SHERBURNE-EARLVILLE CSD

Inspire and Empower

School staff make many decisions every day on several different levels.
This is a matrix to help us make these decisions more quickly and efficiently.
Our ultimate goal is to increase communication and collaboration for all decisions.

LEVEL 1 — ADMINISTRATORS DECIDE

This level is typically reserved for emergency situations. Something has happened that was unexpected and a quick answer is needed. An administrator has most of the information or knowledge to make a sensible and clear decision. Follow-through is reserved for that individual, and the weight of the responsibility is theirs.

Example:
Emergency situation, such as a fire or weather emergency.

LEVEL 2 — ADMINISTRATORS DECIDE AFTER STAFF INPUT

This level allows others on the team to contribute to the solution. It is clearly stated or understood that an administrator is the one making the decision, which may include input from others. Follow-through is reserved for the administrator, but it is important that they inform others providing input about the decision and thank them for their time.

Example:
Scheduling, final budget recommendation.

LEVEL 3 — WE DECIDE TOGETHER

This is a true collaboration. The level of urgency is not as high and there is time to think things through. Voting may be useful at this level of decision making. The main focus is that everyone agrees to move forward, or at least move forward and agree to support the decision made. Follow-through can be delegated to those on the team, and communication is vital to the success of the decision made.

Example:
LINKS initiatives.

LEVEL 4 — STAFF DECIDE AFTER ADMINISTRATOR INPUT

At this level, the administrator gives the decision-making authority to someone else or a team. Administrators with experience or knowledge contribute before decisions are made. The most important thing is that administration supports whatever decision is made by the other person or team. It is up to the other person or team to follow through. Administrators are included in all communications.

Example:
Course descriptions.

LEVEL 5 — STAFF DECIDE

At this level, teachers are fully empowered. Others know administration expectations and vision. They understand protocols and policies. Trust is given to others by the administrator. Follow-through is completely in the hands of those making the decision. Administrators may or may not be involved with the communications, as needed.

Example:
Classroom policies and routines.

Based on "Decisions"
- by Steven Bollar

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Communication Protocol

Who do I contact with a concern?

COHERENCE OF COMMUNICATION

It is important in any organization that all parts of the system function together to make the district run efficiently.

Sometimes, often due to a due to a lack of knowledge, information and/or uniformity in communication, what begins merely as a concern can become an issue and then elevate into a full-blown problem.

In any organization, bypassing levels in the communication chain often complicates matters and extends the timeline for resolution. If an individual brings a concern to anyone in the chain out of sequence, that concern should be sent back to the proper level for resolution.

Individuals will make every attempt to acknowledge receipt of a concern in a timely manner. The suggested response time is within 2-3 school days, whenever possible. Decisions and next steps will be communicated as soon as practicable.

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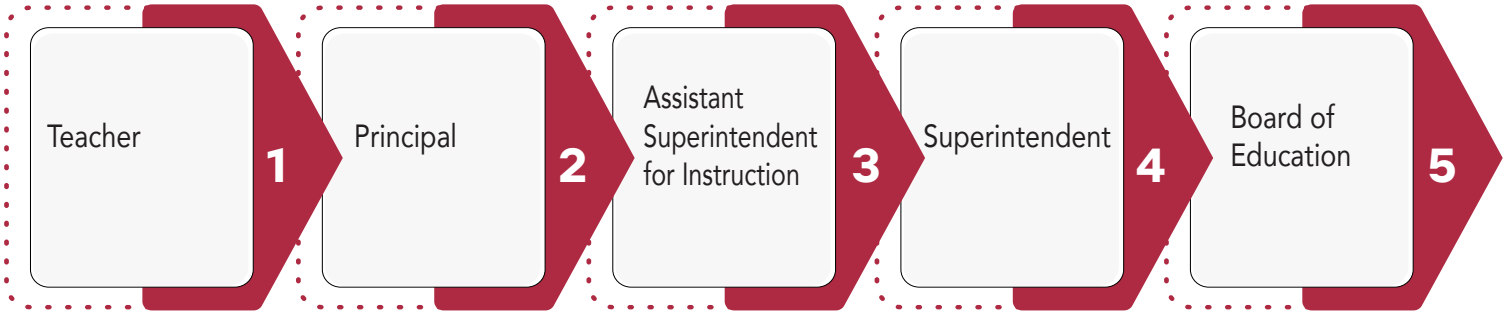
Communication Protocol

