

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	Appointment of Superintendent
CBI	R	Evaluation of Superintendent
CCB	R	Line and Staff Relations
CF	O	School Building Administration
CFA	R	School Principals
CFB	R	Evaluation of Principals
CH	R	Policy Implementation
CHA	R	Development of Regulations
CHB	R	School Board Review of Regulations [Also BGD]
CHCA	R	Handbooks and Directives
CHD	R	Administration in Policy Absence [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.

***Note:** Appendices located at the end of the section.

ADMINISTRATION GOALS

Proper administration of the schools is most vital to a successful educational program. The general purpose of the administration shall be to coordinate and supervise, under the policies of the School 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 School 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/guardians, and others--are essential for effective administration.

The Superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his or her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The School 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 implement the best and most effective learning programs that will result in student achievement, through accomplishing 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 operation of learning programs that best meet learner needs;
 - C. coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;
 - D. providing access to the decision-making process for improvement ideas of staff, students, parents/guardians, and others.
2. To manage the District's various departments, units, and programs effectively.

3. To provide professional advice and counsel to the School Board and to advisory groups established by Board action. Preferably, where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending a selection from among the alternatives.

Regulatory Reference

NH Code of Administrative Rules-Section Ed. 302, Duties of School Superintendents

NH Code of Administrative Rules-Section Ed 303, Duties of School Boards

NH Code of Administrative Rules-Section Ed 304, Duties of School Principals

NH Code of Administrative Rules-Section Ed 306.10(a)(6), Policy Development: Meeting the Instructional Needs of Each Student with Different Talents

SCHOOL SUPERINTENDENT

The administration of the school system in all its aspects shall be delegated to the Superintendent who shall carry out his/her administrative and leadership functions in accordance with the policies adopted by the School Board, SAU regulations and/or the NH Department of Education's rules and policies.

The Superintendent shall be the chief executive officer of the school system and shall have, under the direction of the School Board and in conformance with state laws and regulations, general supervision of the public schools and of all the personnel and departments of the school system. The Superintendent is responsible for the management and leadership of the schools under the School Board's policies, and is accountable to the Board. Further, the Superintendent is accountable to the Commissioner of Education for carrying out duties specified by the State Board of Education and/or the Commissioner.

By its nature, the position of Superintendent of Schools is an exacting position. In addition to the minimum requirements specifically set forth by the State Board of Education and the School Board, the Superintendent shall:

1. be of good character and of unquestionable morals and integrity;
2. possess good judgment and common sense along with the ability to think clearly and independently, relying on facts instead of prejudices;
3. demonstrate high business and educational ability and leadership;
4. be able and willing to accept responsibility;
5. have the capacity for maintaining the respect of educational leaders in neighboring Districts and in the State of New Hampshire.

The Superintendent, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these policies or by vote of the School Board. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.

Regulatory Reference

NH Code of Administrative Rules-Section Ed. 302.02, Substantive Duties of Superintendents

See Appendix CB-R

APPOINTMENT OF SUPERINTENDENT

The Superintendent of Schools shall be elected by the School Administrative Unit School Board in keeping with the laws of New Hampshire.

Statutory Reference

RSA 194-C:4, SAU: Superintendent Services

RSA 194-C:5, SAU: Organization and Duties

EVALUATION OF THE SUPERINTENDENT

The School Board shall formally evaluate the Superintendent relative to his/her skills, abilities, and competence.

The goal of the formal evaluation process is to:

1. ensure the education program for the students is carried out;
2. promote growth in effective administrative leadership for the School District;
3. clarify the Superintendent's role as the School Board sees it;
4. ascertain areas in need of improvement; and
5. focus the immediate priorities of the Superintendent's responsibilities.

The formal evaluation of the Superintendent will be based on the following written criteria:

1. Job description, as developed and approved by the School Board.
2. The School District goals and objectives as determined by the School Board.

The formal evaluation shall also include an opportunity for 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 School Board, signed by the Superintendent and filed in the Superintendent's personnel file.

The Superintendent shall be formally evaluated at least once a year, and informally as deemed appropriate by the School Board.

