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ADMINISTRATION GOALS

Proper administration of the schools is essential to a successful educational program. The general purpose of the District's administration is to coordinate and supervise the creation and operation of an environment in which students learn most effectively. Administrative duties and functions are appraised in terms of the contribution made to improving instruction and learning. The Board relies on the Superintendent to provide the professional leadership demanded by such a far-reaching goal.

The District's administrative organization is designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies which are implemented through the Superintendent.

The Superintendent and the administrative staff have the authority and responsibility necessary for their specific administrative assignments. Each administrator is accountable for the effectiveness with which the administrative assignments are carried out. The Board is responsible for clearly specifying its requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations are met. In turn, the Superintendent is responsible for clearly specifying the Board's requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the District are to:

1. manage the District's various departments, units and programs effectively;
2. provide professional advice and counsel to the Board and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;
3. implement the management function so as to assure the best and most effective learning programs through achieving such other goals as:
 - A. providing leadership in keeping abreast of current education developments;
 - B. arranging for the staff development necessary to the establishment and operation of learning programs that better meet student needs;
 - C. coordinating cooperative efforts for improvement of learning programs, facilities, equipment and material and

- D. providing access to the decision-making process for the ideas of staff, students, parents and others;
- 4. developing an effective program of evaluation that includes every position, program and facility in the District and
- 5. developing and using a team management approach.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

CROSS REFS.: AF, Commitment to Accomplishment
CD, Management Team
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Title: Superintendent

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

General Description: Serve as the District's chief executive officer; administer, supervise, direct and evaluate the District's educational system

Essential Functions:

1. ensure safety of students
2. perform personnel-related functions, e.g., make recommendations for appointment, promotion, demotion, discharge, assignment and transfer, communicate personnel matters to employees, evaluate staff, provide in-service education to staff and maintain personnel files on current employees
3. direct staff negotiations
4. file state and local required reports
5. assist in preparation of annual budget for the Board to consider
6. assist in preparation of an annual appropriations resolution
7. act as District's purchasing agent
8. establish and maintain a public relations program to inform the public of the District's activities and needs
9. recommend courses of study, curriculum guides and changes in texts and time schedules to the Board
10. supervise teaching, supervision and administration methods
11. propose new policies to the Board
12. continually evaluate the District's progress and needs
13. conduct regular District administrative hearings
14. prepare an annual school calendar for Board adoption
15. delegate duties to other staff members
16. prescribe rules for the classification and advancement of students
17. make Board recommendations about student transportation in accordance with law and safety requirements
18. recommend the location and size of new school sites and additions to existing sites

19. represent the Board as liaison between the District and the community
20. inform the Board about the educational system as well as local, state and national issues affecting education
21. prepare and distribute an agenda to Board members prior to each regular meeting
22. take immediate action in cases of calamity, acts of nature, or other emergencies
23. maintain respect at all times for confidential information, e.g., employee discipline/dismissals/contract issues, negotiations, Board executive sessions, etc.
24. make contacts with the public with tact and diplomacy
25. interact in a positive manner with staff, students and parents
26. attend meetings and in-services as required

Other Duties and Responsibilities:

1. act as liaison between employees and the Board
2. attend local, state and national conferences
3. approve vacation schedules for salaried District employees
4. supervise the purchase and distribution of textbooks, workbooks and other educational materials
5. serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
6. instill in students the belief in and practice of ethical principles and democratic values
7. respond to routine questions and requests in an appropriate manner
8. perform other duties as assigned

Qualifications:

1. valid superintendent's certificate issued by the state of Ohio
2. master's degree with a major in educational administration, preferably with completion of one year of graduate work beyond the master's degree
3. experience in teaching and administration totaling at least five years
4. valid driver's license
5. alternatives to the above qualifications as the Board may find appropriate

Required Knowledge, Skills and Abilities:

1. ability to communicate ideas and directives clearly and effectively both orally and in writing
2. effective, active listening skills
3. ability to work effectively with others
4. organizational and problem-solving skills
5. ability to organize and compile data for various state and federal reports
6. extensive knowledge of school finance
7. ability to recommend additions and/or changes to curriculum appropriate to students' needs

