

C - GENERAL SCHOOL ADMINISTRATION

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GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE GOALS

Proper administration of the schools is vital to a successful educational program. The primary responsibility of administration is to implement the policies of the School Committee. The Committee shall rely on its chief executive officer, the Superintendent of Schools, to provide the necessary administrative leadership to accomplish this task.

The school system's administrative organization shall be designed so that all individual schools are part of a single system guided by School Committee policies implemented by the Superintendent. It is essential that all levels of administration be unified in purpose for this reason; all specific regulations predicated on policy must be implemented consistently.

The Superintendent, each principal and all other administrators shall have the authority and responsibility necessary to carry out their specific assignments and shall be held accountable for them. The School Committee, in turn, shall be responsible for clearly specifying the requirements of each administrative position.

First Reading, May 7, 1984
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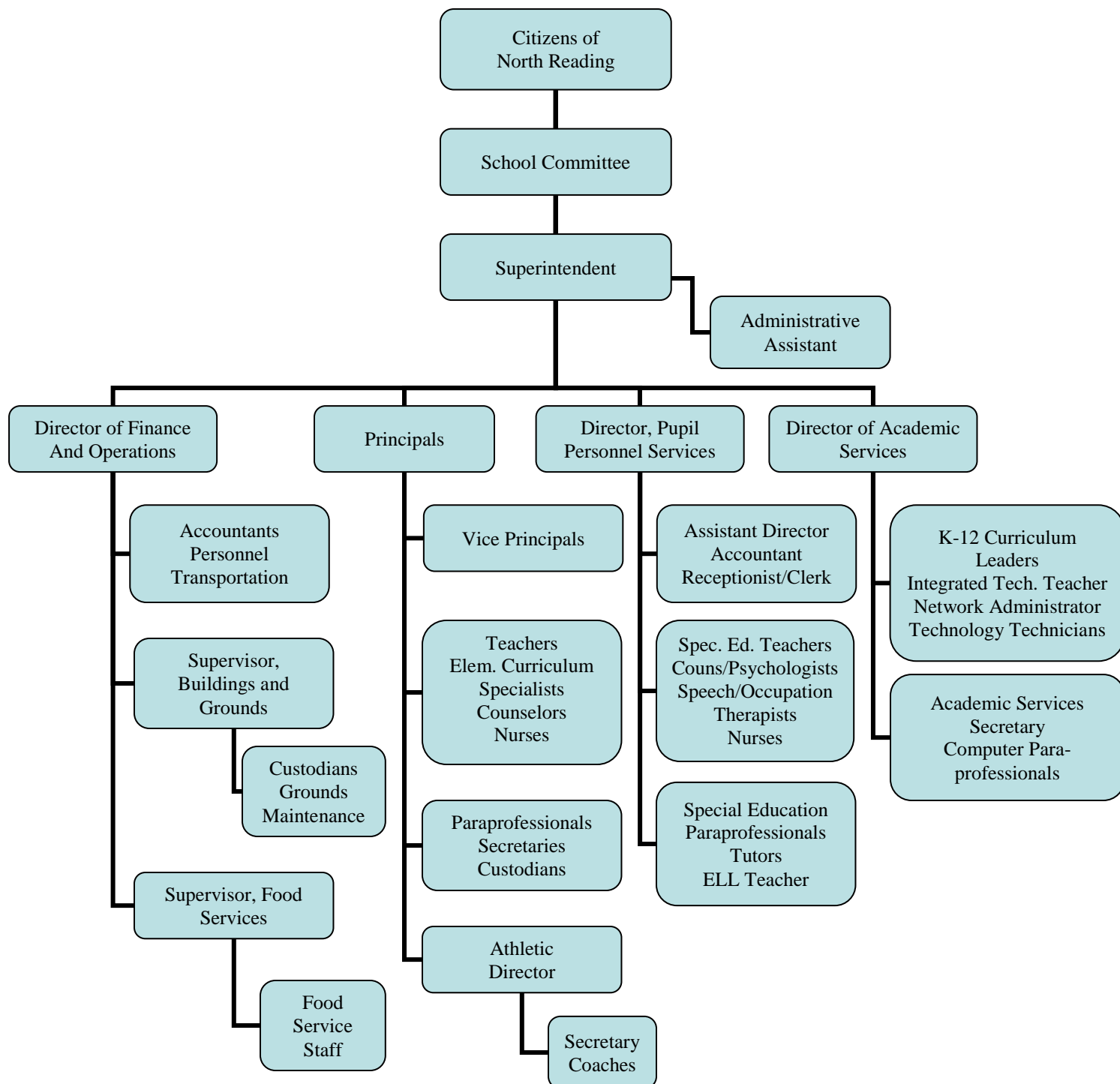
GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE ORGANIZATION PLAN

