

ADMINISTRATIVE REGULATION

No. 223

Board of Trustees Douglas County School District

PROGRAM

SHARED DECISION-MAKING

Shared decision-making (SDM) is a process that will be used by the Site Accountability Committee at each school in order to make decisions about student achievement and school improvement.

SDM model -- The model of SDM used in Douglas County School District is based on the work of Dr. Carl Glickman. The model requires that schools have a covenant, charter, and engage in action research (the critical study process).

The Covenant -- The covenant describes the school's instructional mission and principles of learning by which they will abide. The covenant must be provided to the Superintendent for review.

The Charter -- The charter describes the process by which student achievement and school improvement decisions will be made. It ensures that all who want to be involved may be involved, at some level. No one must be involved. Once shared decisions are made, everyone is obligated to work toward the success of the decision until it sunsets or is changed by the SAC. The following must be addressed in the SAC charter and must be provided to the Superintendent for review.

- General goals of the SAC that focus on student achievement.
- Inclusion of primary stakeholders on the SAC. Primary stakeholders represent school administration, certificated staff and parents. Secondary stakeholders represent classified staff, students, and other community members and may be included on SACs.
- Representative selection by pertinent stakeholders.
- Length of term for representatives.
- Voting procedures and level of support required for decision implementation.
- Establishment of meeting days, times, agendas, minutes, and other necessary procedures.

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Action Research, (The Critical Study Process) -- The critical study process ensures that initiatives are based on current information and monitored for progress toward stated goals. Action Plans must be in writing and:

- State the goal of the initiative.
- Describe the data and research upon which the initiative is based that indicates it will result in positive gains for students.
- Describe the goals, methods, responsibilities, materials, budget, and timelines of an improvement initiative.
- Describe the specific methods by which an improvement initiative will be assessed and reported to all stakeholders.
 - Examples of assessment include but are not limited to test data, attendance, tardy rates, discipline referrals, dropout rates, samples of student work, financial benefits, interviews, surveys, videos, student performances, and grades.
- Must be shared with stakeholders prior to a vote for implementation by the SAC team to ensure that all have the opportunity to understand the initiative, its implications, and provide input to their representative.

Parameters -- SAC decisions must:

- Be congruent with the Strategic Plan for the Douglas County School District.
- Be in writing, be research-based, explain the methods of assessment and the level of support among stakeholders, and be submitted to the Superintendent for review prior to implementation.
- Comply with all applicable laws, codes, contracts, negotiated agreements, policies and regulations including Douglas County School District Board Policies, Administrative Regulations, and the Strategic Plan.
- Describe if/how a decision affects another school, department and/or the district in general. In the event that another entity is impacted, the team must have written approval of the action plan from those impacted and from the Superintendent.
- Be within the budget, staffing, and calendar assigned to the school.

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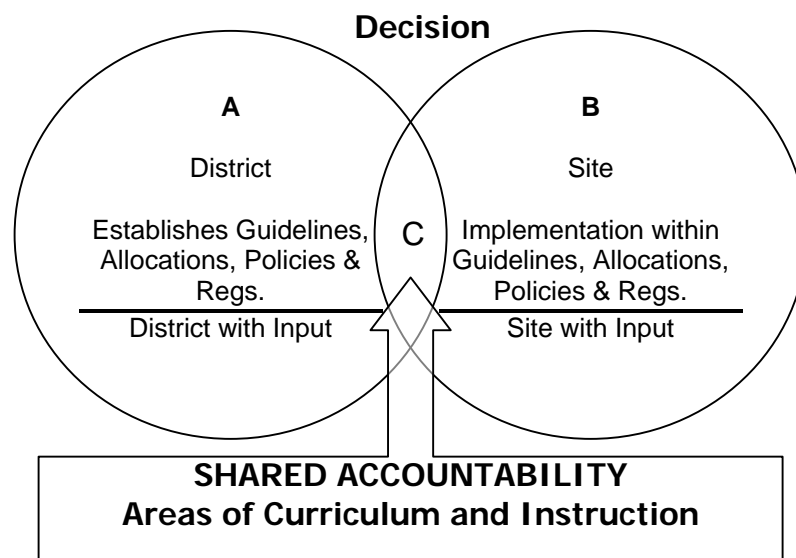
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- Provide for public disclosure of student results.
- Ensure equity of opportunity and lack of cultural bias.

Sphere of school-level decision-making -- The focus of SAC decision-making responsibility and accountability is improving student achievement and instruction. The following are examples of areas of decision-making responsibility and accountability to which SDM applies.

- Curriculum and instruction.
 - The content of site-specific staff training.
 - Supplemental materials supported by action research (exclusive of district adoptions).
 - Plans to improve student achievement.
 - School mission.
 - Student competency
 - Student and staff recognition of student achievement.

In the absence of a formalized SDM approach and/or in the event time is an issue precluding a SAC decision, school administrators will continue to be responsible for decisions related to the above issues.



See Policy related to this Administrative Regulation