

LETCHWORTH CENTRAL SCHOOL SHARED DECISION MAKING PLAN

AMENDED January 2024

Re-certified:
January 2000
January 2004
February 2008
January 2010
March 2012

Amended:
January 1996
January 2002
March 2012
June 2018
June 2022

January 1998
March 2006
June 2014
June 2020
January 2024

JANUARY 1994



2024 BIENNIAL REVIEW District Committee Members:

D. Todd Campbell, Superintendent

Rachel Webster, Administrator
Tyler King, Administrator
Paul Rogers, Administrator
Shane Scott, Parent/BOE
Nick Youngers, Parent/BOE
Jordyn Ellwood, Student

Amy Leone, Administrator
John P. Novak, Administrator
Jill Johncox, B&G Staff
Kristie Ballinger, Teacher/Parent
Taylor Robb, Teacher
Barb Bellamy, Service Provider/Parent

The philosophy and intent of this document* is to foster among all required stakeholders shared decision-making, cooperative planning, and accountability to insure quality results for all students.

* Certain issues may be subject to Education Law, Commissioner's Regulations, Board of Education Policy, and Union contract.

LETCHWORTH CENTRAL SCHOOL
MISSION STATEMENT

The mission of Letchworth Central School is to prepare each student for the challenges of his or her own distinct future in a democratic, pluralistic society. Each pupil will acquire the life skills, moral values and information processing capabilities to become successful, fulfilled adults. The school community will develop and maintain high staff and student morale and encourage the love for learning as a lifelong process. *This is best achieved by bringing the world to our students through the cooperative effort and common goals of staff, students and community.*

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ Promote and implement district team recommendation 	<ul style="list-style-type: none"> ▪ Continual review and assessment of district team actions
Teachers	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ Promote district team recommendations ▪ Serve as communication link to constituency ▪ Represent teacher views to district team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of district team actions
Parents and Community Members	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ Promote district team recommendation ▪ Represent parent and community views to district team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of district team actions
Students	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ Represent student views to district team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of district team actions
Support Staff	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ Promote district team recommendations ▪ Serve as communication link to constituency ▪ Represent support staff view to district team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of district team actions
BOE	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ Promote district team recommendations ▪ Serve as communication link to BOE 	<ul style="list-style-type: none"> ▪ Continual review and assessment of district team actions

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
We will use discussion and consensus at each level of the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
Depending on the issues, the team would give charge to committees, make recommendations to the Board of Education.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?
Student achievement will improve as this will be the main focus of this committee.

V. COMMITTEE – Will meet 2 times a year: September, Title I Annual Meeting; June, Code of Conduct Annual Review

VI. COMMITTEE – Will lead 1 community discussion meeting a year: End of September; Student Assessment / Goals Review

TOPIC: Hiring of Professional Staff: Teachers (Including Long Term Substitutes of one year or more)

