HARTFORD PUBLIC SCHOOLS

SCHOOL GOVERNANCE COUNCIL

GUIDEBOOK

A Guide for You to Thrive

HARTFORD
PUBLIC SCHOOLS

Where the future is present.

Table of Contents

Revised May 2017

Introduction to SGC Guidebook

According to Connecticut law and Hartford Board of Education policy, every school within the Hartford Public School district must have a fully-functioning School Governance Council (SGC). While compliance with law and policy is essential, the district's goal is to move beyond compliance and invest in SGCs as a collaborative leadership body that can have a strong positive impact on student achievement, family and community engagement and school accountability. By becoming an SGC member – parent, teacher, administrator or community representative – you have the opportunity to play a pivotal role in supporting the mission and vision for all students and all schools within the district.

The purpose of this guidebook is to help you be an effective member of your SGC. The SGC depends on its relationship and communication with the Parent Teacher Organization (PTO)/ Parent Teacher Association (PTA) or Parent Organization (PO) to nominate and elect its members. However, the roles and responsibilities of the SGC are distinct from those of parent organizations. An SGC works to achieve consensus on three main areas of school leadership:

- ✓ The School Improvement Plan (SIP) and Budget

- ✓ The School Compact

- ✓ The Selection of a Principal/School Leader

School Governance Councils are a State Law

School Governance Council Law passes on May 2010

School Governance Councils were created by the state's recent education reform law **(Public Act 10-111)** to enable parents, school staff, students (where appropriate) and community leaders to work together to improve student achievement. School Governance Councils serve in an advisory capacity and are charged with assisting the school administration in making programmatic and operational changes to improve the school's achievement.

For more information please visit the State of Connecticut website:

http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=322630

Hartford Public Schools Policy on Purpose

Scope of Policy: All schools will have a School Governance Council

The Board believes that the success of the school and the students it serves is the shared responsibility of school staff, parents or legal guardians, and community members. Consistent with its adopted theory of action and commitment to create and maintain a system of high-performing, distinctive schools of choice, the Board of Education will authorize the formation of school-based governance councils to guide the development of its schools.

The School Governance Council (SGC) is the primary, local school decision-making body of a school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources, programmatic and operational changes, and after being in place for three years, a council may vote to recommend that a school be reconstituted in order to improve the quality of the school and the achievement of its students.

All members of the council will perform their duties with integrity, discretion and loyalty. The principal is the chief executive officer of the school and accountable for school quality and student achievement. The principal shall be responsible for forming, developing and maintaining an effective and cohesive School Governance Council. The councils are not intended to replace parent organizations.

For more information please visit the Hartford Public Schools website**:**

http://www.hartfordschools.org/files/1211_-_School_Governance_Councils_11182014.pdf

Hartford Public Schools Policy on: Membership and Election

School Governance Councils shall be comprised of 14 voting duly elected members, plus up to three nonvoting members depending on the type of school involved. Regulations of Connecticut State Agencies Section-10-145d-400a Teacher representatives must be teachers in active service at the school and parent representatives must be parents of children currently attending the school. Thus, any staff member employed within the school who has children attending the school where they are employed cannot serve as a parent member on the council; any staff member who is employed by the school or has any other affiliation with the school cannot serve as the community representative on the council Members of the Council will be elected through a fair, open, widely publicized, recorded, and timely election process. The process for parent election shall be developed by the Principal in collaboration with the school's Parent-Teacher organization or a comparable parent organization.

If individual parents give permission, the names and contact information (email and/or telephone number) for the SGC members will be made available to the school community via approved SGC meeting minute's attendance, and the school and district websites. The Parent Chair of each School Governance Council shall be elected every two years by the 14 members of the council. A Parent Chair may not serve two consecutive terms as SGC chair.

All members are equal partners in decision-making, and all decisions are made by consensus. If consensus cannot be achieved, decisions are made by a two-thirds majority vote. When a vote is taken, it must be open and recorded; secret ballots are not permitted. Consensus is defined as all members being in agreement or members being able to support the general agreement.