CURRICULUM & INSTRUCTION

Grades UPK-12



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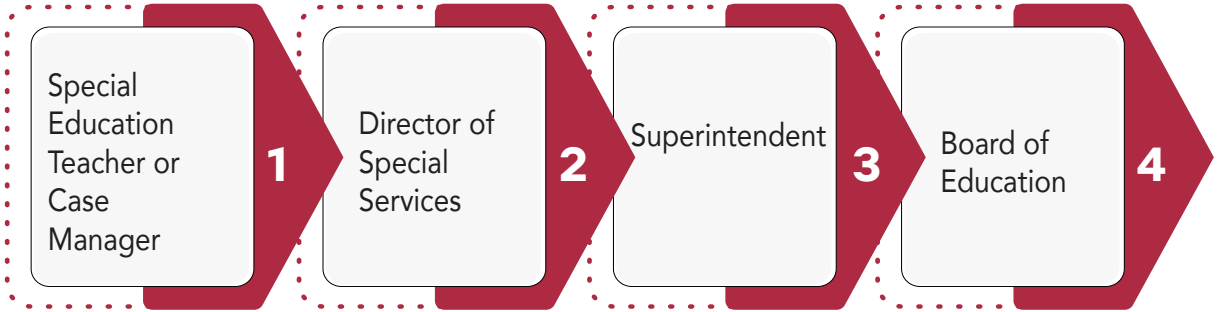
SPECIAL EDUCATION

Services—Grades UPK-12



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STUDENT DISCIPLINE

School & Bus Discipline

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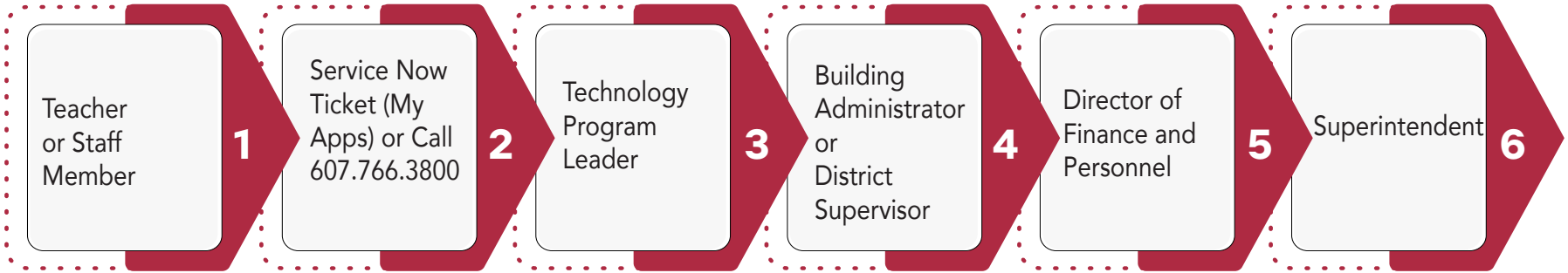
STAFF TECHNOLOGY & AV NEEDS

All Buildings



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TRANSPORTATION

Routing Issues

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EXTRA CURRICULARS

Athletics & Co-Curriculars

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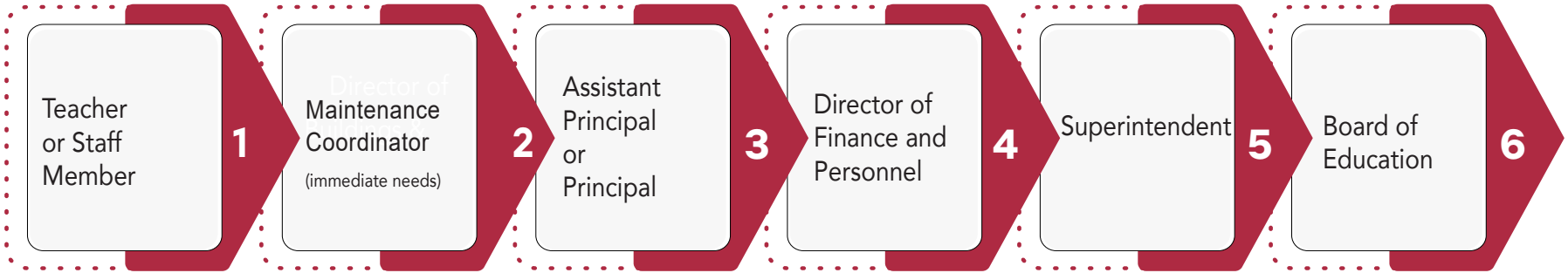
FACILITIES