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators (2 max)	<ul style="list-style-type: none"> ▪ Equal member of committee ▪ Helps to establish search parameters 	<ul style="list-style-type: none"> ▪ Completes initial screening of applications ▪ Arranges details for interviews ▪ Does extensive background check ▪ Helps select candidates to supt. 	<ul style="list-style-type: none"> ▪ Is responsible, along with committee, for the success of the new teacher ▪ Abides by consensus decision
Teachers – Chosen by mutual agreement of Director of Curriculum and Instruction and Department Rep (2 max) (Assoc. Pres. if not available)	<ul style="list-style-type: none"> ▪ Equal member of committee ▪ Helps to establish search parameters 	<ul style="list-style-type: none"> ▪ Helps in 2nd round of screening ▪ Helps develop interview questions ▪ Helps interview candidates ▪ Helps select candidates to supt. 	<ul style="list-style-type: none"> ▪ Abides by consensus decision ▪ Takes some responsibility for the success of the new teacher
Parents (1) - Selected by building level principal or Director of Curriculum and Instruction	<ul style="list-style-type: none"> ▪ Equal member of committee 	<ul style="list-style-type: none"> ▪ Helps in 2nd round of screening ▪ Helps develop interview questions ▪ Helps interview candidates ▪ Helps select candidates to supt. 	<ul style="list-style-type: none"> ▪ Abides by consensus decision
Students (1) – A student in good academic standing; selected by building principal	<ul style="list-style-type: none"> ▪ Equal member of committee when appropriate ▪ If student views demonstration lesson - is covered 	<ul style="list-style-type: none"> ▪ Helps in developing interview questions when appropriate ▪ Interviews candidates when appropriate ▪ Helps select candidates to supt. 	<ul style="list-style-type: none"> ▪ Abides by consensus decision
BOE	<ul style="list-style-type: none"> ▪ Act on recommendations brought by the superintendent 	<ul style="list-style-type: none"> ▪ Creates the teaching position ▪ Creates policy related to professional positions ▪ May ask to meet candidates prior to hiring 	<ul style="list-style-type: none"> ▪ Oversees hiring process to assure equity and due process ▪ Works for the success of the new teacher
Superintendent	<ul style="list-style-type: none"> ▪ Acts from recommendations of the committee 	<ul style="list-style-type: none"> ▪ Interviews candidates ▪ Recommends candidates to BOE 	<ul style="list-style-type: none"> ▪ Works for success of the new teacher

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:

All members of the interview committee will participate in the discussion and consensus at each level of the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):

The recommendation of the interview committee will be brought to the Superintendent for recommendation to the Board of Education. The committee will recommend up to three names to the Superintendent.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?

This teacher selection process will insure the hiring of quality professionals which, in turn, will relate directly to improve student outcomes.

TOPIC: Hiring of Professional Staff: Building Administrators

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators (2 minimum)	<ul style="list-style-type: none"> ▪ Equal member of interview committee ▪ Helps to establish search parameters 	<ul style="list-style-type: none"> ▪ Will participate in screening applications ▪ Helps develop interview questions ▪ Helps interview candidates ▪ Helps select final candidate 	<ul style="list-style-type: none"> ▪ Abides by consensus decision of committee ▪ Takes some responsibility for the success of new principal
Superintendent	<ul style="list-style-type: none"> ▪ Equal member of interview committee ▪ Helps to establish search parameters 	<ul style="list-style-type: none"> ▪ Helps screen applications ▪ Arranges details for interviews ▪ Helps develop interview questions ▪ Does extensive background checks ▪ Helps in selection of finalist ▪ Recommends candidates to BOE 	<ul style="list-style-type: none"> ▪ Abides by consensus decision of committee ▪ Takes some responsibility for the success of new principal
Teachers / Support Staff Building Rep. who volunteers to be on selection committee (2 minimum)	<ul style="list-style-type: none"> ▪ Equal member of committee ▪ Helps to establish search parameters 	<ul style="list-style-type: none"> ▪ Will participate in 2nd round of screening applicants ▪ Helps develop interview questions ▪ Helps interview candidates ▪ Helps select final candidate 	<ul style="list-style-type: none"> ▪ Abides by consensus decision of committee ▪ Takes some responsibility for the success of new principal
Parents (1) - Selected from a list of volunteers.	<ul style="list-style-type: none"> ▪ Equal member of committee 	<ul style="list-style-type: none"> ▪ Helps in 2nd round of screening ▪ Helps develop interview questions ▪ Helps interview candidates ▪ Helps select final candidate 	<ul style="list-style-type: none"> ▪ Abides by consensus decision of committee
Students Selected by the interview administration	<ul style="list-style-type: none"> ▪ Equal member of committee when appropriate 	<ul style="list-style-type: none"> ▪ Helps in developing interview questions when appropriate ▪ Interviews candidates when appropriate ▪ Helps select final candidate 	<ul style="list-style-type: none"> ▪ Abides by consensus decision of committee
BOE Board member(s) who volunteer and are appointed by the Board to serve	<ul style="list-style-type: none"> ▪ Equal member of committee ▪ Helps to establish search parameters 	<ul style="list-style-type: none"> ▪ Helps in screening applicants ▪ Helps develop interview questions ▪ Helps interview candidates ▪ Helps select final candidates 	<ul style="list-style-type: none"> ▪ Abides by consensus decision of committee

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
All members of the interview committee will participate in the discussion and consensus at each level of the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
The recommendation of the interview committee will be brought to the Superintendent for recommendation to the Board of Education.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT? This principal selection process will insure the hiring of quality professional building administrators which, in turn, will relate directly to improve student outcomes.

