

STRUCTURE OF MANAGEMENT

The board and the administrators shall work together in making decisions and setting goals for the school district. This effort is designed to obtain, share, and use information to solve problems, make decisions, and formulate school district policies and regulations.

It shall be the responsibility of each administrator to fully participate in the management of the school district by investigating, analyzing, and expressing their views on issues. Those board members or administrators with special expertise or knowledge of an issue may be called upon to provide information. Each board member and administrator shall support the decisions reached on the issues confronting the school district.

The board shall be responsible for making the final decision in matters pertaining to the school district.

It shall be the responsibility of the superintendent to utilize cooperative decision-making.

Proper administration of the schools is vital to a successful educational program. The general purpose of the district's administration will be to coordinate and supervise, under the board policies, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The board will rely on its chief executive office, the district superintendent, to provide at the district level the professional administrative leadership demanded by such a far-reaching goal.

Major goals of administration in the district will be:

1. to manage the district's various resources effectively and efficiently.
2. to provide professional advice and counsel to the board and to advisory groups established by board action. When feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending a selection from among the alternatives.
3. to manage so as to assure the best and most effective learning programs, through the achievement of such sub-goals as:
 - a. providing leadership in keeping abreast of current educational developments.
 - b. Arranging for the staff development necessary for the establishment and operation of learning programs that better meet more learner needs.
 - c. coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials.
 - d. providing access to the decision-making process for staff, students, parents, and others to offer ideas for improvement.

The superintendent and each principal have the authority and responsibility necessary for his or her specific administrative assignment. Each will likewise be accountable for the effectiveness with which the administrative assignment is carried out. The board will be responsible for clearly specifying requirements and expectations of the superintendent, then holding the superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.