and collective bargaining agreements, the Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, goals and general objectives of the Board of Education.

The primary responsibility of the administrative staff is to help create and foster an environment of educational equity and excellence, in which all students can learn most effectively. Educational equity and excellence 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 and appropriate recruitment and hiring practices.

The Superintendent shall be responsible for developing a district diversity staffing plan and shall review it on an annual basis. A diversity checklist may be used as a guide to measure the district's success in developing a multicultural environment.

*Legal References:*      *Conn. Gen. Stat. § 10-221*  
                                 *Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Administrative Staff Organization**

The administrative staff should act as a directing force toward the achievement of educational equity and excellence. The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education and shall identify lines of primary authority for all employees.

*Legal References: Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Professional Development**

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 enhancing dual roles of teacher and learner. Formal acknowledgement of the importance of these reciprocal roles and responsibilities will lead to a sustained professional growth and learning among administrative staff which will, in turn, benefit the school community.

The Board will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating the interest of those who are underrepresented in administrative positions, and providing career advancement support and professional development opportunities for new and experienced administrators.

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.

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.

For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.

All administrators should be exposed to professional growth opportunities and programs 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 race, gender, disability, and other forms of bias in the classroom, the schools, and the broader community.

*Legal References:*     *Conn. Gen. Stat. § 10-220a*

## **Administration**

### **Lines of Responsibility**

All schools and departments are part a single administrative system organized so that appropriate decision-making may take place at various levels in accordance with Board policy and administrative regulations. The Superintendent or designee shall maintain a current district organization chart, approved by the Board, which identifies lines of primary responsibility and the relationships between district positions.

The organization chart should clarify working relationship and functions. It is not intended to indicate all the lines of communication and cooperation which must exist to create successful and effective schools. The Superintendent or his/her designee shall insure that all personnel understand to whom they are responsible and for what functions. Lines of responsibility should in no way prevent staff members at all levels from cooperating to develop the best possible school programs and services.

*Legal References: Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Principals**

Principals serve as role models for the students and staff. Principals shall be responsible for creating an environment that is conducive to learning, and for assisting teachers in the implementation of an instructional program that is suitable for all students. Principals shall also be responsible for the evaluation of the effectiveness of the instructional program as it is being implemented, as well for the evaluation of the school employees.

Principals shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

Principals shall be responsible for their own school buildings and grounds and shall notify the Superintendent or his/her designee of any repairs or conditions that may affect the health and/or safety of the school community.

*Legal References: Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Superintendent of Schools**

The Board of Education shall elect and fix the term of office and salary of a Superintendent of Schools, who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system.

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

*Legal References:*     *Conn. Gen. Stat. § 10-157*  
                              *Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Recruitment and Appointment of Superintendent**

The appointment 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 and the aspirations of the community through a diverse professional staff. Applicants so qualified shall be sought from within the school system and from without.

A vote of five 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 appointment of a Superintendent of Schools.

The Superintendent of Schools, if he/she has not previously held office in the City of New Haven, shall be appointed for a term not to exceed one (1) year. The Board of Education and the Superintendent of Schools shall enter into a written contract containing all provisions and conditions of his/her employment.

(cf. 2400 – Evaluation of Superintendent and Administrators)

*Legal References:*      *Conn. Gen. Stat. § 10-157*  
                                 *Charter of the City of New Haven, Art. XXIX, § 150*



## **Administration**

### **Administration Absence of Board in Leeway Policy**

In case of any emergency not covered by any policy of the Board of Education, the Superintendent of Schools, if he/she cannot consult with the Board President, Secretary/Vice President, or Chairperson of Administration/Finance Committee, Chairperson of the Curriculum Committee or Chairperson of the Personnel Committee, may exercise full power and authority of the Board of Education. The Superintendent shall report his/her action to the Board not later than its next regular meeting.

