

ADMINISTRATION GOALS/PRIORITY OBJECTIVES

Code **CA** Issued **DRAFT/12**

Purpose: To establish the board's vision for administrative goals and objectives.

The board is devoted to and legally charged with the responsibility for providing an instructional program for the children within the community it serves. The district is organized to accomplish this purpose through an elected board and professional staff members who are employed by the board. The board and the professional staff each have unique responsibilities within this institution.

The board will rely on its chief executive officer, the superintendent of schools, to provide professional administrative leadership. The superintendent is responsible for executing the professional staff responsibilities through the design of an administrative organization that will meet the needs of the school system and most efficiently and effectively use its resources.

All schools will be subject to board policies that are implemented through the superintendent. Within the framework of district policies and regulations, principals will be responsible and accountable for the administration of their respective schools through the implementation of school regulations and procedures.

The function of administration is to plan for, control, coordinate, supervise and direct the district in accordance with the purposes, policies, plans, procedures and programs authorized by the board.

The board expects the administration to specialize in the following.

- the processes of decision making and communication
- the planning, organization, implementation and evaluation of educational programs and services
- the coordination of various centers of influence within the school system and the community so as to enable people to do things together for education that they might never be able to do separately
- the demonstration of leadership
- the development and maintenance of close working relationships and channels of communication within the school system and community
- the prevention of misunderstandings and development of cooperation toward attaining the educational goals adopted by the board

Adopted ^3/22/93; Revised ^

SCHOOL SUPERINTENDENT

Code **CB** Issued **DRAFT/12**

Purpose: To establish the board's vision for the role of the superintendent.

We view the superintendent's position in the school system in a triple capacity.

- executive officer of the school district
- leader and accountable officer for all personnel of the system
- liaison between those personnel and the board

The superintendent is the only person in the system with whom the board normally needs to be directly involved in decisions regarding appointments of personnel. Because we believe the total responsibility for the administration of the school system should rest with the superintendent, the board has the responsibility for developing a systematic means of evaluating the superintendent's effectiveness in implementing the objectives expressed in policies. The superintendent has the responsibility for evaluating the effectiveness of all other district personnel.

Adopted 1/25/93; Revised ^

QUALIFICATIONS OF SUPERINTENDENT

Code **CBA** Issued **DRAFT/12**

Purpose: To establish the basic structure for the qualifications of the superintendent.

The superintendent of schools will have earned at least a master's degree, preferably a doctorate, in the area of educational administration from a recognized accredited institute or have met the criteria for alternate route certification. The board also requires all other minimum licensing and certification requirements specifically set forth by the South Carolina State Board of Education.

The superintendent will be the chief executive of the district and, as such, the board will expect him/her to provide leadership in all phases of the educational program in the district.

Persons considered for this position should have at least five years of experience in education administration (~~three years of experience as a pre-K-12 or post-secondary teacher and two years as a school or school district administrator, postsecondary administrator or school business administrator~~) or at least 10 years of successful experience in a senior position of leadership such as chief executive officer in a business corporation or agency, military officer or other position with responsibilities similar to those of a district superintendent. In meeting this requirement, the board may make appropriate allowance for the possession of earned advance degrees.

Because this is an administrative and leadership position at the highest level in the public schools, demonstrated competence in these areas is a necessary prerequisite for this position. Additionally, persons considered for this position should have maintained active membership and participated in the professional organizations concerned with educational administration at local, state and national levels.

Adopted 3/22/93; Revised ^

Legal references:

A. S. C. Code, 1976, as amended:

1. Section 59-5-60 - General powers of state board.
2. Section 59-13-20 - Qualifications of superintendents.

B. State Board of Education Regulations:

1. R-43-64 - Requirements for certification at the advanced level.

SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES

Code **CBC** Issued **DRAFT/12**

Purpose: To establish the basic structure for the duties of the superintendent.

In all aspects, the administration of the district will be delegated to the superintendent who will carry out his/her administrative functions in accord with the policies adopted by the board. He/She will be the chief executive officer of the board.

The superintendent's specific responsibilities will include, but not be limited to, the following.

- Administer the development and maintenance of a positive educational program designed to meet the needs of the community.
- Recommend policies, guidelines and procedures for adoption by the board.
- Implement the policies, guidelines and procedures adopted by the board.
- Recommend the number and types of positions required to provide proper instructional personnel for the operation of the school program.
- Nominate for appointment, assign and define the duties of all instructional personnel subject to approval of the board.
- Make recommendations to the board with respect to school accommodations, boundaries for school attendance and assignment of students to the various schools.
- Prepare the annual budget for board approval.
- Set clear, student-related objectives for administrators and evaluate school leaders based on their attainment of objectives that enable academic progress in the schools.
- Represent the schools before the public and maintain through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed of the activities, needs and successes of the schools.

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 board. The delegation of powers or duties, however, will not relieve the superintendent of responsibility for action taken under such delegation.

Administration in the absence of policy

If a situation arises that is of great importance and requires immediate attention, the superintendent will act to resolve the situation. The superintendent will promptly inform the entire board of such action. If it appears there should be a policy to address a particular situation, the superintendent will make such a recommendation.