The School Committee shall approve an organization plan which promotes the effective and efficient operation of the school system. The legal authority of the School Committee shall be exercised through the Superintendent of Schools.

First Reading, April 23, 1984
Approved May 7, 1984
Reviewed September, 1995
Reviewed June 27, 2011

DISTRICT ORGANIZATIONAL CHART



GENERAL SCHOOL ADMINISTRATION

SCHOOL SUPERINTENDENT

The administration of the school system is delegated to the Superintendent, who shall implement the policies adopted by the School Committee. The execution of all decisions made by the School Committee concerning the internal operation of the school system shall be delegated to the Superintendent.

First Reading June 25, 1984
Approved July 16, 1984
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

SCHOOL SUPERINTENDENT QUALIFICATIONS

The Superintendent of Schools shall have the following qualifications:

1. Valid Massachusetts certification, or eligibility for same
2. A master's degree from an accredited college or university in educational administration. Although a doctorate is not required, it is considered desirable.
3. At least five years of successful experience in teaching and school administration
4. An established reputation as an educational leader.

First Reading June 25, 1984
Approved July 16, 1984
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GENERAL SCHOOL ADMINISTRATION

SELECTION OF A SUPERINTENDENT OF SCHOOLS

1. The School Committee shall seek qualified applicants from inside and outside the school system.
2. After applications have closed, the Committee shall read all applications and shall indicate those who should receive further consideration.
3. Three lists shall be drawn up:
 - a. Those who all members of the Committee wish to interview
 - b. Those who four members of the Committee wish to interview
 - c. Those who three members of the Committee wish to interview
4. The Committee shall interview all candidates on list 3.a. If they fail to find outstanding candidates on list 3.a., they shall interview all candidates on list 3.b. If they fail to find outstanding candidates on list 3.b., they shall interview all candidates on list 3.c. If no acceptable candidate is found through this process the job should be re-advertised.
5. When one or more outstanding candidates are found, they shall be thoroughly investigated and invited to visit the system.
6. The Committee shall make a selection only when it is satisfied that the best possible candidate has been found.

Alternate Method

1. The Committee may engage a consultant who will review all applications and select four or five final candidates.
2. The Committee shall review the qualifications of the finalists with the consultant.
3. The Committee shall interview the finalists.
4. The finalists still under consideration after the interviews shall be investigated in depth and invited to visit the system.
5. The Committee shall make a selection only when it is satisfied that the best possible candidate has been found.

First Reading June 25, 1984

Approved July 16, 1984

Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

APPOINTMENT OF SUPERINTENDENT

The superintendency is becoming more demanding as the Superintendent's responsibilities become more complex. Therefore, the School Committee realizes that it is increasingly important to attract able persons to the superintendency by making the rewards of the position commensurate with its challenges. The School Committee further realizes that it is increasingly important to free the Superintendent from the pressures of groups in the community by insuring his/her security from the threat of sudden and unjustified dismissal.

