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GENERAL SCHOOL ADMINISTRATION
CBE

SUPERINTENDENT'S DEVELOPMENT OPPORTUNITIES

The Board shall offer the superintendent encouragement and assistance for his own professional development. So that he or she may keep the Board and professional staff informed of new and promising educational developments, the Board will encourage the superintendent to attend educational conferences, seminars, workshops and other professional meetings; visit other school systems; and use other means to keep abreast of modern educational thoughts and practices. The superintendent shall notify the Board president of any professional meetings, which will cause him or her to be absent from the system for three or more days.

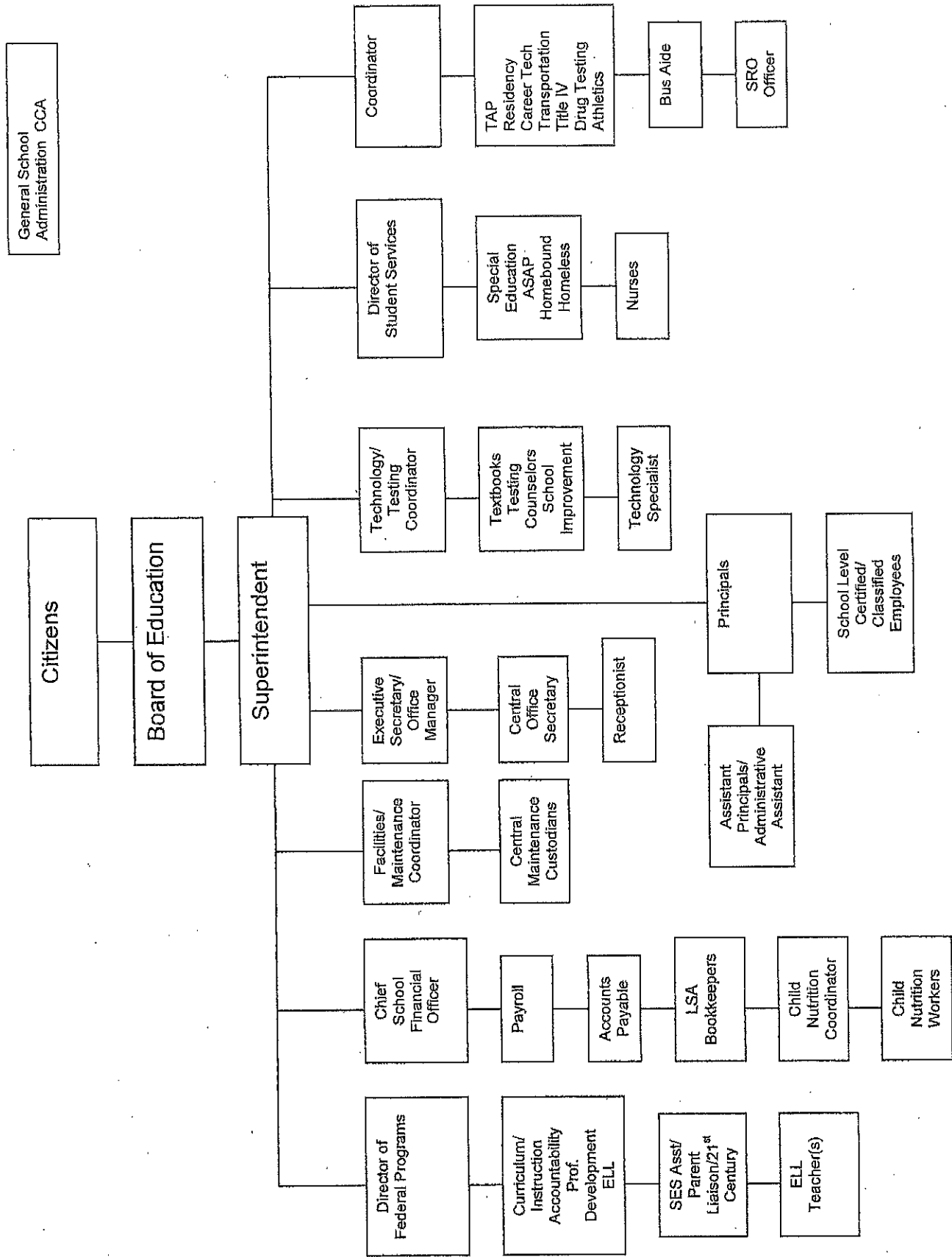
Approved: July 8, 1976

SUPERINTENDENT'S PROFESSIONAL ACTIVITIES

The Board expects the superintendent to devote his or her undiminished attention and energy to the concerns of the school system. He or she may not be engaged in any other employment or in long-term consulting assignments. However, the Board recognizes the superintendent's obligation to contribute to the profession of school administration and to the cause of public education generally. This policy, therefore, does not prohibit the superintendent from undertaking occasional consultative work or part-time teaching, which does not conflict with obligations to the school system. Any such professional task involving financial remuneration requiring the superintendent's absence from his obligations must have prior approval of the Board. Any such task that required the superintendent's absence for three or more days must also have prior approval of the Board.

ADMINISTRATIVE ORGANIZATION PLAN

The legal authority of the Board is to be transmitted through the superintendent along specific paths from person to person as shown by organizational charts for the school system. The lines of authority in the charts represent direction of authority and responsibility. All such charts shall be submitted to the Board for approval and shall be regarded as visual representation of policy.



LINE AND STAFF RELATIONS

The board desires the superintendent to establish clear understanding on the part of all personnel of the working relationship in the school system.

Lines of direct authority shall be those approved by the Board and shown on district organization charts.

Personnel shall be expected to refer matters requiring administrative action to the administrator to whom they are responsible. That administrator shall refer such matters to the next higher administrative authority when necessary. Additionally, 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.

It is expected that the established lines of authority will serve most purposes. But all personnel shall have the right to appeal any decision made by an administrative officer through grievance procedures established through Board policy.

Additionally, 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 and responsibilities; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operation of the school system.

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ADMINISTRATIVE COUNCIL

