

Onteora
Central School
District



Shared Decision-Making
Plan

May 2016

Onteora Central School District Mission and Vision Statements

Mission Statement:

Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

Vision Statement:

An Onteora education fosters intellectual curiosity, mutual respect, self-respect, creative problem solving, individual expression, ethical decision-making and active engagement in the world. Our community values and supports its children, through a holistic collaboration among students, families, the educational community, and Onteora residents at large. Students will graduate as engaged citizens and lifelong learners with the confidence, self-awareness and skills to reach their maximum potential, and to live rich and successful lives.

District Shared Decision-Making Team

District Team Membership

The membership of the District Shared Decision-Making Team shall include:

- The Superintendent or designee
- Three administrators, one of which must be an elementary principal, and one of which must be a secondary principal
- Two parents – one must be elementary, one must be secondary
- One OTA member from each building
- Up to two ONTEA members
- One ONTSA member
- At least one high school student; 1 Middle School Student; and up to three students total

Expectations of District Shared Decision-Making Team Members

Length of Terms

District Shared Decision-Making Team member terms are two years, with no limit on the number of terms to be served. Students may hold terms for 1 year, depending upon their grade level when selected.

Number of Meetings per year

The District Shared Decision-Making Team will meet two times per year: Once in the fall with representatives of each of the Building Shared Decision-Making Teams to review the annual plan for each school; once in the spring to review the outcomes of the implementation of the building plans. Additionally, the District Shared Decision-Making Team may be required to meet if an issue of dispute resolution arises within any building team.

Means and Standards by Which to Measure Student Achievement

The standards by which student achievement will be measured and evaluated shall include and be consistent with goals established by: New York State Education Department; Onteora Central School District; The SDM team and/or goals for each building; other performance measures such as literacy assessments, attendance, graduation rates, grade-level or department exams, student activity participation, etc.

Methods for Coordinating Parental Involvement

Parental involvement will be coordinated in accordance with Federal and State guidelines.

School-Based Planning and Shared Decision-Making

In May 1992, the New York State Board of Regents adopted Commissioner's Regulation

100.11 requiring that every school district in the state adopt a district plan by February 1994 that calls for the participation of teachers and parents with administrators and school board members in school-based planning and shared decision-making. This regulation was adopted by the Regents to help implement the Compact for Learning, a strategy for improving public elementary, middle and secondary education results.

The shared decision-making strategy was built on the principle that school and community collaboration is the most effective way to ensure improved learning. Shared decision-making is generally thought of as a process through which individuals participate on a team to produce a collective wisdom to resolve certain issues by working together. Major gains in quality and productivity most often result from teams who pool their skills, talents and knowledge. According to the State Education Department, shared decision-making is an "organizational strategy for the participation of parents, community representatives, teachers, other staff, administration, and often students, which decentralizes authority and the decision making process.

School-Based Shared Decision-Making Teams

Implementation Date and Extent of Involvement

School-based planning teams were formulated and in operation per regulation in all district schools by September 1, 1994.

These teams determine the frequency and number of meetings necessary to accomplish the tasks identified in this document.

Composition of School-Based Shared Decision-Making Teams

The school-based shared decision-making team composition specified by the Steering Committee provides an opportunity for each building to design a team that reflects the cultures of that school. Building teams will continue to address the issue of team composition, taking into consideration the membership selection process, number of members for each constituent group, the inclusion of additional members and the following criteria.

The Elementary and Middle School School-Based Shared Decision-Making Teams will:

- Have a *maximum* of 10 members, two of which shall serve as co-chairs.
- Include the building principal as a member.
- Have two teachers.
- Have up to two parents.
- Have at least one ONTEA member
- The Middle School team shall have two students, selected by the Principal

The High School School-Based Shared Decision-Making Team will:

- Consist of any liaison member who chooses to serve.
- Include the building principal as a member.
- Have up to two parents.
- Have up to two students.
- Have one ONTEA member.

It should be noted that a team should proceed with meeting and discussing issues even without minimum membership if reasonable attempts are being made to fill the position.

Additional School-Based Shared Decision-Making Team guidelines:

- Parents serve 1-year terms, which may be extended
- Students serve 1-year terms, which may be extended
- Each stakeholder group gets their representative(s) in consultation with the building principal. (I.e. the principal would work with the PTA to get the parents member(s); the principal would work with the student government or students to get the student member).
- A sub-committee of the School-Based Shared Decision-Making Team could be formed in any given year, if there is an academic focus necessitating their expertise.
- Any sub-committee is advisory to the Building-Based Team.