The School Committee, upon the selection of a candidate or upon reappointment of the incumbent Superintendent, shall endeavor to secure the dignity of position and the freedom of leadership appropriate to the responsibilities of the Superintendent through an explicit contractual agreement. Such contracts shall meet the requirements of Massachusetts law and the regulations of the State Board of Education and shall protect the rights of both the School Committee and the Superintendent. The School Committee shall recognize that while it is a policy making body, the execution of policy is properly delegated to employed professional administrators.

First Reading June 25, 1984
Approved July 16, 1984
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

SUPERINTENDENT'S SALARY

The North Reading School Committee shall negotiate a salary agreement with the Superintendent annually.

First Reading April 27, 1987
Approved May 11, 1987
Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

EVALUATION OF SUPERINTENDENT

The School Committee shall evaluate the Superintendent annually in accordance with duly accepted personnel practices. This evaluation shall be discussed with the Superintendent by the School Committee as a whole.

First Reading June 25, 1984
Approved July 16, 1984
Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

PROCEDURE FOR EVALUATING THE SUPERINTENDENT OF SCHOOLS

At the start of each academic year, the School Committee and Superintendent shall identify specific, mutually agreed upon goals to be addressed during the year by the Superintendent. The Committee may find it necessary to review and modify these goals as conditions change during the year. Following the close of the school year, the Superintendent shall receive a narrative evaluation prepared by the Committee and indicating each member's opinion on the degree to which the goals have been achieved. The Superintendent shall have the right to make a written reply which shall be attached to the evaluation.

First Reading December 4, 1989
Approved December 18, 1989
First Reading, September 24, 1990
Approved, October 1, 1990
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

SCHOOL COMMITTEE-SUPERINTENDENT RELATIONS

Educational authorities agree that the legislation of policies is the most important function of a School Committee, and that the execution of the policies is the function of the Superintendent. Delegation by the Committee of its executive powers provides freedom for the Superintendent to manage the schools within established policies. The Superintendent should then be held responsible by the School Committee for the implementation of its policies.

First Reading June 25, 1984
Approved July 16, 1984
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE POSITIONS

The School Committee shall establish a sufficient number of administrative positions to promote and attain the goals established for the system. The Committee shall determine the purpose and function of each administrative position and shall require the Superintendent of Schools to write and maintain corresponding job descriptions for all administrative positions.

First Reading, April 23, 1984
Approved May 7, 1984
Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE COMPENSATION, WORKING CONDITIONS, ETC.

Refer to the current agreement between the North Reading Administrators' Association and the North Reading School Committee.

Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

SUPERVISOR OF BUILDINGS AND GROUNDS ANNUAL AGREEMENT

The School Committee shall negotiate an annual agreement with the Supervisor of Building and Grounds covering salary, working conditions and benefits.

First Reading May 2, 1988
Approved May 16, 1988
Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

SCHOOL FOOD SERVICES DIRECTOR ANNUAL AGREEMENT

The School Committee shall negotiate an annual agreement with the School Food Services Director covering salary, working conditions and benefits.

First Reading May 2, 1988
Approved May 16, 1988
Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

APPLICATION OF EMPLOYEE BENEFITS

Certain benefits that apply to union employees shall be granted to all other classifications of permanent, full time, salaried employees not covered by formal agreements. They include life and health insurance, sick leave and temporary leave (varies with job classification), extended leave, personal injury benefits, sick leave buy-back and early retirement incentive.

First Reading May 2, 1988
Approved May 16, 1988
Reviewed September, 1995
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

RECRUITMENT OF ADMINISTRATIVE PERSONNEL

Every effort shall be made to hire persons who have met local and state qualifications and who have demonstrated outstanding ability to carry out the duties of the administrative position being filled. The School Committee shall solicit applications from qualified candidates from inside and outside the system.

The School Committee and Superintendent shall review all applications and shall select the candidates to be interviewed. After these candidates have been interviewed jointly, a group of finalists shall be selected and from this group the Superintendent shall make a recommendation to the Committee.