SGC at the elementary schools:

Member	Number	Election Process
Parents or guardians of students currently attending the school.	7	Elected by the parents/legal guardians of students attending the school, each household with students attending the school will have one vote in the SGC parent election process
Teachers (as per state definition*) at the school.	5	Elected by the teachers of the school
Community leaders within the school district.	2	Elected by the parent/legal guardian and teacher members of the council
School principal or designee (nonvoting)	1	Principal may participate directly or name a designee

Additional members and election process in high schools:

Member	Number	Election process

Revised May 2017

Student members, high school councils only (nonvoting)	**2**	Elected by the school's student body

Requirements and Terms of Voting

In order to continue to have a strong and effective council, any members that join the council must attend all required trainings provided by the District. Failure to meet training requirements will result in removal from the council. The trainings will provide SGC members with the necessary skills and tools to be active participants in the decision-making process. *

School Governance Councils shall meet at least six times per year. The principal of the school shall make the SGC meeting schedule for the academic year available to the school community, by the end of October of each year, via the school and district websites, emailing it to staff and parents, and displaying it in key areas of the school. Absence from two consecutive meetings or half of the meetings will result in removal from the council.

Voting members shall have a two-year term and no one member can serve more than two terms on a council, if re-elected for a second term. The nonvoting student members shall serve a one year term, and no student member can serve more than two terms, if re-elected for a second term. After the two terms are completed, the council will have elections in the month of May following the requirements stated in the election process within this policy. This process also includes any vacancies throughout the year.) The year of each term shall be from July 1 through June 30.

In the exceptional case where the principal is in disagreement with the consensus or two-thirds vote of the SGC, the Superintendent or his or her

designee shall review both recommendations and make a final determination.

Parent-Chairperson

The Parent Chair shall:
1. Work with the Principal to prepare the agenda and ground rules for SGC meetings.

2. Conduct the SGC meetings.

3. Select a member to take attendance and minutes of all SGC meetings.

4. Attend semi-annual district-wide meetings of SGC Chairs /Co-Chairs with the Superintendent.

5. Attend annual meeting of SGC Chairs/Co-Chairs with the Board of Education

6. Maintain regular communication with Principal, and SGC Coordinator, and the Parent Organization President.

Revised May 2017

Principal or School Director

The Principal shall:

1. Serve as the SGC Co-Chair

2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings.

3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions

4. Maintain on file, for at least four years, all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.

5. Distribute approved SGC minutes to SGC members and school community via email, and by posting them on the school and district websites, by displaying them in an appropriate and visible space in the school building, and by including them in staff and parent newsletters

6. Submit a complete list of the elected SGC members to the Superintendent or designees no later than June 1st of each year.

    In the exceptional case where the principal is in disagreement with the consensus or two-thirds vote of the SGC, the Superintendent or designee shall review both recommendations and make a final determination.

Timeline for SGC Members' Roles and Responsibilities

The council collectively, shall establish an effective timeline for the following functions:

1. Analyze school achievement data and school needs as they relate to the school's improvement plan.

2. Assist in developing and reviewing the School Improvement Plan (SIP) and advise the Principal before the report is submitted to the Superintendent of Schools. The council as a whole must approve SIP before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of October.

3. Review fiscal objectives of the school's draft budget and advise the Principal before the budget is submitted to the superintendent. The council as a whole must approve the school budget before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of February.

4. Participate in the Executive Search Committee for the hiring of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the district and the local and regional board of education. The SGC will complete the Office of Talent Management form stating recommendations and comments of at least two candidates for the superintendent's consideration.

5. Assist the Principal in making programmatic and operational changes to improve the school's achievement.

6. Develop and approve a written school parent involvement policy that outlines the role of parents and guardians. Schools that receive federal Title 1 funds are required to have a parent involvement policy developed jointly with, approved by, and distributed to parents. Note: A district Title 1 policy can serve this purpose.

7. Work with the Principal in the promotion of the school as a parental choice relative to its enrollment goals.

8. Work with school administrators in developing and approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. The council as a whole must approve the school compact before the Parent Chair and Principal sign the consent form and submit it to the Chief School Improvement Officer. Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.

