

Policy:

Through Governing Board policy, the Board tries to anticipate critical policy issues that may affect school students and operations. However, the Board recognizes that questions may arise in the day-to-day operations of the schools that are not addressed in Board policy or procedures. When resolution of such issues demands timely action, the Principal/Lead Educator shall have the authority to act on behalf of the school.

If the matter involves a policy decision that is likely to be controversial, or a matter that has a significant impact on student learning or safety, the Principal/Lead Educator shall notify the Board president as soon as practicable after its occurrence. The Board president shall then inform the Board as appropriate.

The Board president may schedule a review of the action at the next regular Board meeting.

If the action indicates the need for additions or revisions in Board policies, the Principal/Lead Educator or designee shall make the necessary recommendations to the Board.

Adopted: 1-23-07

Policy:

The Principal/Lead Educator shall organize the administrative staff in a manner that best supports the educational program through efficient operations, effective communications, and direct assistance to schools.

The Principal/Lead Educator shall maintain a current school organization chart that designates lines of primary responsibility and the relationships between all district positions. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating, and cooperating to develop the best possible programs and provide efficient and effective services.

The Principal/Lead Educator may adjust staff responsibilities as needed to accommodate the workload and/or individual capabilities. Adjustments to workload outside of the job description will require reclassification and Board approval

Policy:

The Governing Board recognizes that the school administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of school resources and personnel.

The Board expects school administration to provide leadership in developing and implementing the school's vision and goals for the educational program and in evaluating and reporting on the school's progress toward that vision. School administration is expected to help shape the culture and environment of the school in a manner that instills confidence in the school, encourages positive relationships with the community, and focuses school operations on enhancing student achievement.

The Principal/Lead Educator is the Director and educational leader of the school. As a member of the governance team, he/she shall advise and assist the Board in the exercise of its governance responsibilities.

The Principal/Lead Educator is granted the authority to make decisions concerning school operations within the parameters of law and Board policy. He/she shall be responsible for developing administrative structures and decision-making processes that allow the school to fulfill its responsibilities in an efficient and effective manner. The Principal/Lead Educator may delegate to other school staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Principal/Lead Educator of responsibility for actions taken by his/her designees.

Policy:

The Governing Board recognizes that it has a direct responsibility to select and employ the Principal/Lead Educator. Whenever it becomes necessary for the Board to fill a vacancy in the position of Principal/Lead Educator, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with school needs.

The Board shall establish and implement a search and selection process that includes consideration of:

1. The school's current and long-term needs, including a review of the school's vision and goals.
2. The desired characteristics of a new Principal/Lead Educator, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge.
3. The scope of the search, including whether to promote from within the school or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search.
4. The salary range and benefits to be offered.
5. Whether to hire a professional adviser to facilitate the process.
6. How and when to involve the community in certain phases of the selection process.
7. The best methods for advertising the vacancy and recruiting qualified candidates.
8. The process for screening applications and determining how the screener(s) will be selected.
9. Interview questions, processes, and participants.
10. How and when candidates' qualifications will be verified through reference checks.
11. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership.

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s) and the Board's own assessment of how candidates meet the criteria established by the Board.

The Board shall interview preliminary and final candidates in closed session and determine the most likely match for the school.

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current place of employment, as appropriate, to obtain verification of his/her qualifications.

The Board shall deliberate in closed session to affirm the selection of the candidate and report out the selection in open session.

The Board shall conduct these proceedings in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim Principal/Lead Teacher to manage the school during the selection process.

Adopted: 1-23-07

Policy:

The Governing Board desires to set clear expectations of the Principal/Lead Educator's responsibilities and duties in order to establish a productive working relationship with the Principal/Lead Educator, ensure that the work of the Principal/Lead Educator is focused on achievement of the school's vision and goals, and provide a fair basis for holding the Principal/Lead Educator accountable. The responsibilities are detailed in law, Board policy, and the Principal/Lead Educator's contract.

As the chief executive officer of the school, the Principal/Lead Educator shall implement all Board decisions and manage the schools in accordance with law and Board policies. The Principal/Lead Educator has responsibilities related to students and the instructional program, personnel, non-instructional operations, and the community. The Principal/Lead Educator also serves as a member of the school's governance team and has responsibilities to support Board operations and decision making.

The Principal/Lead Educator may delegate any of his/her responsibilities and duties to other school staff but remains accountable to the Board for all areas of operation under the Principal/Lead Educator's authority.

Policy:

In approving employment contracts with the Principal/Lead Educator, the Governing Board wishes to encourage the Principal/Lead Educator's long-term commitment to the school and community while carefully considering the financial and legal implications of the contract in order to protect the school from any potentially adverse obligations.

The Board shall designate a representative to negotiate with the Principal/Lead Educator on its behalf and shall consult legal counsel to draft the contract document.

