

**2000—GENERAL SCHOOL ADMINISTRATION**

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The purpose of school administration is to help create and foster an environment in which students can learn most effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction, more effective learning and the development of worthwhile citizens who have the ability to think and who are capable of using their abilities wisely. One of the most important responsibilities that rests upon the administration is to select teachers who shall discover and develop in students abilities which might otherwise remain dormant.

The superintendent must shoulder much of the responsibility for the success or failure of his/her organization. He/she should possess those qualities of leadership which motivate all members of his/her staff to work for the improvement of the educational program. It is his/her responsibility, under the direction of the board, to mobilize and coordinate all available resources in the development of an educational program designed to stimulate the best effort in all students.

#### Concepts of Administration

The administration of the district is responsible for the direction, coordination and control of students and staff in their efforts to reach educational goals adopted by the board within the guidelines established by board policy, law and current negotiated agreements.

To demonstrate leadership and to resolve the inevitable problems and obstacles which will arise both inside the district and in its relations with the community, the board expects the administration to specialize in:

1. the processes of decision-making and communication.
2. how to plan, organize, implement and evaluate.
3. how to coordinate and guide the various centers of power within the school system and the community so as to enable people to do things together for education that they might never be able to do separately.

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The board shall determine the policies to guide the decision-making process governing all activities of the district. In setting these policies, it will seek the advice and assistance of the faculty, staff, employee or organizations and other relevant persons through the superintendent.

The superintendent is responsible to the board for the administration of the district under applicable laws and the policies of the board. In addition, the superintendent, in cooperation with the administrative staff, shall prepare in detail, where applicable, the rules and regulations for implementing the approved policies. If a situation demanding a decision is not covered by an existing policy or by regulations, the superintendent is empowered to make the decision he/she deems best, later reporting to the board.

Each employee and student is responsible for following the approved policies and regulations until modified.

The board also requires the superintendent to organize the staff to secure clear understanding of the functions of each official and of the relationship between and among them; to establish clear lines of communications, both vertically and horizontally; and to establish the necessary councils, cabinets, and committees to provide for efficient operation of the schools. To engage in this process in an orderly fashion, each group shall be given particular responsibilities and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the administrative officer concerned and, where appropriate, by the board.

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

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Administration as a Team Effort

1. The key team idea is shared decision-making.
2. The best decisions are made at the lowest appropriate level.
3. The best decisions are made by the best qualified person in a position to make them.
4. Each position is based upon:
  - a. Properly defined obligations (job descriptions)
  - b. Personnel properly qualified to fill it (personnel selection policies)
  - c. Accountability in proportion to authority.
5. Each administrator functions as an officer who:
  - a. Is qualified to carry out specialized tasks based on specialized skills, knowledge and training.
  - b. Recognizes the final authority of the board and the hierarchy of authority culminating in the superintendent acting for the board.
  - c. Recognizes the primary duties and rights of other administrators holding different line positions.
  - d. Carries out decisions properly arrived at.
6. Each administrator participates as a team member by:
  - a. Contributing to the decision-making process in relation to his/her position and knowledge.
  - b. Restricting his/her effort to appropriate areas.
  - c. Endorsing and supporting team decisions before other groups.
7. Team members expect:
  - a. Participation at all appropriate levels of decision-making.
  - b. Recognition of legitimate rights.
  - c. Consultation on salary and related concerns culminating in policies agreed upon by all concerned parties.

Administrator's Complaint Against Each Other

Should any administrator feel he/she has cause to be dissatisfied with a fellow administrator's work, these procedures should be followed:

1. Complainant should identify for themselves, first, the ways in which the other administrator's work interferes with his/her work, job description or objectives.
2. He/she should talk with the individual about the difficulties and try to resolve them.
3. If no resolution is possible between the two administrators, the situation should be presented to the superintendent for settlement.
4. Appeal by policy procedure, if necessary.

Record of Absence

**Initial Reporting** - It is necessary that the superintendent be aware of any time when central office personnel or building administrators are out of the district due to sickness, personal business, school business or vacation. The secretary for the superintendent has the responsibility of accepting notification. In the event of a building principal's absence, notification should also indicate who is responsible for the building during the absence. Timely notification is the responsibility of the employee involved.

**Building Principals** - In addition, principals and assistant principals are to be added to the staff time sheets for their building and the attendance record kept in the same manner as for the teaching staff. "Pink slip" absence forms (long type) are to be turned in as for teachers.