9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.

10. Advise and assist the Principal in the analysis of the school survey data and creation of programs to improve school climate.

11. For those schools mandated by state law for reconstitution, after being in place for three years, a council may vote to recommend that a school be reconstituted using one of the

Revised May 2017

following models: (1) turnaround; (2) restart; (3) transformation; (4) Compact school; (5) innovation school; and (6) any other model developed under federal law.

However, a council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council's recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In a case where the council and the local board of education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under state law (Public Act 10-111).

Reporting and Oversight

All schools are expected to adhere to all provisions of this policy regarding school governance councils with regard to the manner of representation and conduct of elections. School Governance Council meetings are open to the public, but are not meetings with the public.

Each School Governance Council shall report annually to the school's stakeholders on their progress in meeting the goals of the School Improvement Plan (SIP). The Board of Education shall conduct an annual forum with School Governance Council Chairs and Co-Chairs to assess the implementation of this policy. Within available resources, the Superintendent shall maintain one website with information about all School Governance Councils that includes an updated schedule of meetings, a link to the minutes of each past meeting, and resources for parents, including, but not limited to, staff contact information and informational materials. The Superintendent will report annually to the Board on the effectiveness of School Governance Councils as an element of the Board's strategy to close the achievement gap for Hartford students and recommend revision of the policy as warranted. This policy will be reviewed by the Board of Education annually to make any changes deemed necessary and make sure the requirements of the policy are met.

Legal Reference: Substitute Senate Bill No. 438 Public Act No. 10-111 an Act Concerning Education Reform in Connecticut

Election Guidelines

1. Create an election committee to plan the election process and gather the nominations. (Committee members and their immediate family should be prohibited from running for school council to avoid a conflict of interest.)

2. The election committee will:
   a. Be led by a parent <u>not</u> a district or school employee
   b. Provide nomination forms
   c. Ensure sure all candidates accept their nominations
   d. Work with principal to provide public notice of teacher and parent elections. Type of notices can be determined at school level. (Examples, US. Mail, school messenger, email, letter via child's backpack etc.) Date, location, and time must be made public at least two weeks before the elections.
   e. Assist in conduction the election.

3. Candidates can be given an opportunity to summarize why they want to be on the school council.

4. The number of candidates must be more than or equal to the number of positions on the Council. If not, election should be postponed and another announcement should be sent to families.

5. Two parents and one school administrator must be selected to count ballots. (Parents that are selected cannot be either candidates or part of the election committee.) School Administrator and District staff will determine a process to follow if the results are challenged.

Parent Process	Insert Date	Check Box
Notice of election and call for nominations distributed to all parents		✓
Closing date for nominations. • Once the nomination forms come back, notify the persons(s) and determine if they are eligible and if they accept or decline.		✓
Date by which the list of candidates will be displayed. • Prepare your ballot with all names of nominees.		✓
Provide an opportunity for parents to meet the candidates. • Candidates must be present to accept nomination.		✓
Date by which voting ballots will be prepared and distributed. • Send out ballots to every household with deadline for return		✓
Close of ballot. • Provide various times and methods for parents to cast their ballots.		✓
Vote count. • Once ballots are returned, determine election results.		✓
Announcement of new council members. • Send election results out to school community and to SGC Facilitator.		✓
Schedule first council meeting to elect community members and parent Co-chair (principal will preside as a non-voting member). Introduce new members at the council meeting and document in minutes		✓
Teacher Process		

Revised May 2017

Teachers are in charge of their own election process. Process must be documented.		✓
Community Process		
Parents and teachers elect community members.		✓