The Board shall deliberate in closed session about the terms of the contract.

Terms of the contract shall remain confidential until the ratification process commences.

The Board shall ratify the Principal/Lead Educator's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request.

The contract shall include, but not necessarily be limited to, the term of the contract, conditions for termination of the contract, salary, benefits, and commitment to an annual evaluation. The contract should also include general responsibilities and duties of the Principal/Lead Educator.

The Principal/Lead Educator's contract shall include a provision specifying the maximum cash settlement, within limits established by law, that the Principal/Lead Educator may receive upon termination of the contract.

The term of the contract shall be for no more than four years.

At the end of the term, the Board may reemploy the Principal/Lead Educator on those terms and conditions mutually agreed upon by the Board and Principal/Lead Educator.

The Principal/Lead Educator's contract shall be extended only by Board action and subsequent to a satisfactory evaluation of the Principal/Lead Educator's performance.

In the event that the Board determines not to reemploy the Principal/Lead Educator, the Board shall provide written notice to the Principal/Lead Educator at least 45 days in advance of the expiration of the term of the contract.

Adopted: 1-23-07

Policy:

The Governing Board recognizes that effective school governance requires strong collaboration and teamwork with the Principal/Lead Teacher. Because the Board and Principal/Lead Teacher each have their unique roles and responsibilities, both contribute to the responsible governance of the school and the quality of education provided to the community's students.

The Principal/Lead Teacher is expected to hold himself/herself to the highest standards of ethical conduct and professionalism.

To support the Board in the governance of the school, the Principal/Lead Teacher:

1. Promotes the success of all students and supports the efforts of the Board to keep the school focused on learning and achievement.
2. Values, advocates and supports public education for all stakeholders.
3. Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents/guardians and the community - and ensures that the diverse range of views inform Board decisions.
4. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
5. Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
6. Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
7. Recognizes that the Board/Principal/Lead Teacher governance relationship is supported by the management team in the school.
8. Understands the distinctions between Board and staff roles, and respects the role of the Board as the representative of the community.
9. Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.

10. Communicates openly with trust and integrity, including providing all members of the Board with equal access to information and recognizing the importance of both responsive and anticipatory communications.
11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the school.

Adopted: 1-23-07

Subject: Evaluation of the Principal/Lead Teacher
Policy #2000-8

Policy:

The Governing Board will annually conduct a formal evaluation of the Principal/Lead Educator performance in order to assess his/her effectiveness in leading the school toward established goals and objectives.

Evaluation criteria shall be based on school goals and objectives and agreed upon prior to the evaluation by the Board and Principal/Lead Teacher. The evaluation shall provide commendations in areas of strength, provide recommendations for improving effectiveness, and serve as a basis for making decisions about salary increases and/or contract extension.

The Board and Principal/Lead Teacher shall annually consider what evaluation method(s) will best serve the school and agree on the specific written instrument to be used. The Principal/Lead Teacher and Board shall establish a procedure for the annual evaluation process to include an appropriate schedule and timeline.

Procedure:

Prior to the evaluation, the Principal/Lead Teacher shall prepare and distribute to the Board a progress report toward school goals, the Principal/Lead Teacher's self-appraisal of accomplishments and performance, and a review of action taken to address any Board recommendations from the previous evaluation.

Each Board member shall independently evaluate the Principal/Lead Teacher's performance. The Board shall examine all Board members' evaluations and reach a consensus on the evaluation. The Board president or designee shall then develop a single evaluation representing the Board's collective judgment and provide a copy to the Principal/Lead Teacher.

The Board shall meet in closed session with the Principal/Lead Teacher to discuss the evaluation.

The Principal/Lead Teacher shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or school progress.

The Principal/Lead Teacher and Board president shall sign the evaluation as evidence that the evaluation has been discussed, and shall place the evaluation in the Principal/Lead Teacher's personnel file.

After each evaluation has been completed, the Board shall meet in open session to give the Board and Principal/Lead Teacher an opportunity to jointly identify priorities for the next year.

Adopted: 1-23-07

Policy:

The Governing Board believes that broad input on school operations and policy from staff, parents/guardians, students, and members of the public can provide the school with a diversity of viewpoints and expertise, help build a sense of ownership of the schools, enhance school efficiency, and assist school communications.

The Principal/ Lead Educator will work collaboratively with the SAC, SSC, ELAC, Board of Directors, and PIAC for the purpose of academic achievement as well as school operations. The membership of the aforementioned committees will include representation of constituents.

The representative and deliberative groups shall act in an advisory capacity unless specifically authorized to act on behalf of the Principal/Lead Educator. Advisory groups shall submit their recommendations to the Principal/Lead Educator, who may report the recommendations to the Board as appropriate.

Expenses incurred for consulting services, materials, travel, or other related operations shall be approved by the Principal/Lead Educator in advance.

Adopted: 1-23-07