8. ability to handle a multitude of tasks simultaneously and in a timely manner
9. ability to handle constant pressure and substantial amounts of stress
10. ability to supervise a variety of jobs and positions
11. strong visionary and leadership skills
12. ability and confidence to make decisions based on the best interest of students

Additional Working Conditions:

1. frequent travel
2. frequent evening and/or weekend work
3. lift, carry, push and pull various items
4. repetitive hand motion, e.g., computer keyboard, calculator, typewriter
5. occasional exposure to blood, bodily fluids and tissue
6. occasional interaction among unruly children
7. regular requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, climb, kneel and stoop
8. occasional operation of a motor vehicle under inclement weather conditions

NOTE: The above lists are not ranked in order of importance.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor/appointing authority.

Board President

Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

Signature

Date

[Adoption date: July 23, 2001]

LEGAL REF.: ORC 3319.01

INCAPACITY OF SUPERINTENDENT

As the executive officer of the District, the Superintendent has a major responsibility in managing the operation of the schools.

Should the Superintendent become incapacitated, the Board appoints a superintendent pro tempore who shall meet the certificate requirement as established by law. The appointment is made by a majority vote of the Board and only after the conditions relating to incapacity are met in accordance with Ohio law and the Family and Medical Leave Act of 1993.

The Superintendent Pro Tempore performs all the duties and functions of the Superintendent and may be removed at any time by a two-thirds majority vote of the members of the Board or upon return to full-time active service of the Superintendent.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3319.01; 3319.011; 3319.13; 3319.16
Family and Medical Leave Act

CROSS REF.: CBC/CBD, Superintendent's Contract/Compensation and Benefits

INCAPACITY OF SUPERINTENDENT

A superintendent pro tempore is appointed by a majority of the members of the Board upon determining that the Superintendent is incapacitated in such a manner that he/she is unable to perform the duties of that office. Such incapacity is determined:

1. by request of the Superintendent, if the Superintendent is absent with pay for reasons of personal illness, injury or exposure to contagious disease which could be communicated to others;
2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;
3. upon the determination of a referee, pursuant to ORC 3319.16, that the Superintendent is unable to perform the duties of the office of Superintendent;
4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or
5. upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability pursuant to ORC 3319.13 and 3319.16.

During the period of incapacity, the Superintendent may:

1. at his/her request, be placed on sick leave, with pay, not to exceed the extent of his/her accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by Board policy;
2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act, be placed on unpaid FMLA leave for up to 12 weeks per year and
3. at his/her request, or without his/her request, the Superintendent may be placed on a leave of absence without pay pursuant to ORC 3319.13.

The leave provided during the period of incapacity (described above) does not extend beyond the contract or term of office.

The Superintendent may, upon request to the Board, be returned to active-duty status, unless the Board denies the request within 10 days of receipt of the request. The Board may require the Superintendent to establish to its satisfaction that he/she is capable of resuming such duties and that the duties be resumed on a full-time basis.

The Board may demand that the Superintendent return to active service; upon the determination that he/she is able to resume his/her duties, the Superintendent will return to active service.

The Superintendent may request a hearing before the Board on any action taken under this policy and has the same rights as are granted under ORC 3319.16.

The Board fixes the compensation of the Superintendent Pro Tempore in accordance with ORC 3319.011. He/She serves until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is earlier.

(Approval date: January 9, 1989)

(Re-approval date: July 23, 2001)

SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

The appointment of the Superintendent is secured through a written agreement stating the terms of the contract. The contract meets all state requirements and protects the rights of both the Board and the Superintendent.

The Superintendent is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. The period of time in which a Superintendent's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year.

If at any time, in the opinion of the majority of Board members, the Superintendent's services are considered unsatisfactory, he/she may be notified and may be given an opportunity to correct the deficiencies. Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract.

If the Board intends to nonrenew the Superintendent's contract, notice in writing of the intended nonrenewal must be given to the Superintendent on or before March 1 of the year in which the contract expires.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 24, 2006]

LEGAL REFS.: ORC 3319.01; 3319.16; 3319.225; 3319.27

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent
CBAA, Incapacity of the Superintendent
CBG, Evaluation of the Superintendent (Also AFB)
CBI, Board-Superintendent Relationship (Also BCD)

EVALUATION OF THE SUPERINTENDENT

The Board evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Through evaluation of the Superintendent, the Board strives to accomplish the following:

1. clarify the role of the Superintendent as seen by the Board;
2. develop harmonious working relationships between the Board and Superintendent;
3. provide administrative leadership for the school system and
4. identify strengths and weaknesses of the Superintendent's performance.