TOPIC: Building Team Pre-K - 4 & 5 - 8 (meets once per month) *Cares for the ongoing planning of implementation of program.

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators Building Principal	<ul style="list-style-type: none"> ▪ Will be an equal participating members 	<ul style="list-style-type: none"> ▪ Promote and implement building team recommendation 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Teachers Curriculum Coordinators Grade Level Reps Special Ed K-12 Rep.	<ul style="list-style-type: none"> ▪ Will be equal participating members ▪ Will change as appointed by the board of education 	<ul style="list-style-type: none"> ▪ Serve as communication link to departments ▪ Represent department views to building team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Parents	<ul style="list-style-type: none"> ▪ Will be equal participating members ▪ Will serve for one year term 	<ul style="list-style-type: none"> ▪ Obtain feedback from the public, report back to the building team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Students	<ul style="list-style-type: none"> ▪ Student input solicited when appropriate 	<ul style="list-style-type: none"> ▪ When involved, obtain feedback from student body and report to building team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Board of Education	<ul style="list-style-type: none"> ▪ Indirect participants 	<ul style="list-style-type: none"> ▪ Review and act on building team recommendations 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
We will use discussion and consensus at each level of the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
Depending on the issues, the team would give charge to committees, decides on training to be offered, make recommendations to the Board of Education.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?
Student achievement will improve due to improved curriculum and greater participation.

TOPIC: Building Team 9 - 12 (meets once per month) *Cares for the ongoing planning of implementation of program in the 9 - 12 building.

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators Building Principal	<ul style="list-style-type: none"> ▪ Will be an equal participating members 	<ul style="list-style-type: none"> ▪ Promote and implement building team recommendation 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Teachers (Dept. Chairs)	<ul style="list-style-type: none"> ▪ Will be equal participating members ▪ Will change as appointed by the board of education 	<ul style="list-style-type: none"> ▪ Serve as communication link to departments ▪ Represent department views to building team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Parents 9 - 12	<ul style="list-style-type: none"> ▪ Will be equal participating members ▪ Will serve for one year term ▪ Parent involvement is encouraged and promoted 	<ul style="list-style-type: none"> ▪ Obtain feedback from the public, report back to the building team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Students	<ul style="list-style-type: none"> ▪ Student input solicited when appropriate 	<ul style="list-style-type: none"> ▪ When involved, obtain feedback from student body and report to building team 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions
Board of Education	<ul style="list-style-type: none"> ▪ Indirect participants 	<ul style="list-style-type: none"> ▪ Review and act on building team recommendations 	<ul style="list-style-type: none"> ▪ Continual review and assessment of building team actions

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
We will use discussion and consensus at each level of the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
Depending on the issues, the team would give charge to committees, decides on training to be offered, make recommendations to the Board of Education.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?
Student achievement will improve due to improved curriculum and greater participation.

TOPIC: MTSS PK-4; MTSS 5-8; MTSS 9-12 (minimum once a month)

*Team identifies and develops an action plan for students of concern.