**Central Office Personnel** - A record of absence for all central office personnel, not included on time cards will be kept in the business office in the same manner as is kept by the individual building for the teaching staff. A "pink slip" (long form) is to be turned in to this secretary immediately upon returning to work. If the absence is due to a reason not listed, the blank lines at the bottom should be used to explain the circumstances.

**Employee Record** - The computer is used to keep track of sick and vacation days. This gives a permanent office record and also prints out the data on the check stub each payday.

**Approval for Personal Business and Vacation Days** - Building principals will submit a written request for personal business days to the superintendent for approval. The superintendent will inform the business office approval given.

Personal business and vacation days for the superintendent, building administrators, directors and other administrators will be approved by the superintendent.

For the purposes of this policy, line and staff administrators are those administrative employees who are responsible for discharging the various functions of the district at the building level, (Cf. 2020 Organizational Charts), and who are concerned with the management of auxiliary activities and who serve in an advisory or consulting capacity to the superintendent.

Both line and staff administrative employees are ultimately responsible to the board for the conduct of their official duties. Staff administrators shall act as advisors and resource persons to all line administrators but may, at the discretion of the superintendent or board, exert direct administrative control over line administrators.

The superintendent's designated representative has the authority to administer district programs assigned to him/her by the superintendent. These responsibilities may include direct supervision of line administrators or, in some instances, line administrators may be required to report directly to the superintendent's designated representative.

Appropriate job descriptions shall be developed by the administration for each line and staff position and filed in the appropriate handbook.

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The superintendent shall be the chief administrative head of the district and shall have, under the direction of the board, general supervision of all of the public schools and of all the personnel and various personnel departments of the district. The superintendent is responsible for the management of the schools under board policies and is accountable to the board.

The superintendent, at his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by these policies or by vote of the board. The delegation of power or duty, however, shall not relieve the superintendent of responsibility for the action taken under such delegation.

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The superintendent shall have:

Earned at least a master's degree from an approved institution of learning with graduate study in educational administration (although a doctor's degree is not required, work toward the degree is considered desirable);

Acquired at least three years of successful experience in teaching and in the administration of schools;

Established himself/herself as an educational leader in the profession through active participation in a variety of areas; and

Met all of the requirements for certification as established by the Michigan State Board of Education.

Special Requirements

To provide highly visible leadership in developing and maintaining highly effective and efficient educational programs and services; ability to work effectively with others and to motivate them to contribute their best toward the achievement of common organizational goals and objectives; sensitivity and imagination in applying principles of contemporary educational programs and services which meet the identified needs of the various diverse population served by the district; effective speaking and writing capabilities.

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Type of Functions Performed Frequently

1. Chief administrative officer to board.
2. Coordinating and directing all job related functions of all administrators.
3. Determining which tasks shall be delegated to members of the administrative team.
4. Determining, subject to board approval, appropriate goals for the district.
5. Appraising of district progress toward achievement of goals.
6. An informed and articulate leader of the administrative team.
7. Evaluating all administrators and other employees as needed.
8. Maintaining image of an educational leader through effective planning and systematic implementation of district objectives.

Position Responsibilities

1. Attends and participates in all regular and special meetings of the board.
2. Advises the board on the need for new and/or revised policies by following approved procedures for developing policies.
3. Coordinates the implementation of all board policies, state and federal laws relevant to Michigan school districts.
4. Coordinates the interpretation of board policies for all groups.
5. Coordinates and recommends all known matters requiring board action, placing before the board supportive and helpful facts, information and reports as are needed to insure the making of informed decisions.
6. Prepares an agenda for each meeting of the board according to policy on agenda development.
7. Informs and advises the board about the programs, practices and problems of the district, and keeps the board informed of the operation of the district.
8. Coordinates and recommends to the board such changes in curriculum and/or textbooks as deemed advisable.