First Reading, April 23, 1984
Approved May 7, 1984
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

RECRUITMENT OF PRINCIPALS

When an opening in a principalship occurs, the School Committee shall fill the position with the best-qualified person available. The School Committee should only consider people who meet both local and state qualifications and who have demonstrated outstanding ability to carry out the duties of the principalship.

The Superintendent shall solicit applications from qualified members of the staff and list the vacancy with educational institutions in Massachusetts and in neighboring states.

The School Committee delegates to the Superintendent the responsibility for evaluating the applications and recommending the best-qualified candidates to the Committee. After discussing their qualifications with the Committee, the Superintendent shall make a recommendation.

First Reading June 25, 1984
Approved July 16, 1984
Revised and First Reading, June 13, 2011
Approved June 27, 2011

GENERAL SCHOOL ADMINISTRATION

PROFESSIONAL GROWTH AND EVALUATION PLAN
FOR ADMINISTRATORS AND PRINCIPALS

The North Reading School Committee believes that the purpose of professional growth and evaluation is to maximize the opportunities for each administrator, including principals, to grow in his/her professional work in the North Reading Public Schools. Each Administrator has the responsibility to engage in continuous learning, ongoing planning, and assessment of his/her work in order to create a positive learning environment for students and staff. The school system has the responsibility to ensure that high quality learning environments are provided for all children.

To that end, the North Reading Public Schools has adopted principles of Effective Administrative Leadership which are consistent with those formulated by the Department of Education. The Principles of Effective Administrative Leadership are incorporated in the comprehensive procedure for the ongoing planning evaluation, and professional growth and development for the administrative staff.

All Administrators will demonstrate adherence to the following principles of effective administrative leadership within the scope of their roles:

- Instructional leadership
- Organizational leadership
- Administration and management
- Promotion of equity and appreciation of diversity
- Community relationships
- Professional responsibilities

Reviewed September, 1995
First Reading October 27, 1997
Approved November 10, 1997
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

NORTH READING PUBLIC SCHOOLS

PROFESSIONAL GROWTH AND EVALUATION PLAN & PRINCIPLES OF EFFECTIVE ADMINISTRATIVE LEADERSHIP AND PERFORMANCE STANDARDS

NORTH READING PUBLIC SCHOOLS

PROFESSIONAL GROWTH AND EVALUATION PLAN ADMINISTRATORS

PURPOSE

We believe that the purpose of Professional Growth and Evaluation Plan is to maximize the opportunities for an administrator to grow in his/her professional work in the North Reading Public Schools. Each Administrator has the responsibility to engage in continuous learning, ongoing planning and assessment of his/her role in order to create a positive learning environment for students and staff. The school system has the responsibility to ensure that high quality learning environments are provided for all children.

To that end, the North Reading Public Schools has adopted Principles of Effective Administrative Leadership which are consistent with those formulated by the Department of Education. The Principles of Effective Administrative Leadership are incorporated in the comprehensive procedure for the ongoing planning, evaluation, and professional growth and development for the administrative staff.

All Administrators will demonstrate adherence to the following principles of effective administrative leadership within the scope of their roles:

- Instructional leadership
- Organizational leadership
- Administration and management
- Promotion of equity and appreciation of diversity
- Community relationships
- Professional responsibilities

The evaluation of the work of each Administrator serves to provide an important source of continued assistance and support for his/her work. Evaluation is both formative and summative. Formative evaluation includes goal setting, dialogue, observation, feedback, data collection, documentation of professional work, and professional development. A written summative evaluation will be completed by the Superintendent every three years and will be based upon the formative evaluation process and the Principles of Effective Administrative Leadership.

