2000

<u>Administration</u>

<u>Concept and Roles in Administration</u>

The Superintendent is responsible for directing and coordinating the administrative staff in realizing the educational philosophy, goals, and general objectives adopted by the Board of Education within the guidelines established by Board of Education policy, law, and employee agreements.

The primary purpose of school administration is to help create and foster an environment in which students can learn effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction and more effective learning.

Policy adopted: ~~March 19, 2012~~

POLICY SERVICES

An optional policy to consider.

Administration

Participatory Management

Staff Involvement in Decision Making

The Board will encourage employee participation in decision-making for the school district.

Such participation will include, as appropriate to areas, programs and schools, involvement in:

 l. Curriculum
 2. Operational issues
 3. Budget
 4. Facilities Planning
 5. Personnel

The Board believes that policy decisions regarding the curriculum, instruction, and the overall school program should be reached with meaningful participation by the professional staff in a process which culminates in a recommendation to the Board by the Superintendent. However, such participation should be interpreted as contributing to the establishment of policy not as setting it, which is a right ultimately reserved to the Board.

The Board believes that such participation by the administrators and school staff should be conducted in a spirit of cooperation and with the clear focus that student learning is the most important function of a classroom and a school. What is best for the students of our schools should always be the guiding principle that underscores any decision-making process related to the instructional program.

The Superintendent will ensure that each building administrator establishes a process by which meaningful participation by the staff is sought during every phase of decision-making. The process should recognize and further the school staffs collective sense of responsibility for school-wide student performance. The Board encourages the use of staff development opportunities specifically directed toward cultivating the school staffs research, analytical, and decision-making abilities.

In addition, the Board believes greater involvement in decision-making by the staff should be accompanied by an increased level of accountability for results. Therefore, any proposals by the professional staff for alterations to the instructional program or any system-wide and/or school goals resulting from collaborative decision-making processes should incorporate evaluation

procedures that are linked to student outcomes. Evaluations of the professional staff, then, should include an assessment of how effectively they have worked toward and achieved these common goals.

Staff Involvement in Decision Making (continued)

The Board believes that the Principal must play a leadership role in the development of new proposals for the instructional program, both in maintaining a consistent focus on student outcomes and in providing the necessary research and technical support for the school staff. The Superintendent will provide, in turn, specific support systems for principals that are designed to develop their instructional leadership skills.

The Board reserves the right to make the final decision on questions of school policy. The Board will endeavor to respect the judgment of the decision-making processes prior to reaching a decision on behalf of the public and the students of the district.

(cf. 2002 - Participatory Management- Philosophy)
(cf. 2003 - Participatory Management-Guidelines for Decision Making Teams)

Policy adopted:
cps 5/05