9. Exercises power to make administrative rules and regulations and procedures for district employees and students as may be necessary to either implement effective board policy or insure efficient operation of the district.
10. Acts on own discretion if action is necessary in any emergency situation or situations not covered by board policy, reports major decisions to board, and recommends a policy in order to provide guidance in the future.
11. Coordinates the development and maintenance of effective educational programs designed to meet the identified needs of the students served by utilizing appropriate involvement of district personnel.
12. Coordinates in-service and orientation programs for the district.
13. Reports regularly the district achievements. Recommends future goals and objectives for the district.
14. Coordinates and develops plans for personnel appointments, assignments, definition of positions and responsibilities of all personnel, following guidelines of existing contracts.
15. Maintains and updates annually the job descriptions for all other employees of the district.
16. Coordinates the recommendation for the number and types of positions required to provide adequate personnel for the implementation of effective educational programs and services.
17. Coordinates the voluntary and involuntary transfers of all employees according to the best interests of the district within the framework of existing contracts, state and federal laws.
18. Suspends any employee for just cause.
19. Coordinates the recommendation for discharge of any employee whose services are so unsatisfactory as to warrant such action based on proper personnel documentation.
20. Maintains directly or through delegation such personnel records, student records, business records and other records which are required by law and by board policy.
21. Communicates directly or through delegation all official action of the board relating to personnel matters to all employees, and receives from employees all communications to be made to the board.

22. Conducts meetings with employees or recognized employee groups as necessary for the discussion of matters concerning the improvement and welfare of the district.
23. Coordinates employee collective bargaining plans within the framework approved by the board.
24. Coordinates the work of administrative team members, provides counsel and motivation on a systematic basis and fosters a harmonious working relationship among departments and various groups.
25. Coordinates the overall financial planning of the district and procedures for development of the annual budget and submits the budget to the board for review and approval.
26. Delegates the responsibility for budget purchases and expenditures within limitations of the budget to selected administrative team members.
27. Coordinates, or through delegation, the general operation and maintenance of school facilities and equipment, and the purchases, storage, distribution and inventory of supplies and equipment.
28. Determines the boundaries of neighborhood school attendance areas, subject to approval of the board.
29. Coordinates all property purchases and sales deemed necessary, and coordinates the proper execution of such transactions according to board policy and instruction.
30. Coordinates studies and long-range planning related to school organization, attendance, school program evaluations and financing requirements.
31. Coordinates, or through delegation, the processing and submission of required local, state and federal reports.
32. Coordinates the implementation of the board policy on personnel appraisal and supervision.
33. Represents the board as liaison between the district and the community.
34. Represents the district in its dealings with other school systems, institutions, agencies and community organizations.
35. Conducts central office advisory committee meetings as needed.

36. Keeps informed of modern educational thoughts and practices by continual updating of skills, by visiting school systems elsewhere, by attending state and national conferences and seminars and by sharing educational advancements developed in the district with other practitioners.
37. Keeps the board informed of changes in statutory enactments as they apply to the district.
38. Provides for community advisory committees for the superintendent and as needed.
39. Performs other duties which are necessary to insure the proper functioning of educational programs and services in the district which are related to the position of superintendent.
40. Periodically reviews the job description with the board to insure a maximum mutual understanding and intent of each clause contained herein.

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LEGAL REF: MCL 380.1246

The board expects the superintendent to concern himself/herself with long-term planning to guide the board in policy development. To that end the board establishes the function of planning and policy development as an important part of the superintendent's job.

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When a vacancy in the superintendency occurs, the board shall aggressively recruit or hire a consultant in an effort to fill the position with the most capable person available. The board shall consider only those candidates who meet both state and local qualifications and who display the ability to successfully carry out the duties of the superintendent.

The board shall solicit applications from qualified members of the staff and may list the vacancy with placement offices at selected educational institutions.

Applications for the superintendency shall be screened, and those candidates who appear to be most promising shall be interviewed.

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All contract offers of employment, or continued employment, shall be made by the board contingent upon review of the contract by the board's legal counsel and subject to final approval by the board.

The superintendent will be offered a written contract not to exceed three years at initial employment. The board shall not award tenure to the superintendent in said position or in any other administrative position in the district.

The superintendent's contract shall be considered for renewal at a meeting prior to the April board meeting. It is the responsibility of the board president to see that the superintendent's contract is properly executed and signed. A copy of the contract shall be on file at the board office. The contract shall contain a provision excluding the superintendent from attaining tenure in the administrative position.

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LEGAL REF: MCL 380.1246; 38.91; 15.268(8f)

Compensation and benefits of the superintendent shall be determined annually by the board and will be based on the superintendent's performance in relation to his/her ability to carry out the mission, goals, policies and budget of the district.

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The board shall offer the superintendent encouragement and assistance for his/her professional development. The board shall encourage him/her to attend educational conferences, seminars, workshops and other professional meetings; visit other school systems; and use other means to keep abreast of modern educational thought and practice.