Buildings & Grounds



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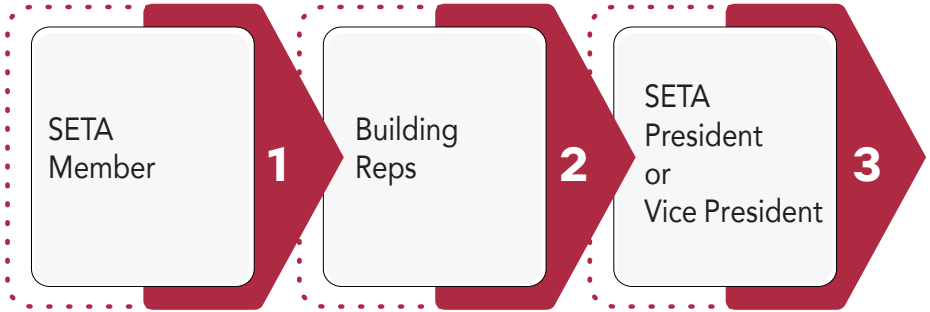
SETA MEMBERS



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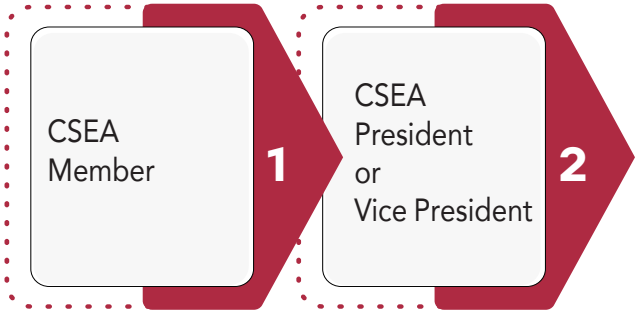
CSEA MEMBERS



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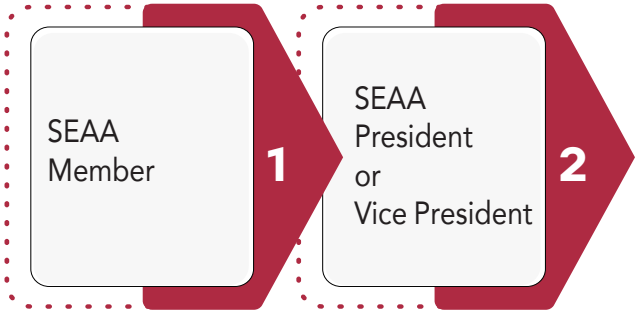
SEAA MEMBERS



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External Communication Chain MS/HS

Questions about...	First Contact	Second Contact	Third Contact
Academics	Teacher	Counselor	Principal
Athletics	Coach	Athletic Director	-----
Behavior/Discipline Issues	Teacher	Assistant Principal	Principal
Bullying/Social Conflicts	Counselor	Assistant Principal	Principal
Classroom Issues	Teacher	Assistant Principal	Principal
Extra Curriculars	Advisor	Principal	-----
Scheduling	Teacher	Counselor	Principal
Scholarships	Counselor	-----	-----
Special Education	Regular or Special Ed Teacher	Special Services Director/Principal	

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External Communication Chain ES

Questions about...	First Contact	Second Contact	Third Contact
Academics	Teacher	Principal	-----
Special Education	Regular or Special Ed Teacher	Special Services Director/Principal	
Behavior/Discipline Issues	Teacher	Assistant Principal	Principal
Bullying/Social Conflicts	Teacher	DASA Coordinator	Assistant Principal/Principal
Classroom Issues	Teacher	Assistant Principal	Principal
Extra Curriculars	Advisor	Principal	-----
Scheduling	Teacher	Principal	-----