Process and Checklist for School Governance Council Elections

School Governance Council elections must be conducted in collaboration with the PTO/PTA/PO.
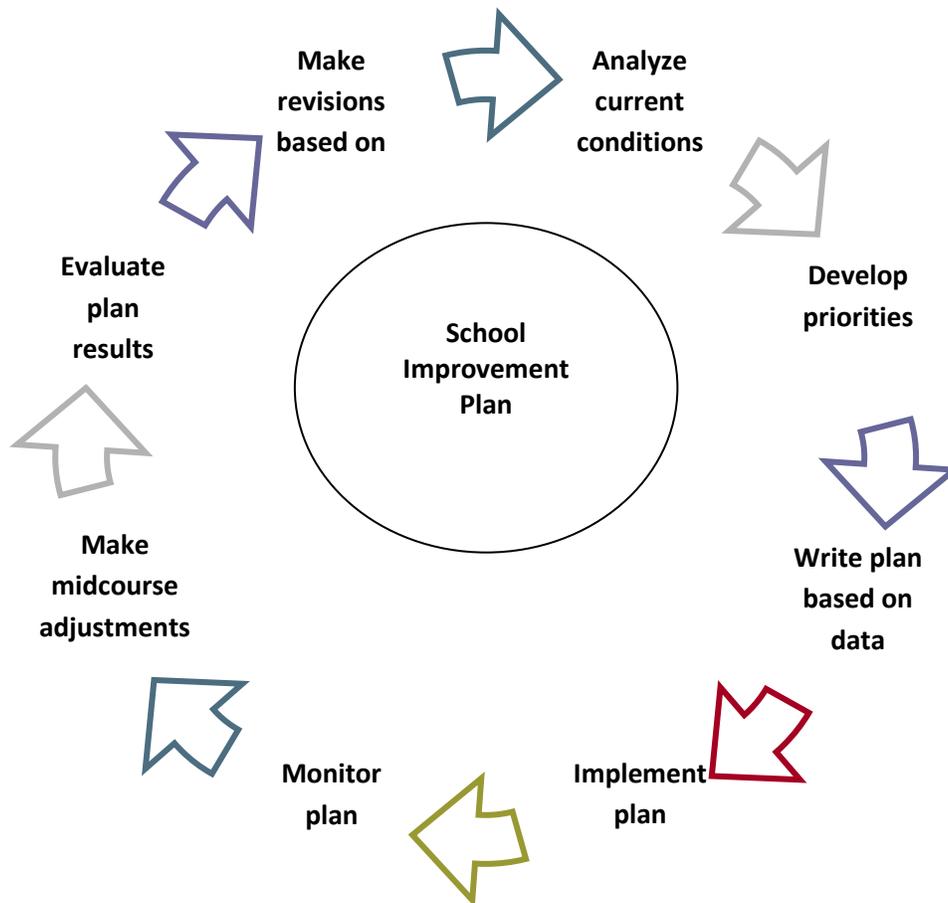
Characteristics of an Effective School Governance Council

➢ Student learning is key, and the focus should be for all students' education.

➢ Be committed to reassure that one of the schools priorities is improving student achievement.

➢ Work closely with school administrator and staff to promote an effective family and community engagement culture.

➢ Ensure that Council members have a clear understanding of their roles and responsibilities.

➢ Work together to communicate effectively with all families in the school.

➢ Be well informed of all Hartford Public Schools board policies and school procedures.

➢ Maintain a clear and consistent process about reaching consensus, making decisions and communicating in a timely manner.

➢ Develop mutual trust and respect by being transparent in all your communications.

➢ Attend all district School Governance Council Trainings.

➢ Communicate all decisions to the entire school population, via minutes and as an item on agenda.

➢ Collaborate with the school's PTO. For example, have a PTO update as a standing agenda item at the SGC meeting

Developing a School Improvement Plan

The School Improvement Plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School Improvement Plans are selective: they help principals, teachers, and school councils answer the questions "What will we focus on now?"

✓ They encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents.

✓ A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement.

Make
revisions
based on

Analyze
current
conditions

Evaluate
plan
results

School
Improvement
Plan

Develop
priorities

Make
midcourse
adjustments

Write plan
based on
data

Monitor
plan

Implement
plan

Components of a School Improvement Plan

School Profile:
The School Profile is a brief, concise collection of information about the school's student population, history, community demographics, and school programs. Each profile may contain the following information about the school such as: Success, Extra-curricular activities and demographics.