In such cases, the superintendent's decisions will be temporary and subject to review by the board for approval or disapproval at its next meeting.

Adopted ^

SUPERINTENDENT'S CONTRACT

Code **CBD** Issued **DRAFT/12**

Purpose: To establish the basic structure for the contractual relationship between the board and the superintendent.

The appointment of a superintendent is a function of the board. It may seek the advice and counsel of interested individuals or of an advisory committee, and it may hire consultants to assist in selection. However, final selection rests with the board.

The superintendency becomes more demanding as the superintendent's responsibilities become more complex. The board realizes that it is therefore increasingly important to attract able persons to the superintendency by making the rewards of the position commensurate with its challenges. The board further realizes that it is increasingly important to free the superintendent from ~~the pressures of groups in the community by ensuring his/her security from~~ the threat of sudden and unjustified dismissal.

The appointment of the superintendent will be secured through an explicit contractual agreement which states the term of the contract, general responsibilities, compensation and other benefits, evaluations, leave arrangements, and other conditions of employment.

The board considers the contract to be a public document as defined by the South Carolina Freedom of Information Act.

Adopted 2/2/87; Revised 3/22/93, ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 1. Section 30-4-10, et seq. - South Carolina Freedom of Information Act.
- B. State Board of Education Regulations:
 1. R-43-161 - Appointment (term) of superintendent.

EVALUATION OF SUPERINTENDENT

Code **CBI** Issued **DRAFT/12**

Purpose: To establish the basic structure for board evaluation of the superintendent that ensures board accountability to the community.

To maintain leadership and promote professional excellence and improvement of the superintendent's skills, the board will **formally** evaluate the superintendent on an annual basis. ~~Each member of the board will be involved in this evaluation.~~

The board will make the evaluation ~~on the basis of the board's written statements~~ concerning the abilities needed by, and the responsibilities and duties to be discharged by, the superintendent. The board will give the superintendent ~~a written their consensus~~ opinion on his/her abilities and performance in various areas. ~~The document will be given to the superintendent and This evaluation will be~~ discussed with him/her in an executive session. The superintendent will be allowed to respond to the evaluation. ~~A written summary of the evaluation and the superintendent's response will be maintained in the superintendent's personnel file.~~

The assessment of the superintendent's performance ~~will~~ **may** result in a review of his/her job description and appropriate changes to it as needed. It also will establish a foundation for identifying new priorities and objectives to be used as a basis for the next year's evaluation.

Adopted ^

ADMINISTRATIVE ORGANIZATION

Code **CC** Issued **DRAFT/12**

Purpose: To establish the basic structure for the administrative organization of the district.

~~School district administrative organization will follow the pattern outlined in the chart found at CCA in this manual. The chart represents the framework for administration and the lines of authority and responsibility. Within the framework established,~~

Each school will be encouraged and free to work out the educational program most appropriate for itself. The administrative organizational structure of the district accommodates and enhances the attainment of goals and objectives the board has set forth for the schools. The organization must assure that schools effectively and efficiently carry out programs and respond to any new programs demanded by system needs or opportunities. The organization must also allow the schools opportunities to address their particular needs and improve existing programs.

Adopted 3/23/93; Revised ^

LINE AND STAFF RELATIONS

Code **CCB** Issued **DRAFT/12**

Purpose: To establish the basic structure for lines of authority within the district.

Each employee of the district will be responsible to the board through the superintendent.

Except as otherwise provided in this policy manual, all personnel will refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

A clear understanding of responsibilities and relationships between and among school personnel is essential for a smoothly running and efficient school system.

General power and authority of the teacher

Both the law and the board delegate certain powers and authority to the teacher. The teacher must hold pupils accountable while on school property for their conduct during, before and after school. A teacher may remove a pupil from his/her room by referring the pupil to the principal for a final decision.

Teacher's relationship with the principal

The teacher is under the direct supervision of the principal. The principal is responsible for communicating administrative procedures, communications from the board, assignments of duty, work, instruction schedules and courses of study to the teacher. The teacher should direct all problems and requests about work to the principal.

The principal must guide and support the teacher as they work together for the good of the students. The teacher may expect the principal to share his/her disciplinary responsibility with problems concerning work with the students.

Teacher's relationship with the superintendent

The board encourages a teacher to work through his/her principal concerning building assignments, teaching loads and general working conditions. A teacher may find it necessary to consult with the superintendent on other problems relating to his/her affiliation with the school. The superintendent may establish a faculty advisory committee (FAC) to meet with the superintendent on a regular and consistent basis.

Both the principal and the teacher should consult with the superintendent for advice and counsel on specific problems or for interpretations of board policy. The board expects teachers to express their views in general faculty meetings. The board encourages this opportunity for open expression and sharing of responsibility for the successful operation of the schools.

Board and principal relations

The principal has no direct administrative relations with the board. His/Her relations to the board are through the superintendent since the principal is directly responsible to the superintendent. The superintendent will present all matters that require board action to the board.