The Administrative Council serves in an advisory capacity as the cabinet of the superintendent. The team assists in the long-range clarification of objectives, identification of problems, establishment of priorities, development of strategies, and evaluation of the school system's progress, as well as monitoring the day-to-day operations of the school system.

The Administrative Council serves in a commutative and interpretative capacity explaining the school system's goals, procedures and policies to the staff and community. The Council maintains a close liaison with teachers and staff in order to foster good communications and to allow each to have a voice in the development of decisions affecting them.

The Council is composed of the principals, the director of instruction, the director of support services, and the directors of special services, and meets on a regular basis and is on call to the superintendent at any time.

SCHOOL BUILDING ADMINISTRATION

The principal is the chief school administrator in the actual day-to-day administration and the supervision of the individual school building. The principal's major responsibility is the improvement of the teaching-learning situation; his/her goal is to provide for the continued improvement of the total education process so that the students may grow to the limits of their capacity.

The principal's task is seen as follows:

1. Purpose

All activities of the principal have the single purpose of improving the instructional program for the students attending the school.

2. Shared Responsibility

The principal is a member of a management team, and works with a number of line and staff members in the administrative and supervisory process. The members of the superintendent's staff share this responsibility with the school principal, and offer services to the principal to further implement a program of supervision at the building level.

As educational leader of the school, the principal is responsible for making use of, coordinating, and directing all available instructional and supervisory services. Teachers should have a share in designing and carrying out plans for the efficient operation of the school.

3. Planning with Director of Instruction

Every director and coordinator has the privilege and the responsibility to visit every classroom within the area to which he/she is assigned. The scheduling of such visits, however, should be done cooperatively by the principal and the director or coordinator.

4. Duties and Responsibilities

The principal shall:

- Work with building staff to develop and improve the curriculum.
- Work with building staff to develop instructional goals, and design a means to achieve them.
- Work with building staff in the formulation and execution of school system policies relating to pupil classification, marking, reporting and promoting.
- Determine the need for the services of instructional staff specialists in the building, and direct and coordinate their work.
- Assume responsibility for a continuous program of supervision within the building.
- Assume responsibility for a continuous program of in-service education for building staff members.

