

Exemplary Practice 2.0: Leadership

- An exemplary nontraditional or alternative school employs passionate, innovative, competent, and experienced leadership.
- School leadership purposely engages in opportunities to promote program success and strategically includes community, business, and media in celebrations.
- All stakeholders including administrators, teachers, and staff must be committed to full implementation of the mission and core values of the school.
- On-site leadership utilizes and engages in a collaborative approach that ensures shared decision-making, high expectations and continuous monitoring of program quality.
- The superintendent/designee sustains the independence of the school and allocates sufficient resources (i.e., financial or other necessary resources) to protect the integrity of the program.

Indicators of Quality Programming:

2.1 The Superintendent/designee provides sufficient oversight to ensure quality programming while protecting the autonomy of the nontraditional or alternative school's operation.

2.2 The Superintendent/designee provides adequate financial support and other needed resources for implementation of quality alternative education services (i.e., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.).

2.3 School administrators are experienced and competent, enabling them to be engaged in all aspects of the program's operation and management.

2.4 The shared vision of the nontraditional or alternative school is communicated by leadership through the program's mission.

2.5 School leadership engages stakeholders in a collaborative process when making program decisions (i.e., Advisory Board and other opportunities that promote stakeholder participation in the decision-making process).

2.6 School leadership ensures decisions regarding operations align with state legislation and local policies and procedures.

2.7 School leadership recruits, hires and trains highly qualified teachers and support personnel.

2.8 School administrators ensure appropriate student to teacher ratios exist, that ratios reflect the needs of the student population, and that the student to teacher ratio never exceeds 12 to 1.

2.9 Leadership promotes collaboration among the school of origin, community, and home, thereby fostering an effective learning environment for the student.

2.10 Administration ensures that reliable data and student performance measures guide the instructional practices of the program.

2.11 School and district leaders work to offer transportation, food services and appropriate health services to students.

2.12 Consistent and constructive performance evaluations of administrative, teaching, and support personnel are conducted by leadership in a timely manner.