Criteria for the evaluation of the Superintendent are based upon the Superintendent's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Superintendent and adopted by the Board.

The Board evaluates the abilities and services of the Superintendent at least once a year.

The evaluation of the Superintendent's abilities and performance is written and made available to and discussed with the Superintendent in conference. The Board must consider the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 121.22
3319.01

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent
Evaluation instruments are maintained in the District Office

BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals is the most important function of the Board, and the execution of the policies is the function of the Superintendent and staff.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the District within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the District program and to keep the Board informed about District operations and problems.

The Board strives to procure the best professional leader available as its Superintendent. The Board, as a whole and as individual members:

1. give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. act in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;
3. hold all meetings of the Board in the presence of the Superintendent, except when matters such as the Superintendent's contract and/or salary are under consideration;
4. refer all complaints to the Superintendent for appropriate investigation and action;
5. strive to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and
6. present personal criticisms of any employee directly to the Superintendent.

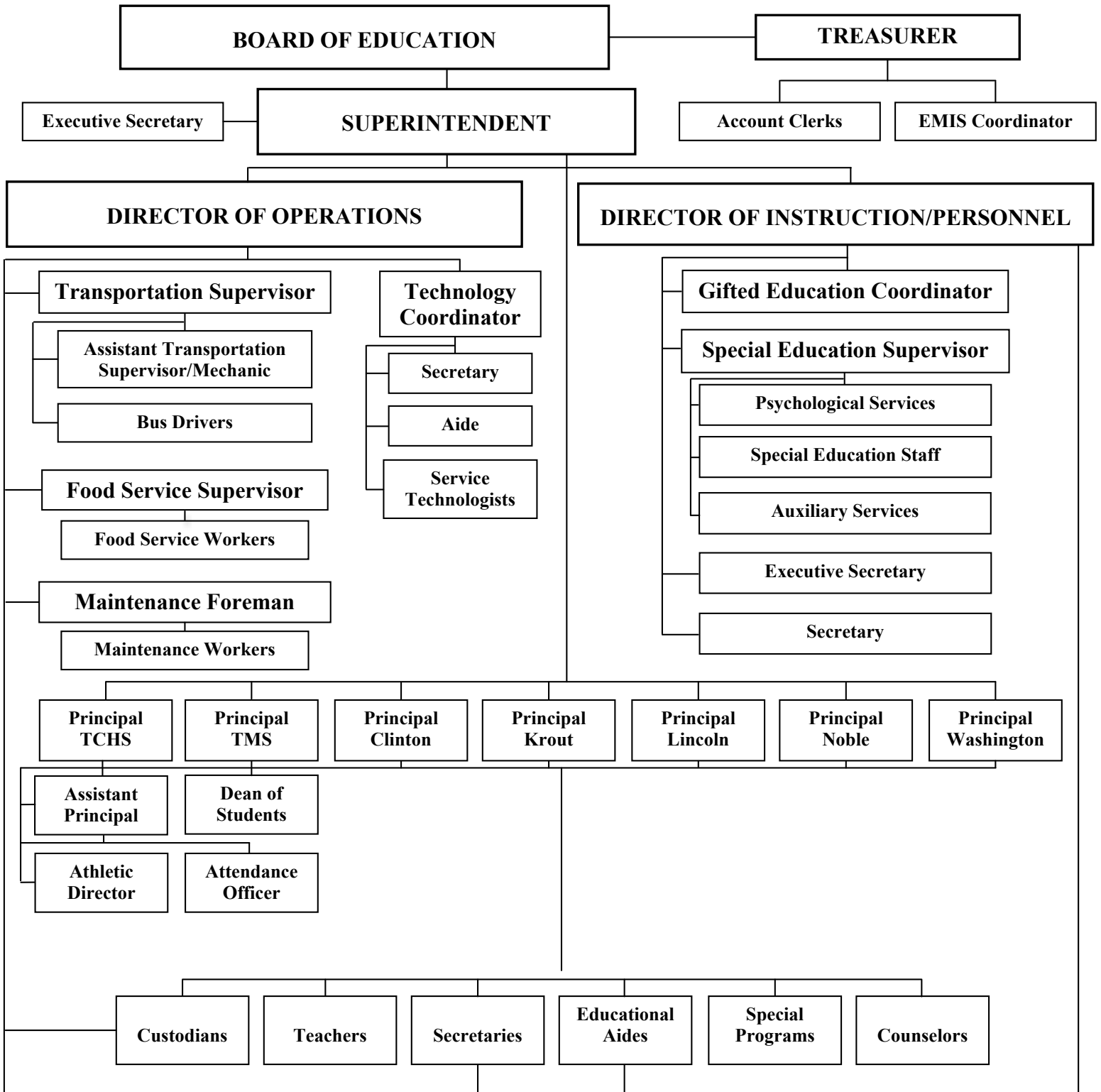
[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