FORMATIVE EVALUATION

During the course of a three-year cycle, the formative evaluation process for each Administrator will include the following:

1. Goal Setting

Each Administrator has the responsibility to participate in ongoing goal setting. Individual Administrator's Goals will be linked to those of the school district and meet the individual needs of the Administrator's area of the program responsibilities. The format for goal setting will follow that of the overall goal setting of the North Reading Public Schools and will be approved by the Superintendent. Each Administrator will be asked to respond to four major goal areas. These will include Strategic Planning, Administration and Program Management, Communication, and Professional Standards and Development. Specific objectives, activities, timelines, and expected outcomes will be identified. The goal-setting process will incorporate six principles of Effective Administrative Leadership as outlined by the Department of Education. It is anticipated that over a three-year period, the Administrator's work may change to reflect the specific needs and responsibilities of the Administrator as well as the school district. Such changes and revisions will be incorporated into the Administrator's Goals and approved by the Superintendent.

2. Conference

Each Administrator will participate in both formal and informal conferences with the Superintendent on a regular basis. The purpose of each conference will be to discuss the ongoing work of the Administrator, to provide feedback on the goal-planning and progress, and to receive support from the Superintendent. During a three-year cycle, the following formal conferences will be held: Initial Goal Setting Conference, Goal Progress Conference (3), and the Summative Evaluation conference. Each Administrator will be provided with a written summary and feedback of each conference. The Administrator may complete a written response to the Superintendent's Conference Summary. Informal conferences and dialogue with the Superintendent will be ongoing. No written documentation of informal conferences will be needed unless requested by the Administrator.

3. Observation

The Superintendent will observe the ongoing work of the Administrator. Observations by the Superintendent will include school visitations, attendance at faculty meetings, committee meetings, school functions, meetings of the School Council, Parent Associations, and other parent/community meetings, professional development activities, or other activities in which the Administrator has a leadership role.

4. Documentation of Professional Practices and Standards

Each Administrator will maintain a collection of written documentation, which demonstrates the ongoing work of the Administrator in relationship to the Administrator's Goals and the Principles of Effective Administrative Leadership. Each Administrator will submit a portfolio of his/her documentation as part of the Summative Evaluation.

5. Administrator's Professional Development Plan

Each Administrator is responsible for his/her own ongoing professional development through the development of his/her individual professional development plan. Administrators are encouraged to be professionally active to participate in professional meetings and to engage in continuous learning through reading, conference attendance, and course work. Each Administrator is responsible to maintain his/her certification(s) as required for employment in Massachusetts. Each Administrator is encouraged to discuss his/her professional development plans with the Superintendent. A summary of the Administrator's professional development will be included in the Summative Evaluation.

SUMMATIVE EVALUATION

At the completion of a three-year cycle, a Summative Evaluation will be developed for each Administrator. As part of the Summative Evaluation the Superintendent will be responsible for the completion of a written Evaluation of Professional Performance. The Evaluation of Professional Performance will reflect the ongoing work of the Administrator in relationship to the Principles of Effective Administrative Leadership. The written evaluation will identify and document strengths and, if necessary, areas in need of improvement for each of the six Principles of Effective Administrative Leadership. Suggested improvement strategies will be provided for those areas in which improvement is needed. The Evaluation of Professional Performance will be discussed with the Administrator at the Summative Evaluation Conference. Each Administrator may include a written response to any aspect of the Summative Evaluation. The Summative Evaluation will be included in the Administrator's Personnel File.

The following documents will be included in the Summative Evaluation:

- Evaluation of Professional Performance
- Administrator's Goals and Results
- Superintendent's written response to each Goal Progress Conference (3)
- Administrator's Documentation of Professional Practice (Portfolio)
- Administrator's Professional Development Plan
- Other supportive documents and/or information selected by the Administrator

NORTH READING PUBLIC SCHOOLS

PRINCIPLES OF EFFECTIVE ADMINISTRATIVE LEADERSHIP

The Principles of Effective Administrative Leadership were developed in accordance with the Massachusetts Department of Education's Principles of Effective Administrative Leadership. These principles or standards are intended to support the professional growth of the administrative personnel and to provide an objective frame of reference upon which professional growth and evaluation are based.

PRINCIPLES

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP

The effective administrator works with others to create learning environments that address the needs of students.