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Board and teacher relations

The relationship of the teacher to the board is indirect. A teacher is directly responsible to the principal and through the principal to the superintendent, and then to the board. However, this does not mean that a teacher does not have access to the superintendent or to the board. Conditions may arise when a teacher may obtain direct access through channels established for grievances.

The board develops policies out of the needs of the schools. Therefore, the board recognizes the value of teachers in formulating effective policies. The board may ask students, citizens, teachers, principals, custodians, etc., to give input into matters dealing with problems that affect them.

Teacher's relationship with other employees

A teacher should strive to work cooperatively with all schoolstaff members. The teacher will direct all work requests for the work of custodians, maintenance workers and others to the principal.

The principal will handle any problems arising between the teacher and other school employees as soon as possible.

Support staff interrelationship

Support staff are responsible to the principal when working in their school building.

In the school setting, the relationship of support staff with the students is minimal. The students are the responsibility of the teacher, and the support staff member will assume a secondary role to the teacher. However, emergency conditions, such as a fight in the hall or an incident involving destruction of school property, are exceptions to this.

Bus drivers are responsible for the children on their bus unless accompanied by a teacher, in which case the teacher is responsible and the driver should assist the teacher only at the teacher's request.

Adopted 7/28/75; Revised 3/22/94, ^

SCHOOL PRINCIPALS/~~DIRECTORS~~/ BUILDING ADMINISTRATORS

Code **CFA** Issued **DRAFT/12**

Purpose: To establish the basic structure for the administrative operation of the schools.

The principal/~~director~~ -- within the limits of the law, board policy and instructions from the superintendent -- is the administrative authority of the assigned school. The principal/~~director~~ is responsible for a thorough knowledge of all laws, regulations and instructions governing the position.

The principal/~~director~~ will be responsible for communicating district policies and administrative rules to the building staff as well as implementing the policies and rules in the assigned school.

Also, the principal/~~director~~ is responsible for the detailed organization of the school; the assignment of duties of staff members within the school; the coordination of the work of supervisors, custodians, health officers and all others who work in relationship to the school and to the teachers; and the administration of the instructional program. In addition, the principal/~~director~~ will keep the superintendent or his/her designee fully advised as to the condition of the school.

The principal/~~director~~ will handle all complaints from patrons or parents/legal guardians which affect the school, investigate the same, and refer to the central administration all cases which cannot be adjusted satisfactorily.

Prime responsibilities of the principal/~~director~~ include the following.

- creating a learning environment that is appropriate for the students
- assisting teachers in the implementation of an instructional program that is suitable for the students
- evaluating the effectiveness of the instructional program as it is being implemented in the school
- evaluating the effectiveness of individual staff members
- arranging opportunities for staff members to improve their competencies as facilitators of learning
- managing the school budget, class and building schedules, and the care of the facility
- communicating the goals, objectives and achievements of the school to the students, parents/legal guardians and staff

Adopted 3/22/931 /Revised ^

Legal references:

- A. State Board of Education Regulations:
1. R43-205 - Professional personnel qualifications and duties.

ASSIGNMENT AND TRANSFER OF SCHOOL PRINCIPALS/ DIRECTORS/~~BUILDING ADMINISTRATORS~~

Code **CFC** Issued **DRAFT/12**

Purpose: To establish the basic structure for the assignment and transfer of school principals/~~building administrators~~.

The superintendent is responsible for the assignment of all administrators.

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

In making decisions on placement, the superintendent will give consideration to the following.

- needs of the school and district as perceived by the board and ~~central~~ administration
- length of current assignment in a school
- compatibility of administrative style among administrators in the school
- opportunities provided for professional growth in the proposed assignment
- appropriate training to enable effective planning and educational continuity
- administrator's expressed preferences

Compulsory transfers and/or the reassignment of administrative personnel are subject to the district's grievance procedure set forth in policy GBK.

The board will review administrative transfers involving a loss of rank and/or income in a grievance hearing upon the specific request of the affected administrator.

Adopted 3/22/93; Revised ^

Legal references:

A. S.C. Code, 1976, as amended:

1. Section 59-25-410 - Notification of employment for ensuing year; notification of assignment.

SCHOOL DISTRICT ANNUAL REPORTS

Code **CM** Issued **DRAFT/12**

Purpose: To establish the basic structure for issuing annual reports.

The board will issue a district annual report, an annual report for each school and a district accountability system as required by state law and regulations. The board directs the administration to prepare or supervise the preparation of all required reports including, but not limited to, the following.

- school renewal plan
- school summary report
- district strategic plan
- fiscal report
- district performance-based accountability system and comprehensive plans with annual updates

Adopted 1/25/93; Revised ^

Legal references:

A. S.C. Code of Laws 1976, as amended:

1. Section 59-20-60(3) and (6) - Improvement councils.
2. Section 59-18-900(E) - Reporting.
3. Section 59-18-1300 - District accountability system; development and review.
4. Section 59-18-1310 - Reports consolidated; submission dates.
5. Section 59-18-1500 - ...review and revision of improvement plan.
6. Section 59-18-1510(B) - Activities of external review committee.
7. Section 59-139-10 - Long-range plan; school improvement council input.

B. State Board of Education Regulations:

1. R-43-261 - District and school comprehensive planning.