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LEGAL REF: MCL 380.1254; AG Opinion #5272

The annual budget shall provide an allocation for the superintendent's attendance at educational meetings. The superintendent shall be authorized to attend those conferences, workshops, and seminars which in his/her judgment shall be of greatest value to the district within the limitations provided in the budget and/or limitations specifically placed on such attendance by the board.

The superintendent shall devote his/her time, skill, labor, and attention to the direction and supervision of the district, and shall not, during the term of his/her employment, be engaged in any other business. By agreement with the board the superintendent may undertake, for remuneration, consultative work, speaking engagements, writing, lecturing, membership and office in educational organizations, or other professional duties and obligations.

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The primary purpose of the superintendent's evaluation is to establish an ongoing, open and honest two-way communication between the superintendent and the board.

The board shall evaluate the superintendent at least annually, using an evaluation process mutually agreed upon by the board and superintendent. If mutual agreement on the evaluation process is not reached, the board shall proceed with the superintendent's evaluation using a process adopted by the board.

Prior to the summary evaluation meeting, individual board members shall complete their evaluation of the superintendent. The board and superintendent shall meet in closed session, at the option of the superintendent, for the summary evaluation. The superintendent shall have an opportunity to respond to the board's summary evaluation either orally or in writing.

After the superintendent's summary evaluation has been prepared by the board, the board shall adopt, by vote, the summary evaluation at an open meeting. After the board's adoption, the superintendent's summary evaluation is made available as provided under current law.

The superintendent's summary evaluation and any rebuttal thereto shall be retained in the superintendent's personnel file as a matter of record.

The evaluation procedure shall be on file at the district office.

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LEGAL REF: MCL 15.268; 15.243(1)(m); AG Opinion #5262, #5608, #6668

The superintendent shall submit his/her resignation to the president of the board at a regular or special board meeting. The board shall consider the acceptance of said resignation in light of the needs of the district.

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The board shall employ such administrative personnel as the needs of the district require.

Compensation Guides and Contracts

All administrative personnel shall be compensated for their services in conformity with an administrative salary as determined by the board.

Qualifications and Duties

The superintendent shall develop appropriate job descriptions for each administrative position in the district. When adopted by the board, such documents shall be filed in the central office and published in the appropriate handbook.

Recruitment

The board delegates to the superintendent the authority to identify and recommend the appointment of qualified individuals to fill vacant administrative positions. The board reserves the right to reject any and all recommendations and to proceed on its own initiative.

Assignment

Assignment of administrative personnel shall be recommended by the superintendent subject to approval of the board.

Orientation

The superintendent shall conduct an appropriate administrative orientation program designed to acquaint such personnel with the district, board policies, duties and responsibilities and other such activities as time and the needs of the district require.

Supervision

The superintendent shall be responsible for the supervision of all administrative personnel.

Time Schedules

Administrative time schedules and work loads will be dictated by the terms of the employment contract and by assigned responsibilities.

Part-Time Administrators

The board may employ part-time administrators as the needs of the district dictate.

Temporary Administrators

The superintendent and building principals shall designate a staff member to serve as chief administrator of the district or building in his/her absence.

Personnel

The administrative staff shall fill only those positions authorized by the board.

Administrative Internship Program

A program for administrative internships may be established by the board.

Travel Expense

Travel expense for administrative staff shall be provided in accordance with 2160.

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LEGAL REF: MCL 38.91

The board will solicit the recommendations of the superintendent in appointment, assignment, transfer, demotion, termination, or non-renewal of any administrative personnel. The board may take actions on any of these matters.

#### Recruitment

All applicants will be screened initially by the superintendent who may use other staff members to assist him/her, and who shall then make recommendations to the board.

#### Administrative Work Day

The work day for administrative personnel shall consist of that amount of time which is necessary to fully perform the duties and responsibilities of his/her particular assignment. As a minimum, the following scheduled work day shall be obligatory for the respective administrative categories:

Central Office Administrators	8:00 a.m. to 4:30 p.m.
Building Administrators:	
High School	7:30 a.m. to 4:00 p.m.
Jr. High	7:30 a.m. to 4:00 p.m.
Elementary Schools	8:00 a.m. to 4:30 p.m.

