

SECTION C: GENERAL SCHOOL ADMINISTRATION

Section C, contains policies on school management, administrative organization, and school building and department administration -- including the administrative aspect of special programs and system wide reforms such as school- or site-based management. It also houses personnel policies on the superintendent, senior administrators -- (management team), and school principals. All phases of policy implementation -- procedures or regulations -- are properly referenced and found in the appendix.

<u>Code</u>	<u>Category</u>	<u>Title</u>
CA	P	Administration Goals/Priority Objectives
CB	R	School Superintendent
CBB	O	Recruitment of Superintendent
CBG	O	Superintendent's Professional Development Opportunities
CBI	R	Evaluation of Superintendent
CCB	R	Line and Staff Relations
CF	O	School Building Administration
CFA	R	School Principals/Building Administrators
CFB	R	Evaluation of Principals/Building Administrators
CH	R	Policy Implementation
CHA	R	Development of Regulations
CHB	R	Board Review of Regulations (Also BGD)
CHCA	R	Handbooks and Directives
CHD	R	Administration in the Absence of Policy (Also BFE)
CLA	O	Treatment of Outside Reports
CM	R	School District Annual Report

Categories

O= Optional These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

P = Priority The subject matter of these policies is required by state and/or federal law.

R = Recommended While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

ADMINISTRATION GOALS

Proper administration of the schools is vital to a successful educational program. The general purpose of the Administration shall be to coordinate and supervise, under the policies of the School Administrative Unit and each Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The Board shall rely on its chief executive officer, the Superintendent, to provide at the District level the professional administrative leadership demanded by such a far-reaching goal. Vision, initiative, resourcefulness, and wise leadership -- as well as consideration and concern for staff members, students, parents, and others -- are essential for effective administration.

The Superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his/her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent shall be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration shall be:

1. To manage the District's various departments, units, and programs effectively.
2. To provide professional advice and counsel to Board and to advisory groups established by Board action. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement the management function to assure the best and most effective learning programs, through achieving such sub-goals as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary to the establishment and

ADMINISTRATION GOALS

(continued)

operation of learning programs that better meet more learner needs; (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials; and (d) providing access to the decision-making process for improvement ideas of staff, students, parents, and others, and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

Regulatory References:

N.H. Code of Administrative Rules - Sections Ed. 302; 303; 304 306.10(a)(6)

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

SCHOOL SUPERINTENDENT

The duties of the Superintendent are defined in his/her contract of employment, Board policies, SAU regulations and/or policies and Department of Education Rules.

Regulatory Reference:

N.H. Code of Administrative Rules - Section Ed. 302.

Appendix CB-R

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

APPOINTMENT OF SUPERINTENDENT

The Superintendent shall be hired by the School Administrative Unit Board.

Statutory Reference:

RSA 194-C:5

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

SUPERINTENDENT'S DEVELOPMENT OPPORTUNITIES

The Board encourages the Superintendent to make every effort to stay abreast of educational trends and to seize opportunities for exploring new ideas and programs that may be used to advantage in the School District.

For the benefit of the entire school system, the Board encourages the Superintendent to set aside time each year to attend certain seminars and conferences and visit other school systems in which promising ideas are emerging, as these activities are delineated in the Superintendents individual employment contract.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Board:

1. Clarify for the Superintendent his/her role in the School system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Strive to develop harmonious working relationships between the Board and Superintendent.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships, and provide written comments to the SAU Board for evaluation for the performance of the Superintendent.

See Appendix: CBI-R

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

LINE AND STAFF RELATIONS

General Operations

The following principles shall govern the administrative operation of the District.

- 1) Each school shall be encouraged to develop appropriate educational programs for the students attending that School, consistent with school Board policy, state law, and State Board regulations.
- 2) The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for children from kindergarten through grade 12.
- 3) Responsibility shall flow simply and clearly from the teachers, principals and the Superintendent to the School Board.
- 4) Each member of the staff shall be informed to whom s/he is responsible.
- 5) Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
- 6) Each staff member shall be told to whom s/he can go for help in working out his/her own functions in the District.

Line of Responsibility

Each employee in the District shall be responsible to the Board through the Superintendent and School Principal.

