

## **SCHOOL COMMITTEE-SUPERINTENDENT RELATIONS**

The successful operation of any school system depends in a large part upon a proper working relationship between the School Committee and the Superintendent. To establish and maintain such a relationship requires the mutual respect of each for the other's functions and prerogatives.

The Hull School Committee believes that the legislation of policies is the most important function of a School Committee and that the execution of the policies should be the function of the Superintendent.

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

The Committee holds the Superintendent responsible for the administration of its policies, the execution of Committee decisions, the operation of the internal machinery designed to serve the school program, for keeping the Committee informed about school operations and problems, for satisfactory fulfillment of the duties required by statute and regulations of the State Board of Education.

The Committee will strive to procure, when a vacancy exists, the best professional leader available for the head administrative post. Then the Committee as whole, and as individual members, will:

1. Give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent;
3. Hold all meetings of the Committee in the presence of the Superintendent except when his/her contract and salary are under consideration;
4. Refer all complaints to the Superintendent and discuss them only at a regular meeting after failure of administrative solution;
5. Strive to provide adequate safeguards around the Superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge functions on a thoroughly professional basis; and
6. Present personal criticisms of any employee directly to the Superintendent.

The following model represents overall relationships between the public, the School Committee, the Superintendent, and the staff:

1. The citizens exercise control over the schools through their election of a School Committee and provide support for the schools;
2. The School Committee determines and evaluates general school policy;
3. The Superintendent furnishes professional leadership and is the Committee's chief executive in the general administration of the school system;
4. The Principal is the instructional leader of the school and a staff officer of the Superintendent. The Principal is the administrator to whom all teachers in his/her schools are directly responsible;
5. The teachers are primarily responsible for the instruction of the students; and
6. Custodians, secretaries, aides, and other non-certified school staff support personnel whose primary responsibility is to provide those services necessary to support the educational program.

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