CROSS REF.: AFA, Evaluation of School Board Operational Procedures (Also BK)
MACFLOW

ORGANIZATIONAL CHART – TIFFIN CITY SCHOOLS

File: CCA



[Adoption date: July 23, 2001]
 [Re-adoption date: October 24, 2006]
 [Re-adoption date: June 22, 2010]

CROSS REF.: CCB, Line And Staff Relations

Tiffin City School District, Tiffin, Ohio

LINE AND STAFF RELATIONS

The Superintendent establishes clear understandings on the part of all personnel of the working relationships in the District.

Lines of direct authority are those approved by the Board and are shown on the District's organizational chart.

Personnel are expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator refers such matters to the next higher administrative authority when necessary. All personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

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 District.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: April 28, 2009]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)
ACAA, Sexual Harassment
BG, Board-Staff Communications (Also GBD)
CCA, Organizational Chart
CD, Management Team
KL, Public Complaints
KLB, Public Complaints About the Curriculum or Instructional Materials

MANAGEMENT TEAM

The Board endorses the management team concept for this District.

The management team of the District consists of two groups:

Policy Team: The Board, Superintendent and Treasurer, with the Board President serving as team leader. Primary responsibilities of this team will be to establish policies to guide the District and to ensure that the policies are carried out.

Administrative Team: All administrators within the District comprise this team. The Superintendent serves as team leader. This team is responsible for carrying out the functions of planning, organizing, staffing, implementing and evaluating guided by the policies established by the policy team and adopted by the Board.

The team approach to management represents an attempt to provide close cooperation and effective working relationships among administrative personnel. It is an effort to make the best use of the talents and expertise available by establishing open lines of communication and by providing a supportive atmosphere where collaborative problem solving and decision making can take place.

The approach recognizes the mutual dependence that exists among various components of the total organization and promotes a team effort in the identification of goals, the establishment of priorities and the development of long-range plans. Although the concept promotes cooperative efforts, it also recognizes the need for independent administrative action in appropriate areas. This process shall encourage responsible decision making.

Guidelines for the implementation of this policy will be a primary management team concern. These guidelines will include procedures for:

1. convening the team;
2. implementing in-service management team training;
3. establishing team evaluation and
4. implementing goals and objectives of the District.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)
AFA, Evaluation of School Board Operational Procedures (Also BK)
CA, Administration Goals
CCB, Line and Staff Relations

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent establishes such permanent or temporary councils, cabinets and committees as are necessary for proper administration of the Board policies and for the improvement of the total educational program.

All councils, cabinets and committees created by the Superintendent are for the purposes of obtaining the advice and counsel of administrative and supervisory personnel of the District and aiding in District communication. Functioning in an advisory capacity, such groups make recommendations for submission to the Board through the Superintendent. Authority for establishing policy remains with the Board; authority and responsibility for implementing policy remain with the Superintendent.

The membership composition and responsibilities of administrative councils, cabinets and committees are defined by the Superintendent and may be changed at his/her discretion.

Such councils, cabinets and committees need not meet the requirements of the Sunshine Law.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

CROSS REF.: ABB, Staff Involvement in Decision Making (Also GBB)

SCHOOL BUILDING ADMINISTRATOR

The building principal is immediately responsible for all aspects of the operation of his/her school. Teachers, custodians and children are under the direct supervision of the building principal. The stadium operation is to be supervised by the senior high school principal.