School Vision and Mission:
The School <u>Vision</u> statement serves as a guideline for future strategic decisions. It simply answers the question, "where do we want to go?' A School <u>Mission</u> statement outlines what the school is now and answers the question, "Why do we exist?"

School Goals and Objectives:

Every school will have a population of students that is perfectly unique to them. As such, the Improvement Plan begins with a deep understanding of the student body and a clear vision of how to address those needs. Of course, all of our schools exist within the context of our district and any plans to improve student achievement should be consistent with the district's Theory of Action and Vision. Objectives set guidelines for what needs to be evaluated and to what standards the program will be held. These objectives should be narrow statements that support the school's priority areas, are based on analysis of data and current conditions and are measurable, such as a target score or percentage change.

Objectives and Strategies:

Each school identifies specific objectives aligned to the needs of the school and outlines strategies that will be implemented to achieve the objectives. Strategies are developed by: Determining the school's need for each goal. Highlighting strategies that will target the identified need. Arranging professional development for staff that will strengthen staff knowledge in relation to the identified need. Identifying who is accountable for ensuring the strategies are implemented. Specifying the assessments that will monitor the outcome of the strategies.

Using Data and Research to Develop the School Improvement Plan

Although there are basic processes all teams need to follow to be successful, School Governance Councils in particular need to develop specific content knowledge about how to make sound educational decisions for all the students in a school.

The primary objective of the School Improvement Plan Process is to support data-driven decision-making to improve teaching and learning. Underlying this objective is a belief that schools cannot rely on hunches or personal preferences as a basis for developing effective programs. Data and research should be used to help School Governance Councils:

- Assess current performance and conditions: The district and the state provide data about the achievement levels of students, groups, and schools (e.g., CMT, CAPT, DRA, standards-based assessments).
- Select strategies and programs to meet student needs: The district provides guidance on research-based strategies and approaches for improving student achievement
- Monitor the effectiveness of implemented programs: In addition to annual district and state assessments, schools can develop their own tools for tracking progress in the classroom.

Guidelines for Developing the Budget

Then, after closely looking at data and determining strategies, budget decisions are the next set of important decisions that School Governance Councils make. It is crucial to keep in mind a strong and clear link between the budget and the academic goals and objectives in the School Improvement Plan. These decisions can be difficult, because funding is almost always constrained and, of course, some strategies cost more than others. One major challenge SGCs face in building budgets is determining how to distribute limited funds, most of which come with spending restrictions, in ways that effectively support all elements of the School Improvement Plan that require financial resources.

Steps in budgeting that many SGCs find useful are:
- Identify and prioritize strategies;
- Determine how much each strategy costs;
- Decide which funding source should support each strategy (try starting with the most restrictive funds first);
- Check whether the resulting budget supports a strong School Improvement Plan; and if not;
- Revise the budget and/or School Improvement Plan until both are sound and aligned.

Forming a School Compact

A School Compact is a documented agreement that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This agreement should define goals, expectations and shared responsibilities of schools and parents as equal partners for student learning.

Parents would commit, for example, to setting aside a study time, seeing that homework is completed, monitoring television viewing, and making sure that children get to bed and to school on time. Schools would agree to provide children every opportunity to learn in a supportive, safe environment. School Compacts are one program feature in the Elementary and Secondary Education Act (ESEA), which is the act which determines Title I fund eligibility.

In order to form a compact, an SGC may simply ask of students, teachers, and parents — "What are the expectations?" These suggestions may be listed as in one of the samples — for all to see. A dialogue may occur. A compact of mutual understandings or expectations may be formed before a "paper" compact is ever written. Sharing of expectations is important. It allows participants in the schooling process to share their visions about what school should be about. It can be the start of a continuing dialogue between families and school professionals about what works best for student learning.

To give schools a starting point and help them sustain the momentum developed during the process of crafting the document, the Education Department — through the Partnership for Family Involvement in Education — published a handbook, "*A Compact for Learning*"

According to the handbook, there are five key steps in compact development:

1. Come Together as a Team: Give teachers and parents the common language needed to be an effective team. This includes making sure everyone knows what children are expected to learn and helping the team of teachers, students and families work together toward the same goals.

