

STAFF INVOLVEMENT IN DECISION-MAKING

The Board believes that policy decisions regarding the curriculum, instruction, and any school program that directly affects them should be reached with meaningful participation by the instructional staff. Such participation should be interpreted as contributing to the establishment of public policy which is a right ultimately reserved to the citizen Board.

The Board believes that such participation should be conducted in a spirit of cooperation with the view that student learning is the most important function of a classroom, a school, and the school district. What is best for students should always be the guiding principle that underscores any decision-making process.

The Board believes that greater involvement in decision-making by the instructional staff should be accompanied by an increased level of accountability for results. Thus, 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. Evaluation of instructional staff should include an assessment of how effectively the staff member has worked toward the achievement of these common goals.

The Board believes that the administration 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 faculties.

The administration shall ensure that there is 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 faculty's collective sense of responsibility for school student outcomes. The Board encourages specific training that assist faculties in developing research, analytical, and decision-making skills.

Legal Reference: 26 MRSA § 965

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