All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

Adopted: June 1998

Revised: July, 1998, November 1999

Approved: May 2002

SCHOOL BUILDING ADMINISTRATION

The Board reaffirms the rights and responsibilities of the building principals for the administration of their various programs and buildings within the broad scope of the adopted Board policies.

Specifically, the principal of an individual school is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the School of which s/he is the Principal. All personnel will work through and under the direction of the Principal in the performance of their duties within his/her school.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

INDIVIDUAL SCHOOL ADMINISTRATIVE PERSONNELPrincipalsAppointment

The principals shall be elected by the Board following nomination by the Superintendent. Should the Board fail to accept the nomination of the Superintendent, the Superintendent will be directed to present another name in nomination.

Candidates for position of principal will file a formal, written application with the Superintendent. All applications will be screened by the Superintendent and a number will be selected for interview by the Superintendent and the Board.

All applications will be available to the Board for their review and candidates selected by them for interview will be included in the interview process.

It will be the policy of the Superintendent and Board to promote candidates when such a promotion is in the best interests of the School. All such candidates must meet requirements as established by the Superintendent and Board.

Functions

All building principals shall be responsible for the school buildings and grounds to which they are assigned. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees, visitors, volunteers, and persons hired to perform special tasks.

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

Principals will file a monthly written report, on a date designated by the Superintendent, to the Superintendent.

The principal shall attend Board meetings if requested by the Superintendent or the Board.

Appendix CFA-R

Adopted: June 1998

Approved May 2002

BUILDING PRINCIPAL(S) EVALUATION

The Superintendent shall conduct an ongoing process of evaluating the principal(s) on his/her skills, abilities, and competence. Annually, the Superintendent or his/her designee will formally evaluate the principal(s). The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the building principal's role as the board and the superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the principal(s) responsibilities.

The formal evaluation shall include written criteria related to the job duties. The principal may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the principal and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation shall be completed by the Superintendent, signed by the building principal and filed in the principal's personnel file.

This policy supports and does not preclude the ongoing informal evaluation of the principal's skills, abilities and competence.

New principals will be evaluated at least twice in writing for each of the first three years of their employment.

Statutory & Regulatory References

RSA 189:14-a & b

Littkey v. Winchester School District, 219 NH 626 (1987)

NH Code of Administrative Rules Part 302 Superintendents

NH Code of Administrative Rules Part 304 School Principals

Appendix CFB – R

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

POLICY IMPLEMENTATION

The administration of the District shall be delegated to the Superintendent who shall carry out his/her administrative functions in accordance with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operation of the School system shall be delegated to the Superintendent.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

DEVELOPMENT OF REGULATIONS

The Board shall delegate to the Superintendent the function of implementing appropriate actions to carry out Board policy.

The Superintendent will present to the Board his/her recommendations regarding appropriate regulations to implement Board policy.

In the development of rules, regulations, and procedures for the operation of the District, the Superintendent may include at the planning stage those employees who will be affected by such provisions.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

BOARD REVIEW OF REGULATIONS

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, therefore they may be revised when it appears they are not consistent with Board policy. On controversial topics, the Superintendent may request prior Board approval.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

APPROVAL OF HANDBOOKS AND DIRECTIVES

The principal(s) and other administrators are responsible for the development of employee and student handbooks.

The contents of all handbooks must conform with District-wide policies and regulations. The Board must approve and adopt all handbooks prior to publication and distribution.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

ADMINISTRATION IN POLICY ABSENCE

In the absence of established Board policy or Board direction, the Superintendent shall assume responsibility making necessary decisions. In such instances, Principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the Schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his/her decisions shall be subject to review and ratification by action of the Board at a regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

TREATMENT OF OUTSIDE REPORTS

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, health department, and others, the Superintendent shall inform the Board of action s/he has taken pursuant to recommendations made in such reports, assuming such action can be completed within the current budget. Otherwise, the Superintendent shall prepare recommendations for Board action.

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002

SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the District and the administration's recommendations for its improvement shall be prepared by the Superintendent and presented to the Board as soon as possible after the close of each school year. Upon Board approval, the report shall be made available to the public and used as one means for informing parents and citizens, the State Board of Education, and other school districts in the area of the programs and conditions of the Schools.

Statutory Reference:

RSA 193-E:3.I, (a), (b)

Adopted: June 1998

Revised: November, 1999

Revised: July, 1998

Approved: May 2002