

ADOPTED: May 13, 1993
REVIEWED: November 21, 2002

STAFF INVOLVEMENT IN DECISION MAKING

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 public policy, not setting it, which is a right ultimately reserved to the citizen Board.

The Board believes that such participation by the administrative team and school faculties should be conducted in a spirit of cooperation and with the clear focus that student learning is the most important function of a classroom, a school, and a school administrative unit. 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 shall ensure that each building administrator establishes a process by which meaningful participation by the professional staff is sought during every phase of decision making. The process should recognize and further the school faculty's collective sense of responsibility for school-wide student performance. The Board encourages the use of staff development opportunities specifically directed toward cultivating the school faculty's research, analytical, and decision-making abilities.

In addition, the Board believes greater involvement in decision-making by the professional staff should be accompanied by an increased level of accountability for results. Therefore, any proposals 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 individual teachers, then, should include an assessment of how effectively the teacher has worked toward and achieved these common goals.

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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 faculty. The Superintendent shall provide, in turn, specific support systems for school principals that are designed to develop their instructional leadership skills.

The Board reserves unto itself the right to make the final decision on questions of school policy. The Board will endeavor to respect the judgment of the professional staff and take into account any recommendations resulting from shared decision-making processes prior to reaching a decision on behalf of the public and the students of the District.

Legal Reference: Title 20A MRSA Sec. 1001

Title 226 MRSA Sec. 965