Responsibilities of the School-Based Shared Decision-Making Teams

- To develop, write and maintain school-based planning team operating procedures within the guidelines presented in this plan.
- To distribute the minutes of each meeting to constituency membership within the building and the superintendent of schools.
- To develop and annually update building level goals for improved student outcomes that includes the items listed under “Educational Issues Subject to Shared Decision-Making,” page 8 of this document. Annual reports will be written and formally presented to the District Shared-Decision Making Team.
- To collaborate when appropriate with the district office, academic administrators, and other buildings and committees to ensure K-12 alignment.

Length of terms for members

In order to ensure continuity on the School-Based Shared Decision-Making Teams so that information and the history of topics are transferred from year to year, staggered two-year terms for school based team members and for co-chairs are required, with the exception of students and parents, as identified elsewhere within this document. Terms will begin on July 1st of each year, with teams selected by June 1 of each year.

- Rotation on/off School-Based Shared Decision-Making Teams should be planned to ensure that members are staggered by stakeholder group. For example, one-half of the representatives should rotate off each year, but leave a representative of their stakeholder group on the Team.
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Shared Decision-Making Process

To ensure meaningful participation, the school-based planning teams will:

- Use consensus to reach decisions.
- Ensure two-way communication between the School-Based Planning Team and their constituencies.
- Determine how a dispute may be resolved (page 9).

Effective Shared Decision-Making requires that all members have equal authority and responsibility in relation to the issues being addressed and decisions being made. To ensure involvement in the decisions by all members of the School-Based Shared Decision-Making team, **consensus is to be used**. Consensus results in a decision that all members can support. Our definition of consensus is as follows: “I will support the decision and do what I can to make it work. I had an opportunity to be involved in the decision, and I understand that silence or absence implies consent.”

Educational Issues Subject to Shared Decision-Making

Developing Building Goals

The School-Based Shared Decision-Making Team is charged with focusing on obtainable goals that improve results for all students. They are responsible for the development of building goals that will be implemented the following school year. They should draw upon staff resources for the development of the goals.

The goals should ensure that staff and/or stakeholders have a degree of flexibility to creatively meet student needs.

Consistent with this responsibility, School-Based Shared Decision-Making Teams will focus upon any of the following topics (as determined annually by the school-based team):

- Review achievement of previous SDM plans
- Review appropriate data/information to determine the goals of the annual plan
- Specify the outcomes that will be a focus for a particular planning year

- Facilitate the design of implementation steps, including target dates and identification of the responsible parties.
- Evaluate the extent of improvement after implementation.
- Update and modify the goals annually.

Issues involving the School-Based Shared Decision-Making Teams

Examples of issues the School-Based Shared Decision-Making Team may include in its deliberations are:

- Communication
- School Culture and Climate
- Health and Safety Issues
- Measures of student achievement/outcomes
- Post-secondary outcomes
- Course offerings

Determining what issues should be addressed

Recognizing that many issues or concerns may be brought to the School-Based Shared Decision-Making Team for consideration, the following criteria has been established to determine whether the issue is one the team should address. The following statements should be used as guidelines to determine the extent of team involvement:

- The issue/concern affects student progress toward attaining the district mission and/or vision for students.
- The team has the skills, knowledge and resources to carry out its role responsibly.
- The issue is not the purview of another committee, staff member or the Board of Education, such as contractual and personnel issues.
- The issue is meaningful as it relates to student outcomes.
- The intended outcomes are realistic and attainable.

Means by Which All parties will be Held Accountable

The co-chairs of the School-Based Shared Decision-Making teams will submit a Year End Report to the District Shared Decision-Making Team annually, to include:

- Identified areas for improvement/goals
- Degree to which attainment is made
- Names of current and following year's membership
- Recommended areas of focus for following year.

Dispute Resolution Process

The District Shared Decision-Making Team supports building-based Shared Decision-Making and participation by those closest to the point of implementation. They have concluded that every attempt should be made to resolve disputes at the building team level.

- Every attempt will be made to reach consensus on issues related to the annual plan implementation.
- The issue will be brought to the District Shared Decision-Making team if consensus is unattainable at the level of the building team.
- The assistant superintendent for instruction will be requested to resolve the dispute if the previous strategies have been unsuccessful in coming to a resolution.