

## **ADMINISTRATION GOALS**

It is the intent of the School Committee that the District employ qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

## **SCHOOL SUPERINTENDENT**

The Committee shall employ a Superintendent of Schools and fix his/her compensation. The Superintendent shall act in accordance with General Laws, Chapter 71, Section 59, and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Selectmen in sufficient time for printing in the annual report.

LEGAL REFS:       M.G.L. 71:59, 72:3

## **SUPERINTENDENT'S CONTRACT**

The Committee, upon the appointment of a candidate to be Superintendent will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

LEGAL REFS.: M.G.L. [71:41](#); [71:42](#)

NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.

## CODE OF ETHICS: SUPERINTENDENT OF SCHOOLS

### Preamble

Public education in America rests on firm commitments to the dignity and worth of each individual; to the pre-eminence of enlightenment and reason over force and coercion; and to government by the consent of the governed. Public schools prosper to the extent they merit the confidence of the people. In judging its schools, society is influenced to a considerable degree by the character and quality of their administration. To meet these challenges school administrators have an obligation to exercise professional leadership.

Society demands that any group that claims the rights, privileges, and status of a profession prove itself worthy through the establishment and maintenance of ethical policies governing the activities of its members. A professional society must demonstrate the capacity and willingness to regulate itself and to set appropriate guides for the ethical conduct of its members. Such obligations are met largely by practitioners through action in a professional society such as the American Association of School Administrators.

Every member of a profession carries a responsibility to act in a manner becoming a professional person. This implies that each school administrator has an inescapable obligation to abide by the ethical standards of his profession. The behavior of each is the concern of all. The conduct of any administrator influences the attitude of the public toward the profession and education in general.

These policies of ethical behavior are designed to inspire a quality of behavior that reflects honor and dignity on the profession of school administration. They are not intended as inflexible rules nor unchangeable laws. They serve to measure the propriety of an administrator's behavior in his/her working relationships. They encourage and emphasize those positive attributes of professional conduct which characterize strong and effective administrative leadership.

**Policy 1.** The professional school administrator constantly upholds the honor and dignity of his/her profession in all his/her actions and relations with pupils, colleagues, School Board members, and the public.

**Policy 2.** The professional school administrator obeys local, state, and national laws; holds him/herself to high ethical and moral standards, and gives loyalty to his country and to the cause of democracy and liberty.

**Policy 3.** The professional school administrator accepts the responsibility throughout his/her career to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession.

**Policy 4.** The professional school administrator strives to provide the finest possible educational experiences and opportunities to all persons in the district.

**Policy 5.** The professional school administrator applying for a position or entering into contractual agreements seeks to preserve and enhance the prestige and status of his/her profession.

**Policy 6.** The professional school administrator carries out in good faith all policies duly adopted by the local School Committee and the regulations of state authorities and renders professional service to the best of his/her ability.

**Policy 7.** The professional school administrator honors the public trust of his/her position above any economic or social rewards.

**Policy 8.** The professional school administrator does not permit considerations of private gain nor personal economic interests to affect the discharge of his/her professional responsibilities.

**Policy 9.** The professional school administrator recognizes that the public schools are the public's business and seeks to keep the public fully and honestly informed about their schools.

**Overview.** High standards of ethical behavior for the professional school administrator are essential and are compatible with his/her faith in the power of public education and his/her commitment to leadership in the preservation and strengthening of the public schools. The true sense of high calling comes to the Superintendent of Schools as he/she faces squarely such widely held beliefs as the following:

- A. The effectiveness of the schools and their programs is inescapably the responsibility of the Superintendent.
- B. Every act, or every failure to act, of the Superintendent has consequences in the schools and in the lives of people.
- C. In many situations and to many people in a community the Superintendent is the living symbol of their schools.
- D. The public entrusts both the day-by-day well-being and the long-range welfare of its children and of its school system to the Superintendent and Board of Education.
- E. The ultimate test for a Superintendent is the effort which he/she makes to improve the quality of learning opportunity for every child in the schools.
- F. In the long run, what happens in and to the public schools of America happens to America.

REF.: The AASA Code of Ethics, American Association of School Administrators, Wash., D.C.

## **EVALUATION OF THE SUPERINTENDENT**

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among his/her responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. 30A:18-25  
603CMR35:00

## **LINE AND STAFF RELATIONS**

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Personnel will be expected to 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.

It is expected that the established lines of authority will serve most purposes. All personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

## **ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES**

The Superintendent may establish such permanent or temporary councils, cabinets, and Committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and regulations and for the improvement of the educational program.

Functioning in an advisory capacity all councils, cabinets, and Committees created by the Superintendent may make recommendations for submission to the Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and Committees will be defined by the Superintendent and may be changed at his/her discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.



## **POLICY IMPLEMENTATION**

The Superintendent has responsibility for carrying out, through procedures, the policies established by the School Committee.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures and for seeing that they are implemented in the spirit intended.

## **DEVELOPMENT OF PROCEDURES**

The Superintendent will be responsible for specifying required actions and designing the detailed procedures under which the school system will be operated in accordance with School Committee policy. These detailed procedures will be designed to implement policies of the Committee and will be one of the means by which the school system will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

## **PROCEDURES DISSEMINATION**

It will be the responsibility of the Superintendent to see that the procedures developed to implement Committee policies and administer the school system are appropriately coded and included as procedures in the School Committee's policy manual.

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the procedure.

## **APPROVAL OF HANDBOOKS AND DIRECTIVES**

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use his/her judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

LEGAL REFS.: M.G.L. 71:37H

**ADMINISTRATION IN POLICY ABSENCE**

When action must be taken within the school system where the Committee has provided no guides for administrative action, the Superintendent will have the power to act. The Superintendent's decisions, however, will be subject to review by the Committee.

## **SCHOOL DISTRICT ANNUAL REPORT**

An annual report covering the diversified activities of the school system and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing the parents/guardians, citizens, and others of the programs and conditions of the town's public schools.

LEGAL REFS.:       M.G.L. 72:4  
                      Mashpee Town Charter