- A. Facilitates the development of a shared mission and vision
- B. Encourages and uses a variety of strategy to assess student performance
- C. Applies current principles, practices, and research to foster effective teaching
- D. Leads the renewal of curriculum and instructional programs
- E. Promotes and models the effective use of appropriate instructional technologies
- F. Holds teachers accountable for having high standards and positive expectations for students
- G. Supervises and evaluates staff using approved performance standards and procedures
- H. Plans for the supports ongoing professional development

II. EFFECTIVE ORGANIZATION LEADERSHIP

The effective administrator creates a self-renewing, organizational environment that consistently focuses on enabling all students to achieve at high levels.

- A. Applies research and organizational leadership skills
- B. Demonstrates clear, direct, and responsive communication skills
- C. Creates a positive, informed climate for collegial teaching and learning
- D. Facilitates constructive change
- E. Plans, models, and encourages collaboration and shared decision-making
- F. Applies strategic planning

III. EFFECTIVE ADMINISTRATION AND MANAGEMENT

The effective administrator acts with legal and ethical guidelines to accomplish educational purposes and improve student learning.

- A. Performs personnel selection, supervision, evaluation and management functions
- B. Knows, complies with and applies School Committee policies and practices and municipal, state and federal laws and regulations and requirements within area of responsibility
- C. Applies current knowledge of fiscal management policy and practice
- D. Applies current knowledge of auxiliary programs and services within the area of responsibility
- E. Uses appropriate technologies to administer responsibilities

IV. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

The effective administrator strives to ensure equity for all students and values diversity in the school environment.

- A. Strives to ensure equity among programs and learning opportunities for staff, students, and parents
- B. Demonstrates appreciation for the sensitivity to the diversity among individuals

V. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

The effective administrator interacts responsibly with the community to address the needs of students.

- A. Assesses needs of parents and the community and involves them in decision-making.
- B. Promotes partnerships among staff, parents, business, and the community
- C. Communicates to the community the vision, mission, programs, activities, and services of the school system

VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

The effective administrator models professional behaviors that contribute to addressing the needs of students.

- A. Demonstrates enthusiasm for own learning
- B. Demonstrates and promotes atmosphere of respect for self and others
- C. Models ethical behavior

PROFESSIONAL GROWTH AND EVALUATION FOR ADMINISTRATORS

Activity	Person(s) Responsible	Timeline	Action
Goal Development	Administrator	September, Year I	written document
Goal Development Conference	Administrator / Superintendent	October 15, Year I	conference
Goal Approval	Superintendent	November 1, Year I	written approval
Goal Progress Conferences (3)	Administrator / Superintendent	Summer, Year I Summer, Year II May 1, Year III	conference/written feedback conference/written feedback conference/written feedback
Informal Conferences	Administrator / Superintendent	On-going	discussion
Observation	Superintendent	On-going	observation / discussion
Documentation of Professional Practices and Standards	Administrator	On-going	documents as appropriate
Professional Development Plan	Administrator	On-going	documentation of plan and activities
Goal Results / Status Report	Administrator	May 1, Year III	written document and conference
Preparation for Summative Evaluation	Administrator	May 15, Year III	submit material as needed
Evaluation of Professional Performance	Superintendent	June, Year III	written document
Summative Evaluation	Superintendent	June 30, Year III	written documents and portfolio
Summative Evaluation Conference	Superintendent / Administrator	June 30, Year III	conference

ADMINISTRATOR GOAL DEVELOPMENT

PURPOSE:

Each Administrator has the responsibility to participate in ongoing goal setting. Individual Administrator's Goals will be linked to those of the school district and meet the individual needs of the Administrator's area of program responsibilities. The format for goal-setting will follow that of the overall goal setting of the North Reading Public Schools and will be approved by the Superintendent. Each Administrator will be asked to respond to four, major goal areas. These will include: Strategic Planning, Administration and Program Management, Communication, and Professional Standards and Development. Specific objectives, activities, timelines, and expected outcomes will be identified. The goal-setting process will incorporate the six principles of Effective Administrative Leadership as outlined by the Department of Education. It is anticipated that over a three-year period, the Administrator's work may change to reflect the specific needs and responsibilities of the Administrator as well as the school district. Such changes and revisions will be incorporated into the Administrator's Goals and will be approved by the Superintendent.