A normal and expected requisite of all administrative assignments is attendance at school district functions outside of the confines of the regular work day which might encompass meetings in the evening hours. Attendance at these functions (e.g., board meetings, open houses), does not excuse the administrator from performance of his/her duties on the subsequent day or permit reporting for work at a time later than normally scheduled. Specifically, compensation time shall not be allowed for the performance of those duties and obligations which must be considered a part of any administrator's job.

#### Administrative Intern Program

A program of administrative internships, each of which shall not exceed one school year, may be established under which members of the professional staff or university graduate students will be eligible to act as temporary assistants to members of

the administrative staff. The number of administrative internships shall be based upon the need and cost to the district, availability of interns and substitutions, and the number of present staff on various leave arrangements. The district shall not be obligated to employ former interns when administrative vacancies occur. The administrative staff shall design and implement an administrative internship program. The criteria for admission into an administrative internship program shall be as follows:

- (a) Certification as a (principal-superintendent) in Michigan;
- (b) Full time employment in a school district or other state education agency; and
- (c) \_\_\_\_ years of experience in education with at least \_\_\_\_ years as a (principal, teacher) or district level administrator.

The board recognizes that the administrative process is an extremely complex one, and that the appraisal of this process is a difficult and technical function. But because it is universally accepted that good administrative practices are a very important element in a sound educational program, administrative appraisal must be done.

Appraisal of administrative services should serve four purposes:

1. To aid the individual administrator to grow professionally.
2. To raise the standard of the administrative profession as a whole.
3. To raise the quality of administrative and educational services to the children of the community.
4. To aid the board in renewal of administrator contracts.

The board delegates to the superintendent the responsibility of developing, organizing, and implementing a system-wide program for evaluating the administrative process as one means to ensure quality control of administration.

Evaluation is the process of appraising employee competence. It is composed of 1) information about an employee's performance, 2) an assessment of the quality of the performance, 3) oral and written communication between employer and employee concerning that assessment, and 4) recommended procedures to foster the employee's continuing development within the assigned role.

The board holds that staff evaluation is essential to, and an integral part of, any systematic approach to management and a necessary element of any program improvement plan. Consequently, within the statutory and contractual constraints, all certified personnel shall be formally evaluated at least once each year. This evaluation procedure shall:

1. promote interaction among all concerned parties to the end that all school programs will be improved,
2. systematically inform certificated personnel of their strengths and weaknesses, specific ways in which any weaknesses might be corrected, and the administrative assistance that will be provided them,

3. provide an increasingly precise understanding of their duties and responsibilities and to have opportunity for input to same,
4. aid in the definition of long-term and short-term goals,

The preferred (and generally most agreeable) basis for evaluation are processes and results which can be objectively measured. The results achieved are primary and may be either mutually agreeable performance objectives or objectives which are inherent within the duties and responsibilities associated with a position and specifically defined in a position description. Activities or processes which are within the scope of the position description are also relevant to the evaluation, but are secondary in importance to results achieved.

Certain personal characteristics and activities outside the scope of the position description may be appropriate for evaluation, but their relevance must be clearly and specifically stated and demonstrated by the evaluator. Because adopted standards are generally not available in these areas, this portion of an evaluation is often, of necessity, subjective in character.

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LEGAL REF: MCL 15.268

In order that pertinent board policies, rules/regulations or procedures may be known by all staff members and students, district administrators and principals are granted authority to develop and issue staff and student handbooks. It is essential that the contents of all handbooks conform with district-wide policies. Handbooks need to be reviewed annually.

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LEGAL REF: MCL 380.11 *et seq.*

It is important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. All handbooks must be approved by the board and/or superintendent prior to publication.

The superintendent may approve the publication of all curriculum guides, manuals, handbooks, and pamphlets and similar book-type publications that are directive in nature, ensuring that all publications are in full compliance with board policy and current law.

Student handbooks shall be submitted to the board for review and must be consistent in all respects with board policies. Board approval shall be obtained for all rules/regulations or procedures which might involve litigation and/or upon advice of legal counsel.

The superintendent shall review the district-wide personnel handbooks. The superintendent shall use his/her judgment as to whether specific handbooks or publications need board approval; however, all handbooks published are to be made available to the board for informational purposes.

The administrative and supervisory staff of the district shall encourage the use of professional consultants and other resource persons when such consultative services will be helpful in the improvement of the educational program in the district.

All consultants shall be hired on the basis of a written contract.