2. Write the Compact: Establish shared responsibility for (1) student learning and high achievement; (2) effective, frequent communication between school and home; and (3) building a family-school-community partnership through volunteering and training.

3. Use the Compact: This three-step process addresses the all-important movement from plan to action:

    a.   Publicize the compact so that people know what it is and how to get involved.

    b.   Decide how to support the compact financially; attempt to make it part of the school's annual budget. Funding, training for teachers and staff, resources for parents and a communication system are four categories of needs that must be met in order to keep the compact alive. Possible sources of supplemental funding are parent organizations, districts, grants and financial support through community and business partnerships. Lines of communication, including a homework help line, can be managed by an interactive voice mail system, an information phone tree or a Web site.

    c.   Finally, put the compact to work by making it the reference point for all school activities; i.e., using it to discuss student progress during parent-teacher conferences, to explain the school's high

academic standards and high expectations for all students and to help launch programs for family involvement.

4. Evaluate Results: Keep track of performance by charting results. Three checkpoints of progress are widely accepted as particularly critical transition periods: (1) reading well and independently by the end of third grade; (2) achieving competency in math, including algebra, at the eighth grade; and (3) being prepared academically and financially for college by the time the student is 18 years old. Three ways to chart the effects of the compact on these checkpoints are: (1) by comparing results with the starting baseline; (2) by comparing results with other schools in the area or state; and (3) by comparing results to national levels. Possible sources of data are administrative records, surveys, focus groups and school profiles.

5. Strengthen the Compact: Build on success by evaluating strong and weak components and learning from both. There are a number of challenges that require continuous review, such as: "Are the different partners to your compact doing the right things? Are you doing the right things? What do you do with the answers?" In order to develop solutions to the areas in need of improvement, brainstorm as a team, talk to other schools to see what's working for them and conduct a focus group with members of the school community.

Selecting and Hiring a Principal/School Director

"Consistent with its adopted theory of action and commitment to create and maintain a system of high-performing, distinctive schools of choice, the Board of Education will authorize the formation of school-based governance councils to guide the development of its schools. The Board believes that the success of the school and the students it serves is the shared responsibility of the school staff, parents or legal guardians, and community members."

The School Governance Council will "participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the school district and the local and regional board of education. The council will complete the Office of Talent Management form stating their recommendation/s and comments."

-- Hartford Board of Education Policy #1211

Conflict of Interest:

SGC Members who believe they may have a conflict of interest with respect to the Principal Interview process are obligated to fully disclose the nature of the conflict prior to participating in the centralized training. Conflicts of interest can include, but are not limited to: interest in applying for the position, relation to a potential candidate, possibility of serving in more than one capacity on the SGC, member of another school SGC. The Assistant Superintendent, the Office of Talent Management & Labor Relations, and the Department of Operations and Engagement will evaluate and assess the conflict and make a determination on how to proceed prior to any confidential meetings or voting taking place.

School Leader Selection Options and Requirements for School Governance Councils:

To support succession planning, when a Principal or school leader indicates that he or she will be leaving a school, the position of Associate Principal may be created in that Principal's school or in a school with a related theme. To fill an Associate Principal vacancy, the Principal Interview process will be followed.

Process 1
With the approval of the Superintendent of Schools, the School Governance Council (SGC) may consider following Process 1. Process 1 can be selected in one of two circumstances:

In the event that there is an Associate Principal at the school, and the SGC supports the candidacy of this individual by consensus or a two thirds majority vote, the Council will recommend the Associate to the Superintendent of Schools as the successor to the Principal or school leader for the Superintendent's consideration.

If a Principal/school leader vacates his or her position prior to succession planning and an "Acting Principal" is placed in the position, the Council may review the candidacy of this individual and by consensus or a two thirds majority vote recommend to the Superintendent of Schools for his or her consideration that the Acting Principal be moved to the position of Principal/school leader. Please note:

Revised May 2017

the candidacy of this individual is subject to meeting qualifications of a permanent position as indicated by the Superintendent of Schools; the school Associate Superintendent; and the Chief Talent Officer.