GOAL I: STRATEGIC PLANNING

The Principal will work with building staff, parents, students, other administrators and the Superintendent to establish an overall education plan for the school and will provide a framework and environment which will support the success of this plan.

GOAL II: ADMINISTRATION AND PROGRAM MANAGEMENT

The Administrator will work with the staff, other administrators, and the Superintendent to design, implement and evaluate ongoing programs and procedures which are consistent with School Committee policy and state and federal laws and regulations in order to ensure the effective operation of educational services including fiscal, personnel, and support services.

GOAL III: COMMUNICATION

The Principal will work with the staff, parents, and students to develop, implement, and maintain effective communication with the staff and the school community and will work to promote a positive image of the school.

GOAL IV: PROFESSIONAL STANDARDS AND DEVELOPMENT

The Administrator will develop and implement programs and practices, which support the professional growth and development of staff and will engage in professional development activities, designed to contribute to the effectiveness of his/her role in the North Reading Public Schools.

GOAL I: STRATEGIC PLANNING

The Principal will work with building staff, parents, students, other administrators and the superintendent to establish an overall education plan for the school and will provide a framework and environment which will support the success of this plan.

Objectives:

1. To develop and implement programs and practices within the school which are consistent with Massachusetts Education Reform Law.

Activities:

Timelines:

Expected Outcomes:

2. To develop and implement effective curriculum and instructional programs and practices which enhance the growth and success of each student.

Activities:

Timelines:

Expected Outcomes:

3. To work with the Superintendent and the Administrative Council to design and implement effective programs and practices which enhance the overall quality of the North Reading Public Schools.

Activities:

Timelines:

Expected Outcomes:

GOAL II: ADMINISTRATION AND PROGRAM MANAGEMENT

The Administrator will work with the staff, other administrators, and the Superintendent to design, implement and evaluate ongoing programs and procedures which are consistent with School Committee policy and state the federal laws and regulations in order to ensure the effective operation of educational services including fiscal, personnel, and support services.

Objectives:

1. To apply current knowledge of fiscal management policy and practice through the development and management of the budget within the area of responsibility.

Activities:

Timelines:

Expected Outcomes:

2. To perform personnel selection, supervision, and evaluation of staff within the area of responsibility.

Activities:

Timelines:

Expected Outcomes:

3. To design, implement and evaluate appropriate support services within the area of responsibility including transportation, food services, technology, building maintenance, pupil personnel services, and scheduling.

Activities:

Timelines:

Expected Outcomes:

GOAL III: COMMUNICATION

The Principal will work with the staff, parents, and students to develop, implement, and maintain effective communication with the staff and the school community and will work to promote a positive image of the school.

Objectives:

1. To support the work of various parent groups within the school.

Activities:

Timelines:

Expected Outcomes:

2. To include staff in planning and decision-making activities within the school.

Activities:

Timelines:

Expected Outcomes:

3. To plan and implement programs and practices which enhance student achievement, performance, growth and self-esteem.

Activities:

Timelines:

Expected Outcomes:

GOAL IV: PROFESSIONAL STANDARDS AND DEVELOPMENT

The Administrator will develop and implement programs and practices which support the professional growth and development of staff and will engage in professional development activities designed to contribute to the effectiveness of his/her role in the North Reading Public Schools.

Objectives:

1. To develop programs and practices which address the identified professional development needs of the staff.

Activities:

Timelines:

Expected Outcomes:

2. To design and implement a personal professional development growth plan.

Activities:

Timelines:

Expected Outcomes:

Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

CONSULTANTS

The School Committee encourages the administration to use the services of professional consultants whenever such services would lead to the improvement of education. All consultants shall be approved in advance by the School Committee on the recommendation of the Superintendent.