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Line and staff administrators of the district shall make every effort to stay abreast of the latest developments in their respective fields. The board may require or otherwise encourage administrators to attend summer sessions, conferences, workshops or other activities which will directly benefit the district's schools. Expenses will be paid according to the amount budgeted for this purpose, when the workshop/meeting is approved by the superintendent.

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In the development of rules, regulations and arrangements for the operation of the district, the superintendent should include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

The superintendent should evolve with professional and non-professional employees channels for the ready intercommunication of ideas and feelings regarding the operation of the schools. He/she shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the board of all such counsel in presenting reports of administrative action and in presenting recommendations for board action.

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The superintendent's cabinet will meet on a mutually agreed schedule. The cabinet will consist of all those administrators assigned to central office, and such others as the superintendent shall invite. Purposes are mutual communication on all major programs in progress, advice from everyone to each participant, and a discussion-decision time.

Administrators' forum will meet according to the needs and desires and on the schedule set by the principals. The forum will consist of all district administrators. Purposes are mutual communication on major programs in progress, as well as advice, discussion, decision on topics of interest to the participants.

The administrative staff shall carry out and enforce all policies duly adopted by the board and all regulations of state authorities.

Failure of any administrative employee to implement the policies of the board may result in suspension, demotion, probation, or other action in accordance with procedures set forth in these policies and rules. (Cf. 1500 *et seq.*)

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The board delegates to the superintendent the responsibility for developing required rules/regulations and procedures to carry out the policies of the board and to operate the schools of the district. These rules/regulations and procedures shall constitute the administrative regulations governing the schools and may be considered for approval, modification or disapproval by the board as the situation warrants.

#### Staff Involvement

In the development of rules/regulations, procedures and arrangements for the operation of the district, the superintendent shall include at the planning stage representatives of those employees who will be affected by such provisions.

The superintendent shall develop procedures utilizing certified and non-certified employees for the ready exchange of ideas and feelings regarding the operation of the district. He/she shall carefully consider the advice given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the board of such counsel in presenting reports of administrative action and in presenting recommendations for board action. (See also 5140)

#### Community Involvement

The superintendent may involve district patrons on committees or study groups whenever necessary and when participation of the patrons may materially aid in the solution of district problems or enhance the submission of recommendations of proposed board action or district policy formulation.

#### Student Involvement

The superintendent is encouraged to include students in the formulation of administrative rules affecting students. (See also 8150)

Rules Adoption

All administrative rules/regulations or procedures which originate from the administrative staff must be approved by the superintendent before adoption, modification or disapproval. All administrative rules/regulations or procedures recommended by the superintendent shall be reviewed but need not be approved by the administrative staff before implementation.

Rules Dissemination

Copies of administrative rules/regulations or procedures shall be given to those employees who play a role in enforcing the rules or who will be affected by the rule changes.

Rules Review

In those instances where administrative rules have been adopted by the board, they shall be subject to continuous review by the board and the district's administrative staff.

Administration in Policy Absence

In cases of an emergency, in which action must be taken within the district where the board has provided no guides for administrative action, the superintendent shall have the power to act, but his/her decisions shall be subject to review by action of the board at the next board meeting. It shall be the duty of the superintendent to inform the board promptly of such action and of any need for policy.

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No administrative rule shall be in conflict with board policy.

#### Rules Drafting

All proposed rules/regulations or procedures may be submitted to the board's attorney for a legal interpretation before being submitted to the board for review.

#### Staff Involvement

The superintendent, directors and principals may, at their own discretion, appoint committees for such functions as are not being performed by existing groups or persons.

Each staff or community committee shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was designated to operate. All committees shall terminate no later than one year after their establishment unless re-established by the board or the administration. (Cf. 5140)

#### Student Involvement

The use of student input in the formation of policies and rules shall, to the extent desirable by the school district's administration, be restricted to areas pertaining to attendance center administration. Students may be appointed to work on committees.

#### Administration in Policy Absence

In the event the superintendent is forced to act in the absence of regular board policy or guidelines and feels that policy is needed, he/she may draft a proposed board policy, together with appropriate rules, to be presented to the board at its next meeting for its consideration.

#### Considerations

In the development of administrative rules, regulations and/or procedures, the administrator in charge shall consider the following areas:

A. The board's expectations and concerns.

Have measurable outcomes been decided upon by the board and/or superintendent? Have the concerns of individual board members been addressed?