- Keep building staff informed concerning new educational developments on the local, state, and national level.
- Provide for the interchange of information and ideas among teachers and other staff.
- Assist in the selection of facilities, equipment, books, furniture, supplies, etc., as required for the school.
- Provide leadership in the preparation and revision of instructional guides.
- Discover and recommend prospective teaching and supervisory personnel.
- Participate in programs, exhibitions, and special demonstrations in the community and schools.
- Sponsor and coordinate home and school association activities and programs.

5. Supervisory Techniques

There are many techniques the principal may use in a program of supervision:

- The cooperative development of a checklist to help teachers evaluate their programs.
- Classroom visitation and observation to help teachers become aware of specific strengths and weaknesses.
- Orientation programs to help teachers understand the purposes of observation and to participate in follow-up discussions.
- Conferences with teachers for analyzing situations and formulating procedures for improvement.
- Inter-visitation to provide opportunities for observation of other teachers.
- Committees for curriculum improvement, and for selection of textbooks and other instructional materials.
- Active research in the classroom to discover new means to improve instruction.
- Developing new organizational plans, such as team teaching.
- Administrative bulletins relating to matters of school policy and staff welfare.
- Faculty meetings as needed.

POLICY IMPLEMENTATION

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all Board employees and student willingly carry them out. In an attempt to insure equitable and just treatment of all, suggestions for changes in, revisions of, or additions to existing policies and regulations are welcomed from employees and students.

In the educational hierarchy, those in superordinate positions are responsible for informing subordinates of exiting policies and regulations and for seeing that they are implemented in the spirit intended. Continuous disregard for Board policy and administrative regulation may be interpreted as willful neglect of duty any may constitute grounds for dismissal. Any employee who feels that he or she is subject to arbitrary and/or capricious regulations may institute a formal grievance procedure.

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DEVELOPMENT OF ADMINISTRATIVE RULES

The Board shall delegate to the superintendent the function of specifying required actions and designing the detailed arrangements under which the school will be operated, whenever practical. These detailed arrangements shall constitute the administrative regulations governing the schools. They shall be defined in written form and organized by subject or date with adequate indexing for easy use. Make-up and distribution will be so as to facilitate easy filing and proper use, and distribution shall include the members of the Board. The administrative regulations must in every respect be consistent with the policies of the Board.

The Board itself shall strive to formulate and adopt administrative regulations only when specific state laws require board adoption. But the Board may also do so when the superintendent recommends Board adoption in light of strong community attitudes or probably staff reactions.

ADMINISTRATIVE RULES DISSEMINATION

For the purpose of keeping staff informed, an administrative handbook detailing the operating procedures for the Tarrant School System shall be developed, with copies to all staff. Developing and maintaining the currency of said handbook shall be an administrative responsibility.

TEMPORARY ADMINISTRATIVE ARRANGEMENTS

In any organization, it is important that the responsibility for decision-making be clearly delineated. This is particularly true if the Superintendent, for one reason or another, is unavailable. In these cases, there should be a clear line of administration succession, which designates both responsibility and authority.

The Superintendent shall make his/her whereabouts known to the Central Office staff and to School Board at all times. If the Superintendent leaves the district, he shall make every effort to communicate his itinerary to the executive secretary who, in turn, shall inform others who want or need to know. In case of bona fide emergency, every effort will be made to notify the Superintendent of the situation. If the Superintendent is unable to be reached, the responsibility and the authority to act for the system shall fall to the Director of Support Services. If, for any reason, the Director of Support Services cannot be reached, the responsibility and the authority to act on behalf of the school system shall fall to the Director of Instruction.

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PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance will be considered as one alternative for providing the desired service. The service will be provided consistent with budgetary appropriations.