First Reading, April 23, 1984
Approved May 7, 1984
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ADMINISTRATORS

In order to encourage its administrators to stay abreast of the latest developments in education the North Reading School Committee will provide the following opportunities:

1. Administrators will be allowed to attend summer sessions or workshops on a rotating basis.
2. Reimbursement for graduate courses take during the summer will be made if courses are required by the school system
3. Administrators will be encouraged to attend meetings of various educational associations in accordance with money budgeted for that purpose
4. Administrators will be encouraged to attend periodic in-service workshops sponsored by the school system.

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GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE COUNCIL

The Superintendent of Schools may establish an administrative council for the purpose of assisting in the implementing policies established by the School Committee. The administrative council shall have an advisory function only, and its membership shall be determined by the Superintendent of Schools.

Approved August, 1981
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

POLICY IMPLEMENTATION

The policies developed by the School Committee and the administrative regulations written to implement these policies are designed to be child-centered and to increase the effective and efficient operation of the school system. Consequently, it is assumed that all employees and students willingly comply with all approved policies.

The Superintendent is responsible for the implementation of School Committee policies and for the interpretation of these policies to staff and students. Regulations, officially approved by the School Committee, and other regulations developed by the Superintendent will be included along with all School Committee policies in the Committee's Policy Manual.

First Reading June 25, 1984
Approved July 16, 1984
First Reading February 24, 1998
Approved March 9, 1998
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE REGULATIONS

The School Committee will delegate to the Superintendent the function of specifying the administrative regulations under which the schools shall be managed and operated. All administrative regulations will be consistent with the policies of the School Committee and will be subject to review by the School Committee. All regulations which require approved under state law will be included in the School Committee's Policy Manual.

It will be the responsibility of the Superintendent to see that the regulations developed to implement School Committee policies are distributed, as needed, to staff, students, and the community. Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of students and teachers which have been adopted." Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee prior to distribution to students.

First Reading May 7, 1984
Approved May 21, 1984
First Reading February 24, 1998
Approved March 9, 1998
Reviewed June 27, 2011

GENERAL SCHOOL ADMINISTRATION

APPROVAL OF HANDBOOKS

In order that pertinent School Committee policies and important regulations and procedures may be known by all staff members and students, administrators are granted authority to publish staff and student handbooks.

It is essential that the contents of all handbooks conform with 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 all handbooks to be approved by the Committee and/or the Superintendent prior to publication.

School Committee approval will be necessary for any handbooks which set standards of conduct for employees or students. The Superintendent will use his/her judgment before bringing other handbooks to the School Committee for approval. However, all handbooks will be made available to the School Committee for informational purposes.

First Reading June 11, 1984
Approved June 18, 1984
Revised and First Reading June 13, 2011
Approved June 27, 2011

GENERAL SCHOOL ADMINISTRATION

REGULATIONS DISSEMINATION

System-wide administrative regulations shall be coded and placed in the School Committee's Policy Manual. A copy of the Policy Manual, containing all policies and corresponding regulations, shall be available in all schools, the Town library, and the Town Clerk's Office.

Members of the School Committee shall receive copies of all new or revised system-wide administrative regulations.

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Revised and First Reading June 13, 2011
Approved June 27, 2011

GENERAL SCHOOL ADMINISTRATION

ADMINISTRATIVE REPORTS

Administrative reports serve to keep the School Committee informed about all phases of the school system. It is expected that each administrator will submit timely reports to the Superintendent of Schools who will, in turn, incorporate these into the report he makes to the School Committee at each meeting.

In addition, the Superintendent of Schools shall make an annual report to the School Committee regarding the operation and needs of the school system.

First Reading November 21, 1988
Approved November 28, 1988
Reviewed June 27, 2011