*Legal References: Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Representative and Deliberative Groups**

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as School Planning and Management (SPMT), parent organizations, councils, cabinets, and committees whose goal is 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; and
3. Establish effective channels of communication between staff, students and the community at large.

*Legal References:*      *Conn. Gen. Stat. § 10-220*  
                                 *Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Policy and Regulation System**

#### **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 appropriate, new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

#### **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.

#### **Regulations**

Consistent with policy, the Superintendent shall specify required staff actions, and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures, which apply throughout the district shall be designated as "regulations", and shall be 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 state or federal law. The Superintendent is responsible for the 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.

**Administration****Policy and Regulation System (continued)****Policy Manual**

Board policies, Board bylaws, and administrative regulations shall be published in a policy manual, which shall be maintained in current condition and made available for review upon reasonable request. The Superintendent shall be responsible for establishing, maintaining and recommending changes, additions or modifications to the policy manual.

*Legal References:**Conn. Gen. Stat. § 10-221**Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Monitoring of Product and Process Goals**

The Board of Education directs the Superintendent of Schools, in cooperation with the school staff, parents, and another 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 and school operations.

*Legal References:*     *Conn. Gen. Stat. § 10-221*  
                              *Charter of the City of New Haven, Art. XXIX, § 150*

## Administration

### Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it may be reasonably applied to all educational administrators. The administrator assumes responsibility for providing professional leadership in the school and its surrounding community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. Recognizing that need, the Board hereby establishes the following statement of ethics, to which every district administrator is expected to adhere:

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 federal 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. Does not knowingly misrepresent academic or professional credentials;
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development; and
10. Honors all contracts until fulfillment or release.

(c.f. Charter of the City of New Haven, Art. XXXVII, Code of Ethics)

*Legal References:*     *Conn. Gen. Stat. § 10-221*  
                              *Charter of the City of New Haven, Art. XXIX, § 150*

## **Administration**

### **Evaluation of Superintendent and Administrators**

In order to advance the instructional program of the school district, the Superintendent of Schools shall establish and implement an evaluation program for all administrators and teachers. Such a program shall 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 shall include a formal procedure for the evaluation of the Superintendent of Schools by the Board of Education.

The Superintendent's evaluation and the evaluation of district administrators and teachers should be viewed as part of an overall district management plan for establishing goals and objectives, appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurements 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 References: Conn. Gen. Stat. § 10-151b; 10-157*

## **Administration**

### **Evaluation of Superintendent and Administrators**

Administrators shall be evaluated at least annually. The annual evaluation shall consist of three parts:

- A. Development, implementation and evaluation of annual performance objectives;
- B. Professional growth; and
- C. Appraisal.

Performance objectives for administrators will contain the following minimum essentials:

- A. Procedures for achieving the district's goals and objectives with respect to educational equity and excellence;
- B. A statement of specific local, division, school or department objectives and procedures for achieving those objectives;
- C. Procedures for involving staff members in instructional decision making (where applicable);
- D. Procedures for involvement of the community in division, school, or department activities and decisions related to the division, school, or department program (where applicable); and
- E. Procedures for program improvement, monitoring and evaluation (where applicable).

Annual conferences shall be scheduled with the Superintendent or his/her designee to discuss and evaluate the administrator's past job performance and personal growth plans for the upcoming year, and to discuss and sign the Superintendent or designee's written evaluation summary. The Superintendent may invite members of the Superintendent's administrative team to assist in reviewing and evaluating each administrator's job performance plan.

*Legal References: Conn. Gen. Stat. § 10-151b*



## **Administration**

### **Evaluation of Superintendent and Administrators**

An administrator's performance evaluation may be included as part of the Superintendent's annual confidential report to the Board. At the Board's request, the Superintendent shall make arrangements for administrators to discuss his/her evaluation with the Board at a regular or special meeting.

The annual evaluation will be placed in the administrator's permanent personnel file and shall not be disclosed except as otherwise permitted or required by law.

*Legal References: Conn. Gen. Stat. § 10-151b*