The administrative and supervisory staff of the Tarrant City Schools shall encourage the use of professional consultants from the State Department of Education, colleges, universities, and other sources, when members of the staff feel such consultative services will be helpful in the improvement of the instructional program in Tarrant. All consultants should be approved by the superintendent prior to the invitation and arrangement for visitations by such person and persons to the school system.

ADMINISTRATIVE REPORTS

Statistical information often has a time value. Delayed reports place an inconvenience and burden upon others who must use the information and may in some instances result in a financial loss to the system.

Each principal, director, or other administrator shall give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and shall make accurate and prompt return on scheduled dates of all statistical and other information required.

If the above practice is followed, it should be possible to prepare the system reports required by the state and federal governments and meet their date requirements.

SECTION E:	SUPPORT SERVICES
EBBA	First Aid
EBCD	Emergency Closing
EBCD-R	Bomb Threats
ECA	Building Safety
ECAB	Vandalism
ECAC	Monitoring Sex Offenders
EDC	Authorized use of School-owned Materials
EF	Food Services Management
EFA	Food Services Management – Competitive Food
EFB	Charge Meal Payments
EFC	Child Nutrition HAACP
EGAB	Mail and Delivery Services

FIRST AID

The chain of responsibility for administration of first aid shall be as follows:

principal/administrator
physical education teacher

If the injury is minor, one of the staff members may administer first aid.

In the event of a serious injury, or illness of, a student, the family or guardian shall be notified as soon as possible. They shall decide what physician shall treat their child; and whether to pick up the child at the school or meet the child at a hospital in cases needing emergency room care. The school shall provide personnel and transportation to a hospital only when authorized by a member of the immediate family. If the family cannot be reached and if the accident is serious, the student shall be transported to a local hospital emergency room by ambulance.

EMERGENCY CLOSINGS

The superintendent is empowered to close or temporarily vacate the schools or to dismiss them early in the event of hazardous weather or other emergencies, which threaten the health or safety of students and personnel. In making the decision to close or temporarily vacate the schools, the superintendent or his or her designee shall consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of children:

1. Weather conditions, both existing and predicted
2. Driving, traffic, and parking conditions, affecting public and private transportation facilities
3. Actual occurrence of imminent possibility of any emergency conditions which would make the operation of schools difficult or dangerous
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students

The superintendent shall weigh these factors and shall take actions to close the schools only after consultation with traffic and weather authorities, local principals, and school officials from neighboring school system. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closing.

BOMB THREATS

In the event of a call or notice to the effect that a bomb has been placed in a school or any other building or establishment, the following procedures are recommended.

1. If the call was not received originally by the Fire and Police Departments, immediate notifications of these agencies is required by the building principal if time permits.
2. Preferably evacuation of the school or buildings should occur only after consultation with the Police Department. However, the principal is authorized to evacuate the school or buildings immediately if in his/her judgment conditions warrant.
3. A search of the building or premises should be conducted under the direction of the senior officer present from either protective department. All officers, firefighters, and custodians of the building should assist in the search.
4. Circumstances will dictate whether any strange or foreign objects should be removed immediately or left for removal by a qualified person.
5. If a thorough search has been conducted and nothing found, the chief administrative officer of the school or building should be notified by the senior member of the local protective department that re-entry will be permitted.
6. Investigation of the incident should be made by the local police department.

Any decision concerning the dismissal of school pupils and subsequent action after the above procedures have been followed is the prerogative of the local superintendent.

BUILDING SECURITY

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it. An adequate key control system shall be established which will limit access to buildings to authorized personnel and will safeguard against the potential of entrance to buildings by keys in the hands of unauthorized persons.

Records and funds shall be kept in a safe place and under lock and key when required.

Protective devices designed to be used, as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved.

VANDALISM

Employees of the system, students, community members, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to property belonging to the school system and the name(s) of the person or persons believed to be responsible. Each employee of the school system shall report to the principal of the school every incident of vandalism known to him or her, and if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he or she sees fit, authority to sign such complaints and to press charges.

