"LARGE-EFFECT" AUTHORITIES BY GROUP

Board	Superintendent	Principal	Teacher	Parents	Student
To align the State's budgeting/ allocation/expenditure system with the BOE's vision for students.	To remove ineffective or incompetent administrators/ teachers without having to promote/transfer them to other positions.	To expeditiously remove/sanction ineffective, incompetent, and unstable teachers/staff.	To deal expeditiously but fairly with students who misbehave and disrupt the learning environment.	To use family leave to meet with the school and their children's teachers.	To take responsibility and be held accountable for the student's education.
To hold the Superintendent accountable for the interpretation/implementation of BOE policies.	To systematically prevent ineffective individuals from being placed in principal/teacher positions.	To delegate the responsibility for coordinating the operation of the school's physical plant to a "plant manager" in order to give the principal more time to focus on instructional issues.	To hold parents accountable for their children's attendance/tardiness.	To obtain training from, and access the resources of, their children's schools.	To insist on competent, effective teachers.
To provide incentives for hard to fill positions and retaining teachers/administrators.	To provide incentives for hard to fill positions and retaining teachers/administrators.	To institute a system (provided by the state [office]) that can immediately assist any teacher who needs help in becoming an excellent instructor.	To participate in professional improvement and be properly compensated without having to take instructional time away from students.	To participate in the evaluation of their children's teachers/ principals.	To insist on a safe and nurturing school environment.
	To secure the BOE's commitment to the Superintendent's program/plan, including a commitment to give the program/plan sufficient time to succeed or fail.				To insist on classrooms that are equipped for learning.
					To insist on hygienic restroom facilities and sufficient time to use the restroom.
					To insist on a classroom environment that is physically comfortable (cool/quiet/odorless) and conducive to learning.