Process 2
If the Council wishes to open the interviewing process to all qualified candidates provided by the Office of Talent Management (OTM) for the position, the SGC will schedule interviews for the selected group of candidates, including the Associate Principal if there is one.

Nondiscrimination Policy
Whether the SGC chooses Process 1 or Process 2, all discussions regarding candidates or interviews with candidates must offer employment opportunities for all persons without regard to race, gender, color, religious creed, national origin, age, sex, sexual orientation, gender identity, genetic information, disability, marital status, present or past history of mental disorder, mental retardation, learning disability, or physical disability, or abilities unrelated to the performance of the duties of the position.

Screening of Applicants
The initial screening of candidates will be completed by a team of Central Office personnel including the school Associate Superintendent or his or her designee, the Chief Talent Officer or her designee, recruitment, staffing specialists, and other personnel as deemed appropriate.

Note: In the event that the pool of qualified candidates is limited in number or lacking in depth at any point in the process, the position will be reposted, thereby extending the hiring timeline in order to assure an adequate pool of candidates is sent to the School Governance Council.

School Governance Council Interview Training
Prior to participation on the Principal/school leader interviewing team, each member of the team must attend a two- to three-hour workshop on the principal interviewing process. Only SGC members who have participated in this training will be qualified to serve on the interviewing team either as primary or substitute members.

In the event that the current Principal is not a candidate for the position, he or she may participate in the Principal/school leader interview process training. The degree of continued participation in the remainder of the interview process is at the discretion of the SGC as evidenced by consensus or a two-thirds majority vote.

School Governance Council Meeting Guidelines
The school Associate Superintendent or his or her designee will serve as a voting member of the interviewing team. The interview packet and process requirements, including a rating scale, will be provided by the OTM. OTM will provide sample interview questions to the team; SGC members will generate a list of questions they would like all candidates to answer.

When Process 2 is followed, all successful Resident Principals who apply and are qualified for the position will be interviewed.

Definition of Consensus

- For the purpose of the Principal Interview process, consensus means that every member of the Council is able to support the group's recommended candidates, even if the recommendation is not each member's first choice.
- All SGC members are equal partners in the decision-making process. Prior to initiating the process, the group as a whole will discuss the meaning of consensus in the decision-making process to select a Principal/school leader and develop a clear understanding of what will happen if the group is unable to reach consensus.

Lack of Consensus

- If the group is unable to reach consensus, two-thirds majority vote of the present voting members will prevail with the vote recorded on the School Governance Council Selection Process Results form. Voting is recommended to be by secret ballot.

Process Guidelines

1. The Associate Superintendent, Office of Talent Management designee, and SGC Parent Chair will facilitate all Principal Interviewing process meetings and will appoint an SGC member to take minutes at each meeting.
2. All SGC members who will be participating in the Principal Interview process must be present at all meetings and interviews from beginning to end in order to remain as voting members. Only individuals who have participated in the SGC interview process training will be able to serve on the interviewing committee.
3. In order to maintain balance within the SGC Principal Interview process, there must be equal number of parents and nonparent membership at each interviewing session.

Hiring Timeline

At the time a principal opening is announced, recruitment and staffing specialists in the OTM will draft a timeline for the principal hiring process, which will include posting of the position, screening of applications at Central Office, SGC review of screened candidates, and SGC dates for interviewing. These timelines will be established in collaboration with the district Associate Superintendents.

In the event that a Principal/school leader vacancy occurs without adequate time to complete either of the above selection processes, the Superintendent will appoint an Acting or Interim Principal. At the time of the appointment, the SGC will be notified regarding the reason for the delay and the anticipated length of the temporary appointment.

Principal Interviewing Process

1. If they choose, the SGC may survey all stakeholders (i.e., parents, teachers, community partners, and, when appropriate, students) regarding the characteristics for which they are looking in a school leader. OTM will provide sample questions for the surveys.