The building principal may adjust the custodians' regularly scheduled duties as necessary when all or part of a building is used for a nonroutine purpose. No adjustment should be made, however, which results in the absence of the custodian during the hours he/she is scheduled to assist with loading or unloading the food delivery truck.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

POLICY IMPLEMENTATION

The Superintendent is responsible for carrying out, through regulations, the policies established by the Board.

The policies developed by the Board and the regulations developed to implement policy are designed to promote an effective and efficient school system. All Board employees and students are expected to follow all Board policies and regulations.

Many activities are common to all schools but procedures for conducting them may vary from building to building. Principals establish procedures for conducting activities in their individual schools within the larger framework of District regulations and Board policies.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.33; 3313.47

CROSS REFS.: BF, Board Policy Development
CHA, Development of Regulations

DEVELOPMENT OF REGULATIONS

The Board delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools operate. These regulations and detailed arrangements constitute the regulations governing the school. They must be consistent with the policies adopted by the Board.

The Board itself formulates and adopts regulations only when required by law, or when the Superintendent recommends Board adoption in light of strong community attitudes and/or probable staff reaction.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3313.17; 3313.33; 3313.47

CROSS REF.: CH, Policy Implementation

BOARD REVIEW OF REGULATIONS

State law requires the Board to make “rules and regulations” for the government of the District, its employees, students, and all other persons entering the District’s grounds and premises.

Before issuance, Board regulations are properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those regulations officially approved by the Board are so marked. All others regulations appearing in the manual are considered approved, provided that they are in accordance with the accompanying Board policy.

The Board may review regulations developed by the administration to implement policy. The Board revises or nullifies these administrative regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: August 23, 2005]

[Re-adoption date: April 27, 2010]

LEGAL REFS.: ORC 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption
CH, Policy Implementation
CHC, Regulations Dissemination

REGULATIONS DISSEMINATION

District-wide regulations are appropriately coded and included as regulations in the Board policy manual, which is available at the Board offices and in each school building.

The Superintendent devises a means for disseminating particular regulations prior to their effective date to the staff members, students and/or members of the public who are affected by them.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3313.17; 3313.33; 3313.47

CROSS REF.: BFCA, Board Review of Regulations (Also CHB)

APPROVAL OF HANDBOOKS AND DIRECTIVES

In order that pertinent Board policies, regulations and school rules are known by all staff members and students affected by them, administrators are granted authority to issue staff and student handbooks as found necessary. Handbooks are distributed to students at the beginning of each school year and it is the responsibility of the students and their parents to review and become familiar with all policies and rules contained in the handbooks.

It is essential that the contents of all handbooks conform with district-wide policies and regulations and that all handbooks bearing the name of the District be of a quality that reflects credit on the District. Student handbooks should be consistent by both grade and building levels. Administrators at all levels should review handbooks for consistency. The Board approves all handbooks prior to publication.

The Board reviews and approves the handbooks in order that their contents are accorded the legal status of Board-approved policies and regulations. The Superintendent uses his/her judgment as to whether other specific handbooks need Board approval.

All handbooks published are made available to the Board for informational purposes.

[Adoption date: July 23, 2001]

[Re-adoption date: August 23, 2005]

LEGAL REF.: ORC 3313.20

CROSS REF.: Student Handbooks

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy, the Superintendent may take temporary action which would be in accordance with the overall policy of the Board. The Superintendent is not free to act when the action involves a duty of the Board which by law cannot be delegated.

In each case, the Superintendent shall present the matter to the Board for its consideration at its next meeting.

[Adoption date: January 9, 1989]
Re-adoption date: July 23, 2001]

LEGAL REF.: ORC 3313.18; 3313.20

ADMINISTRATIVE REPORTS

The Board requires reports from its executive officers concerning conditions and needs of the District.

Upon the receipt of the Superintendent's and other administrative reports, the Board takes steps to appraise the effectiveness with which the schools are achieving the educational purposes of the District.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3317.061; 3317.11; 3317.14
3319.04; 3319.32; 3319.33; 3319.37
3321.12
3327.012

CROSS REF.: CM, School District Annual Report