MONITORING SEX OFFENDERS

No adult sex offender, after having been convicted of a sex offense involving a minor, shall loiter on or within 500 feet of the property on which there is a school, childcare facility, playground, park, athletic field or facility, school bus stop, college or university, or any other business or facility having a principal purpose of caring for, education, or entertaining minors.

Under this section, loiter means to enter or remain on property while having no legitimate purpose, if a legitimate purpose exists, remaining on that property beyond the time necessary to fulfill that purpose. An adult sex offender does not violate this section unless he or she has first been asked to leave a prohibited location by a person authorized to exclude the adult sex offender from the premises. An authorized person includes, but is not limited to, any law enforcement officer, security officer, any owner or manager of the premises, a principal, teacher, or school bus driver if the premises is a school, childcare facility, or bus stop, a coach, if the premises is an athletic field or facility, or any person designated with that authority.

For purposes of this section, a school bus stop is any location where a motor vehicle owned or operated by or on behalf of a public or private school stops on a regular basis for the purpose of transporting children to and from school.

A person required to register as a sex offender who is a parent or guardian of a student attending the school may be present on school property if the parent or guardian is:

- Attending a conference at the school with school personnel to discuss the progress of the child academically or socially;
- Participating in child review conferences in which evaluation and placement decisions may be made regarding special education services;
- Attend conferences to discuss other student issues such as retention and promotion;
- Transporting the child to and from school;
- Present at the school because the presence has been requested by the principal for any other reason relating to the welfare of the child.

The superintendent or designee shall maintain a list of the offenders registered within neighborhoods surrounding the schools. Offender lists will be maintained at each school site and the board office.

Code of Alabama – Title 15; Criminal Procedure – Section 15-20A-17 – Adult Sex Offender – Loitering in certain areas

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

School administrators shall permit school equipment to be loaned to staff members when such use is directly or peripherally related to their employment and to students when the equipment is to be used in connection with their studies or extracurricular activities. Proper controls shall be established to assure the lender's responsibility for, and return of, all such equipment.

FOOD SERVICES MANAGEMENT

The school system shall operate a lunchroom in each school, which shall be under the supervision of the school lunch manager.

Food services shall include breakfast, lunch and snacks through participation in the Child Nutrition Program as the need is determined.

The School Board shall approve the prices set for school breakfasts and lunches.

Food service is based on the Offer versus Serve (OVS) provision under the USDA regulations for grades 7-12 for breakfast and lunch. The regulations allow a student to choose fewer than all five food components in a reimbursable Food Based meal. A student may decline two of the five food items for lunch and one of the four items for breakfast. Grades K-6 will follow OVS for lunch and for breakfast will be served all components.

As required for participation in the National Child Nutrition Program, the Board agrees to the following requirements:

1. That a "Type A" lunch be made available for students.
2. That free and reduced-price lunches be provided students who cannot afford to pay the price of the "Type A" lunch.

Students shall also be permitted to bring their lunches and beverages in approved containers from home and/or to purchase beverages and A La Carte items in the school lunchroom.

FOOD SERVICES MANAGEMENT
COMPETITIVE FOOD*

No food other than that provided by the Child Nutrition Program shall be available to students during meal service times. Schools are required to restrict student access to concessions, extra sales, vending and fundraisers that are in direct competition with the Child Nutrition Program during meal services. If income from such sales occurs, the revenue is required to be deposited into the Child Nutrition account.

*Competitive Foods: Any foods sold in competition with the Child Nutrition Program to children during meal serving times.

CHARGE MEAL PAYMENTS

Prepayment for meals served in school cafeterias by the week or month is recommended; however daily cash payments may be accepted during meal service times at all schools. It is the parent's responsibility to provide meal money or a bag lunch or to seek free or reduced price meal benefits. In an emergency situation, meal charges will be allowed up to a limit of \$5.00 per student. Cafeteria managers must maintain records of all charges and repayments. Any meal charges not collected by the end of the school year must be reimbursed to the Child Nutrition fund from non-public funds.

MAIL AND DELIVERY SERVICES

Political and non-educational commercial materials shall not be distributed through the school mail unless approved by the superintendent and/or the building principal.