B. Legal Review

Has there been a review of the *School Code of 1976*, the *Laws Relating to Education* and attorney general opinions relative to the policy topic? Has there been a review of any U.S. court or Michigan court decisions relative to the policy topic?

C. Operational Activities

There shall be consideration given to any staffing, fiscal, notification and in-service/orientation implications relative to the administrative procedures and implementation of the policy.

D. Time Frames

There shall be consideration given to the effective date of any policy implementation activities. Those time frames may include: effective date, review dates, a date that the policy or procedures may end.

E. Board Review

There shall be time for the administrative staff to review with the board the administrative procedures when the topic warrants. Such discussion would override: problem areas, handling complaints, review of measurable outcomes and anticipated review dates.

F. Reporting

Prior to any review of the board's policy or a review of the administrative procedures, the administrative staff shall meet and discuss the policy relative to recommendations (stay the same, amend, or delete), the administrative procedures (meeting the outcomes and/or amending); and future policy and procedure oversight activities.

The board delegates to the superintendent the authority to establish and maintain a system of records in accordance with the Michigan Freedom of Information Act. Every effort shall be made to provide public access to these public records subject to disclosure under the act.

#### Types

A public record means any recorded (i.e., printed, bound or electronically recorded) information regardless of form or characteristics which is made, maintained or kept by or is in the possession of the district, including those exhibited at public board meetings, but excluding those copyrighted by persons or groups other than the district.

Central Office Records. Records maintained by the superintendent shall include, but not be limited to, the following: financial, employee, personnel, property (both real and personal) owned by the district.

Building Records. Records maintained by the building principals shall include, but not be limited to, the following: activity fund and student records (cumulative, confidential and attendance). (Cf. 8940 *et seq.*)

#### Public Use

All records except those deemed confidential by Michigan Freedom of Information Act shall be open to inspection by the general public during the regular office hours of any school building or the central office. Whenever the school central office is closed on school vacation days (summer, winter and spring breaks) which are normal business days for the community, the central office shall be posted with the telephone number of an available school administrator who will accept a request for access to records. (Cf. 8940 *et seq.*) Copies of open records will be available on request.

#### Disposition

All central office records will be kept for the minimum length of time required by law and destroyed after that time.

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LEGAL REF: MSA, 15.231 *et seq.*

The superintendent is designated as the official custodian of all central office records maintained by the district. Each building principal is designated as official custodian of all records established and maintained at the building level.

#### Public Use

Requests for access to open records shall be made orally or in writing to the official custodian of district records. The official custodian shall examine each request to determine whether the record requested is an open record or subject to exemption by the Michigan Freedom of Information Act. The custodian's decision shall be made within five days of receipt of the request or as otherwise provided by law. If access is not granted immediately, the custodian shall give a detailed explanation of the delay and the time and place the record will be available.

If the custodian does not grant the request, the person requesting shall, within three days of his/her request for reasons, receive such reasons in writing.

Each custodian shall file all requests and their dispositions in his/her office and make such reports as are requested by the superintendent or the board.

Advance payment of the expense of copying an open record shall be borne by the individual requesting the copy, but the expense shall not exceed the actual cost of making copies including an employee's time. No charge for the first \$10.00 of a fee may be made to an individual who proves indigency or receipt of public assistance. State guidelines for determining free and reduced cost meals to families shall be used as guidelines to determine indigency. At the discretion of the superintendent, charges may be waived if providing the service free is in the public interest. Under no circumstances shall the record documents be allowed out of their usual building location without the approval of the official custodian.

Revenue from copying open records shall be deposited monthly in the general fund of the district.

Record Listings

Employees are prohibited from giving or selling lists of any school records to any person except as authorized by law or board policy.

Responding to Requests

Procedure

All requests to inspect the records of the district or a school in the district shall be made to the custodian in the main office of the district at the appropriate school office. Requests shall sufficiently describe the record to enable the custodian to identify and locate the record. Separate requests shall be made for each record desired and separate forms shall be filed with the custodian. Nothing in this policy or procedure shall imply that routine day-to-day inquiries to the district or school for information might be subject to the established procedures.

The board may require reports from the staff concerning the operation and needs of the district.

Dissemination (Cf. 8940 *et seq.*)

The board, upon request, shall receive copies of all reports submitted to the superintendent. Copies of staff reports may be sent to staff members for their confidential use at the discretion of the superintendent. Staff reports will be made public only upon direct approval of the board.

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