LINE AND STAFF RELATIONS

1. General Operations

The following principles shall govern the administrative operation of the school system:

- A. Each school shall be encouraged to develop its educational program most appropriate for the students attending that school, consistent with School Board policy, state law, and State Board regulations.
- B. The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for children from kindergarten through grade 8.
- C. Responsibility shall flow simply and clearly from the teachers, principals and the Superintendent to the School Board.
- D. Each member of the staff shall be told to whom he/she is responsible and for what functions.
- E. Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
- F. Each staff member shall be told to whom he/she can go for help in working out his own functions in the school program.

2. Line of Responsibility

Each employee in the District, except the School District clerk, treasurer, auditor, moderator and counsel, shall be responsible to the School 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.

The Superintendent in administering this policy shall be guided by the knowledge that the School Board values the freest possible interchange of ideas outside the established framework of direct responsibility as preeminently desirable in the schools of the District. Nothing provided herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among personnel at every level.

SCHOOL BUILDING ADMINISTRATION

The School 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 the 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 he/she is the principal and in interpreting that school to the community. All personnel will work through and under the direction of the principal in the performance of their duties within his school.

SCHOOL PRINCIPALS

1. Appointment

The Principals shall be elected by the School Board following the nomination by the Superintendent. Should the School 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 of Schools. All applications will be screened by the Superintendent and a number will be selected for interview by the Superintendent and the School Board.

The Superintendent and School Board will promote candidates from within the District when such a promotion is in the best interests of the school. All such candidates must meet requirements as established by the Superintendent and School Board.

2. 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 support employees, visitors, volunteers, and persons hired to perform special tasks.

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

The Principals shall attend School Board meetings when requested by the Superintendent or the Board.

Regulatory Reference

NH Code of Administrative Rules, Section Ed. 304.01, Substantive Duties of School Principals

See Appendix CFA-R

EVALUATION OF PRINCIPALS

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 principals on their professional leadership skills, abilities, and competence, and on the District's expectations as defined in the principals' role description and annual objectives. 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 School Board and the Superintendent see it, ascertain areas in need of improvement and to focus the immediate priorities of the principals' 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 principals' personnel file.

This policy supports and does not preclude the ongoing informal evaluation as deemed appropriate by the Superintendent.

Regulatory References

NH Code of Administrative Rules, Section 302, Duties of Superintendents
NH Code of Administrative Rules, Section 304, Duties of School Principals
Littkey v. Winchester School District, 219 NH 626 (1987)

POLICY IMPLEMENTATION

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

DEVELOPMENT OF REGULATIONS

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

CHB (Also BGD)

SCHOOL BOARD REVIEW OF ADMINISTRATIVE REGULATIONS

The School Board reserves the right to review and rescind administrative regulations should they, in the Board's judgment, be inconsistent with the Board's adopted policies.

HANDBOOKS AND DIRECTIVES

In order that pertinent School Board policies, regulations, and school rules and procedures may be known by all staff members and students affected by them, District administrators and principals are granted authority to issue employee and student handbooks.

It is essential that the contents of all handbooks conform with District-wide policies and regulations.

ADMINISTRATION IN POLICY ABSENCE

In the absence of established School Board policy or Board direction, the Superintendent of Schools shall assume responsibility for whatever decision or action is taken. 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 schools where the School Board has provided no guidelines 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 its regular meeting. It shall be the duty of the Superintendent to inform the School Board promptly of such action and of the need for policy.

TREATMENT OF OUTSIDE REPORTS

Within sixty (60) days after receiving reports from outside agents such as the auditor, fire department, health department, and others, the Superintendent shall inform the School Board of action he/she 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 School Board action.

SCHOOL DISTRICT ANNUAL REPORT

Annually, a report covering the District's demographics, performance, and assessment data shall be prepared by the Superintendent and presented to the School Board as soon as possible after September of each school year. Upon School Board review, the report shall be made available to the public and used as one means for informing parents/guardians and citizens, the State Board of Education, and other School Districts in the area of the programs and conditions of the schools.

Statutory References

RSA 193-E:3.I, (a), (b), Delivery of an Adequate Education

RSA 193-H:4, School Performance and Accountability

RSA 194:31, Register; Reports

