

SUBJECT: ADMINISTRATIVE ORGANIZATION AND OPERATION

The basic principles of Administrative Organization and Operation are:

- a) The working relationships shall involve two (2) types of officers: line and staff. Line organization involves a direct flow of authority upward and downward from Superintendent to Building Principal. A line officer has power and authority over subordinates. Staff officers do not stand in the direct line of authority; they serve as coordinators or consultants.
- b) The Board of Education shall formulate and legislate educational policy.
- c) Administrative regulations shall be developed by the Superintendent in cooperation with affected or interested staff members or lay persons.
- d) The Central Office staff shall provide overall leadership and assistance in planning and research.
- e) A reasonable limit shall be placed upon the number of persons with whom an administrator shall be expected to work effectively.
- f) Areas of responsibility for each individual shall be clearly defined.
- g) There shall be full opportunity for complete freedom of communication between all levels in the school staff.

Line Responsibility

All employees of the District shall be under the general direction of the Superintendent. Teachers shall be immediately responsible to the Principal of the building in which they work. Other employees shall be immediately responsible to the administrative personnel under whom they work directly.

The lines of responsibility/reporting shall be as depicted on the organizational chart.

Protocol (Chain of Command)

In order to conduct business properly, organizations, including school districts, must adhere to some established procedures, commonly referred to as protocol or "chain-of-command." Established procedures of protocol empower all people in the school district, as well as all persons interacting with the school district, enabling everyone's issues to be heard and decisions to be made in an effective and efficient manner.

Any issue, including suggestions for improvements, complaints, and other requests for action should be reviewed first between the parties most immediately involved in the issue. For example, an issue involving a specific teacher should first be discussed with that teacher. If the individual teacher does not satisfactorily address the issue, then it should be brought to the attention of the Principal.

(Continued)

ADMINISTRATION**SUBJECT: ADMINISTRATIVE ORGANIZATION AND OPERATION (Cont'd.)**

Any issue, including suggestions for improvements, complaints, and other requests for action should be reviewed first between the parties most immediately involved in the issue. For example, an issue involving a specific teacher should first be discussed with that teacher. If the individual teacher does not satisfactorily address the issue, then it should be brought to the attention of the Principal.

If an issue concerns a school rather than an individual teacher, it should first be addressed to the building Principal. The building Principal has the responsibility for reviewing building issues and resolving them at the building level. If the building Principal does not have the authority or resources to resolve the issue at the building level, it is the Principal's responsibility to bring the issue to the attention of central office. Any person has the right to appeal to the District Administration any decision made by a building Principal. Such appeals should be made on the basis of either the content of the decision or the process by which the decision was made.

If the issue is a district-wide concern, rather than isolated to a particular school or program, it may be brought first to the attention of the District Administration. Any such decision, or the decision of District Administration regarding the appeal of a building or program level decision, may be appealed to the Board of Education after the above protocol has been followed.

Re-Adopted: November 14, 2012