

## MESSALONSKEE SCHOOL DISTRICT (MSAD 47)

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### **ADMINISTRATIVE ORGANIZATION PLAN**

The organization plan as set forth in the following regulation, and as shown on the organizational chart (see CCA), pertains to the Central Administrative Office of the school system. Its objectives are to provide an administrative structure and supporting services that will foster growth and improvement in the educational program.

#### Plan of Organization

The central office serves to provide the overall administrative direction and professional leadership of school principals, and to regulate the supporting services necessary for the schools to carry out their educational activities. The organization plan shown in CCA provides for these functions by an arrangement of all central office positions.

Several features of this organization plan contribute to its effectiveness:

The superintendent provides professional leadership to school principals directly through the Administrative Council, without any intervening hierarchy. Conversely, principals are accountable directly to the superintendent for carrying out the educational program at their schools and for the educational performance of their schools.

The superintendent is provided with assistants to relieve him of many administrative details and specialized tasks, and permit him to place primary effort on providing direct educational leadership to principals and directing the supporting services.

Reporting relationships are clear-cut. This permits the delegation of responsibility and authority, and established a clear chain of accountability for action taken and results achieved.

#### Delegation of Operating Authority and Responsibility

The supervisor closest to the actual performance of work is in the best position to make the day-to-day decisions necessary to get the work done efficiently.

"The administrator is authorized to take any reasonable action necessary to carry out assigned responsibilities so long as such action does not deviate from Board policies or practices or administrative directives and is consistent with sound professional practice."

This statement is intended to confer the authority for judgment, initiative, imagination, and freedom of action in discharging assigned responsibilities, confined only by established policies and practices of the school system. Along with this authority, of course, goes an accountability for producing results--for getting the work done--in accordance with the statement of basic function and specific duties and responsibilities. Finally, while the administrator is authorized--and is expected--to delegate responsibility and authority to subordinates, such delegation does not relieve him of the ultimate responsibility for the basic function assigned to him.

Secretarial and clerical personnel are authorized in their job descriptions: "to carry out assigned duties and responsibilities under the supervision of the administrators to whom they report." Although they are expected to exercise initiative and imagination in discharging their duties, they work under the close direction, supervision, and guidance of their immediate administrators; moreover, many of their work requirements derive from the nature and scope of the position of their immediate administrator and his particular mode of operation.

### Personnel Actions

The authority for all personnel actions is subject to review and approval by the next higher level of administration. Personnel actions include all administrative action relative to hiring, dismissal, promotion, transfer, compensation, reclassification, and similar personnel matters. This provision assures a fair and impartial review of personnel actions at all times.

"The administrator is authorized to approve or disapprove personnel actions submitted to him by his direct subordinates affecting individuals reporting to his subordinates. The administrator recommends all personnel actions affecting his direct subordinates to the next higher level of administration for approval."

### Organization Channels

All central office administrative directives, information, orders, and requests flow through the organization channels as shown in CCA.

### Job Descriptions

The job descriptions in this manual are designed to outline the basic functions, organizational relationships, duties and responsibilities, and delegation of authority for the major positions shown on the organization chart in CCA.

The job description describes the nature and scope of the position, its major areas of responsibility, and how it fits into the overall organization structure. Several distinct limitations to these or any job descriptions should be borne in mind:

1. Job descriptions cannot and do not attempt to itemize every minor duty and responsibility of the position. It would be unrealistic to attempt to do so.
2. They do not attempt to specify precisely how duties and responsibilities are to be carried out, recognizing that each administrator will have his own approach to the job and that many approaches can produce the desired results.
3. They do not substitute for written procedures of various operations (for example: purchasing or payroll procedures) that trace step-by-step the flow of documents and action taken by various individuals involved in the procedure. However, job descriptions do indicate general responsibility for given elements of the procedure, and changes in procedures will normally result in modifications of the job descriptions involved.

### Common Responsibilities

Certain basic responsibilities are common to all administrative positions in the central office organization. They are excluded from the individual positions to avoid repetition. Each administrator, professional staff member, or supervisor in the central office organization is expected:

1. To follow the channels of organization and require subordinates to do so; to cooperate with other administrators as required for effective operation of the school system; and to promote the best interests of the Messalonskee School District (MSAD 47).
2. To carry out all Board policies, plans, and programs which apply to his area of responsibility.
3. To see that the operations for which he is responsible are efficient and economical and are performed within approved budgets.
4. To direct, supervise, provide leadership in and be responsible for the personal development of all individuals reporting to him, in order to achieve school system and departmental objectives and provide a satisfying work environment for his subordinates.
5. To review and appraise, regularly and systematically, the results achieved by the organizational section for which he is responsible, and to take such action as and when necessary to improve performance.
6. To report regularly on results of his operations to the administrator to whom he is accountable; to review plans and programs with him; and to consult with him on problems or obstacles encountered in carrying out his assigned responsibilities.

7. To assign duties and responsibilities in accordance with the approved plan of organization and to see that authority commensurate with assigned responsibilities is delegated to all personnel in his section of the organization.
8. To keep currently informed on all Board policies and practices, administrative directives and operating procedures, and outside professional developments that pertain to his area of responsibility and will contribute to improved performance of his section of the central office organization.