

Chapter 4A: District Standards and Indicators - Leadership and Governance

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

To ensure a successful system of academic and non-academic support, the district administration adheres to the model in their policy making and decision making for delivering instruction and providing non-academic supports.

The superintendent effectively delegates educational and operational leadership to principals, program leaders and administrators. Building principals provide leadership and support for the tiered model through the efficient and flexible use of time, personnel, fiscal resources. District leaders promote equity by distinguishing among the needs of individual schools, populations, and allocating adequate resources to the schools and students with greater needs. The building schedule is designed to support the tiered system of supports and there is appropriate allocation of time for implementation activities (e.g., screening, data analysis teams, progress-monitoring, intervention planning).

District Standard:

Leadership and Governance: School committee and district and school leaders establish, implement, and continuously evaluate the effectiveness of policies and procedures that are standards-based, driven by student achievement data, and designed to promote continuous improvement of instructional practice and high achievement for all students. Leadership decisions and actions related to the attainment of district and school goals are routinely communicated to the community and promote the public confidence, community support, and financial commitment needed to achieve high performance by students and staff.

Condition for School Effectiveness

I. Effective district systems for school support and intervention: The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.

II. Effective school leadership: The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.

VI. Principal's staffing authority: The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.

XI. Strategic use of resources and adequate budget authority: The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.

