

Regulation 3430-R Administrative Procedure on Site-Based Management

The Cumberland County Board of Education believes a school environment that best meets the needs of children is one in which decision-making is shared, with clearly defined responsibilities at the local school and at the central services office. The board further believes that individuals responsible for implementing decisions should have an important role in making decisions that affect the children they teach, and that all members of the community have a stake in public education decision and should have a voice in those decisions.

School governance is determined by local, state, and federal laws, policies, and procedures. Site-based management must be assured within this context and must clearly identify who has the authority to act, who may propose and/or provide input, who is responsible for executing and regulating, and who is responsible for implementation.

The spirit and practices of the site-based management requires essential but minimum governance by the Cumberland County Board of Education, fostering maximum participation by staff while assuring a degree of consistency system wide. The Board will continue to provide legal and policy governance of the Cumberland County School; the Superintendent and other administrators will continue to have responsibility for management of central services and local schools, and principals will retain responsibility for management of their respective schools.

The parameters set forth below serve as a foundation for site-based management and may be expanded to facilitate involvement of the school community.

SCHOOL IMPROVEMENT TEAM

The School Improvement Plan will be comprehensive and will encompass all other program-specific management plans. The principal of the school must present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants on the school's payroll for their review and vote. The vote must be by secret ballot. The proposed plan must have the approval of a majority of the staff who voted on it. (A majority is one more than half of the total staff.) Each school will establish a School Improvement Team, a composite of all staff and parent committees in the school. The Function of the School Improvement Team is to make major decisions affecting the school. Decision-making in the schools must be within the constraints of the state, federal, and local laws, policies, procedures and regulations and accreditation requirements.

BY-LAWS

During the school year, school improvement teams will develop and adopt their own by-laws. The by-laws must be approved by a majority vote through a secret ballot of all site employees.

Central Services administrators will develop a prototype of by-laws to be used by the local schools which will identify the components to be addressed. Components to be included are, but may not be limited to:

Name of the organization: Each local school shall identify its site- based management team as the School Improvement Team.

Object of the School Improvement Team: Each local school shall develop a written purpose for the team.

Membership: The school staff will determine the membership of the School Improvement Team. The team will include the principal, a minimum of four parents reflecting the socioeconomic and racial diversity of the school community, at least one classified staff member, and students in schools serving grades 6-12.

All members will be elected by their constituencies. Teachers will select teachers, PTA will select parents, classified personnel will select the classified representative, and students will select student representatives. All members will serve two-year terms.

The by-laws should also include disciplinary measures to be taken by the School Improvement Team when the conduct of a member repeatedly and seriously impedes the work of the team.

Meetings and Quorum: Meetings will be held at least monthly at a mutually convenient time for all members. Special meetings may be called when a simple majority of committee members agree and when notice is

given three days in advance. All meetings times and dates will be open to the public. The local school by-laws will include procedures for public input at meetings. One-half the membership plus one and the presence of 50% of the parent membership constitute a quorum.

Officers and Executive Board: The by-laws shall identify the officer and executive board of the School Improvement Team, the responsibilities of each officer, how the officers are to be elected, and how the executive board will function, including identification of items on which the executive board has authority to act and those which must be presented for approval to the entire staff. As a minimum, the board should include a chairman, a secretary, and the school principal, with the principal acting as an ex-officio member. In order to maximize staff participation, the principal should not serve as chairman of the School Improvement Team.

Committee: The by-laws shall establish the purpose, function, operating guidelines for, and method of appointment to all committees.

Procedures for handling concerns: The by-laws shall include procedures for managing concerns from staff, parents, and students.

Parliamentary Authority: The by-laws shall identify the parliamentary authority under which the organization will operate.

AREAS OF OPERATION

Accountability

The School Improvement Team will review the school improvement plan annually. The entire faculty will be involved in developing the plan every two years and will vote by secret ballot on the final plan. The plan will be submitted by the principal on behalf of the school to the appropriate associate superintendent. The plan will contain specific measurable goals; implementation strategies; assigned responsibility for each strategy; needed resources; evaluation strategies; and plans for monitoring progress.

Funding

Where possible, categorical funds will be consolidated, then allocated to the schools. The School Improvement Team will have input in the development of the annual school budget.

Staff Development

Staff Development is one of the key strategies for meeting school goals. Central Services administrators will support site-identified staff development needs. System wide staff development activities which will define and clarify the direction of the district, such as curriculum alignment and grade level meetings will be held to a minimum.

Personnel

Recruitment and hiring practices should involve school-based personnel whenever possible. The School Improvement Team should be involved in the assignment of allocated positions.

OVERVIEW OF ROLES

Board of Education

The Board will continue to set broad system wide goals, policies, standards, and will prepare and present budget requests to the Cumberland County Board of Commissioners. The Board will establish policies necessary to promote flexibility, diversity, and autonomy in the school.

Superintendent and Central Services Staff

The primary role of the central services function is one of providing support to the schools. The superintendent and central services staff will facilitate site-based management through assessments; evaluation of policies; continuing research to provide growth; and working with the schools to develop and articulate a clear, positive direction for the district.

Principal

The principal is responsible for carrying out local, state, and federal laws, policies, and procedures and for assuring implementation of SIT decisions.

Certified Staff, Parents, Classified Staff, and Students

Each representative from these constituencies will be a full partner in SIT decision-making.

Replaces GAC-R (Approved May 4, 1998)

Approved by Superintendent: May 10, 2011

Revised: October 21, 2013

Cumberland County Schools