Revised May 2017

2. With the assistance of a representative from the Office of Talent Management, the SGC develops a New Leader Profile of the school leader for which they are looking. This information will serve as a basis for the Principal/school leader posting, brochure, and all other advertising.
3. Using the drafted timeline as a guide, the SGC determines the process for Principal Interview from beginning to end. Steps to consider in the process include:
   - Number of interviews to be held with the SGC
   - School site visits
   - Town Hall Meeting(s) or "Meet and Greet" with parents and school staff
   - <u>Additional reference checks by the Office of Talent Management</u>

<u>Note</u>: Once the process has been agreed upon by consensus or majority vote of the SGC, the process can only be changed with a two-thirds majority vote of the present voting members.

4. SGC develops interview questions that will address the characteristics identified in the new leader profile. OTM will provide sample questions to assist in the process.
5. With the assistance of a representative from the OTM, SGC develops a scoring rubric to be used during the interviewing process.
6. Interviewing of all prescreened candidates is facilitated by the Associate Superintendent and an OTM Representative. Before the interviews begin, the representative from OTM provides a brief overview of each candidate's background and reviews the scoring rubric.
7. During the interviews, each member of the SGC rates each candidate, and scores are recorded and tallied by a representative from OTM.
8. After the interview scores are tallied, the Council discusses the top candidates. Score totals on the rubric will serve as a basis for discussion of Principal/school leader finalists.
9. Once the discussion has taken place, the Council reaches consensus or, if necessary, votes on the final list of top candidates.
10. At this point, the Council determines two candidates to forward to the Superintendent for an interview and completes the appropriate recommendation form, which will be forwarded to the Superintendent. Included on this form is the signed commitment of all team members to confidentiality regarding the candidates who have been selected.
11. The Superintendent of Schools has the final decision to hire or not to hire a recommended candidate.

Communication Protocols and Guidelines

1. All communication regarding process and procedures must be initiated by either the SGC Parent Chair or the OTM. Any questions regarding process/procedures will be directed to both the Parent Chair and the OTM.
2. During the Principal Interview process, SGC sessions are considered executive level search committee meetings and, therefore, are not open to the public. Only matters related to the Principal Interview process may be discussed during these sessions.
3. At the first school level meeting, all individuals involved in the Principal Interview process will sign an agreement to maintain confidentiality regarding the interview process and may not share information regarding interviews with anyone outside the SGC and OTM during or after the process of hiring the Principal/school leader.
4. A violation of the confidentiality agreement will result in disqualification of a team member.

Revised May 2017

School Governance Council Resources

- Connecticut State Department of Education (SGC) samples of candidates information forms, election ballots, nomination forms, recruitment flyer. Please visit: http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=322630

- SDE Regulations: http://cga.ct.gov/ps99/Act/pa/1999PA-00288-R00HB-07043-PA.htm

- Candidate Nomination Form English: https://www.hartfordschools.org/wp-content/uploads/2016/01/sgc_nomination_election_form_english_3_5_13.pdf

- Candidate Nomination Form Spanish: https://www.hartfordschools.org/wp-content/uploads/2017/03/sgc_nomination_election_form_spanish_3_5_13.pdf

- Voting Ballot English: https://www.hartfordschools.org/wp-content/uploads/2017/03/sgc_voting_ballot_form_emglish_3_5_13.pdf

- Voting Ballot Spanish: https://www.hartfordschools.org/wp-content/uploads/2017/03/sgc_voting_ballot_form_spanish_3_5_13.pdf

- SGC Budget Sign Off Form: https://www.hartfordschools.org/wp-content/uploads/2017/03/sgc_budget_sign_-off_-form_3_5_13.pdf

- SGC Minutes Template: https://www.hartfordschools.org/wp-content/uploads/2017/03/School-Governance-Council-minutes-template.pdf

- Roberts Rules of Order/Meeting Structure: https://www.hartfordschools.org/wp-content/uploads/2017/03/sgc_roberts_rules_meeting_structure_9_15_16.pdf

- Example Letter for SGC Recruitment: https://www.hartfordschools.org/wp-content/uploads/2017/03/Example-Letter-for-SGC-Recruitment.pdf

Revised May 2017