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators	<ul style="list-style-type: none"> ▪ Will be an equal participating member 	<ul style="list-style-type: none"> ▪ Sets agenda ▪ Makes sure “action plan” is established for each student ▪ Makes sure “plan” is carried out 	<ul style="list-style-type: none"> ▪ Maintains confidentiality at all times ▪ Continually reviews decisions made regarding each student ▪ Reviews data to establish progress towards goals
Teachers - Related Service Providers - Guidance Staff - Grade Level - Nurse - School Psychologist - 1:1 Aide, as appropriate	<ul style="list-style-type: none"> ▪ Will be equal participating member 	<ul style="list-style-type: none"> ▪ Provide input as to specific needs of student ▪ Assists in decision making process relative to each student 	<ul style="list-style-type: none"> ▪ Maintains confidentiality at all times ▪ Continually reviews decisions made regarding each student ▪ Tracks data to establish progress towards goals
Parents	<ul style="list-style-type: none"> ▪ Contacted for information ▪ Invited to participate in plan development / implementation 	<ul style="list-style-type: none"> ▪ Provide on-going communication / support 	<ul style="list-style-type: none"> ▪ Reviews progress
Students	<ul style="list-style-type: none"> ▪ Participate in plan implementation 	<ul style="list-style-type: none"> ▪ Follow suggestions ▪ Goal setting 	<ul style="list-style-type: none"> ▪ Participates in goal achievement and review cycles
Board of Education - None			

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
We will use discussion and consensus at each level of the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
Action plan developed if needed.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?
As student’s needs are met, achievement will improve.

NOTE: MTSS is in the process of being revamped.

TOPIC: Review Committee for Extracurricular Misconduct

*This committee will review misconduct by athletes or extracurricular participant.

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators Building Principal	<ul style="list-style-type: none"> ▪ Will be an equal participating members 	<ul style="list-style-type: none"> ▪ Serves as liaison to board, staff, students and community ▪ Will assist in decision making process relative to specific incidents 	<ul style="list-style-type: none"> ▪ Will make decisions consistent with LCS policy ▪ Maintains confidentiality
Teachers, AD or Extracurricular Advisors	<ul style="list-style-type: none"> ▪ Will be equal participating members 	<ul style="list-style-type: none"> ▪ Will assist in decision making process relative to specific incidents 	
Parents Parents/Guardian involved	<ul style="list-style-type: none"> ▪ Athlete's parent/guardian invited 		
Students Student involved	<ul style="list-style-type: none"> ▪ Athlete involved is invited 		
Board of Education	<ul style="list-style-type: none"> ▪ Will be an equal participating members 	<ul style="list-style-type: none"> ▪ Will assist in decision making process relative to specific incidents 	

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
Discussion and consensus utilized throughout the process.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
Decision will be final but subject to review by Board of Education.

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?
Care and concern demonstrated for each student will improve overall student achievement.

TOPIC: Student of Month Selections:

*Grades PK-4: Annual Criteria developed by the LEAP committee

*Grades 5-12: Selection September - May *Process of recognition exemplary student achievement and conduct.

I. PARTY	MANNER / EXTENT OF INVOLVEMENT	DUTIES / RESPONSIBILITIES	ACCOUNTABILITY
Administrators Building Principal	<ul style="list-style-type: none"> ▪ Minimal involvement 	<ul style="list-style-type: none"> ▪ Make sure selection process occurs in timely manner 	<ul style="list-style-type: none"> ▪ Continual review program and seeks feedback to improve the process
Teachers: - PK-4 - 5-8 - 9-12	<ul style="list-style-type: none"> ▪ Equal participating member 	<ul style="list-style-type: none"> ▪ PK-4: LEAP Committee ▪ 5-8: Nominate/select by Gr level and/or Department ▪ 9-12: By Department 	<ul style="list-style-type: none"> ▪ Maintains confidentiality
Parents			Recognition Process: <ul style="list-style-type: none"> - on announcements - letter sent home - social media post
Students			Recognition Process: <ul style="list-style-type: none"> - on announcements - letter sent home - social media post
Board of Education			

II. PROCESS TO ASSURE PARTICIPATION OF ALL PARTIES IDENTIFIED ABOVE AND HOW DISPUTES WILL BE RESOLVED:
Input requested from teachers via the monthly requests.

III. FORM(S) DECISIONS WILL TAKE (RECOMMEND ... ADVISE ... FINAL):
Recommends and selects (decision is final).

IV. HOW WILL SBDM FOR THIS TOPIC IMPACT ON STUDENT ACHIEVEMENT?
Student motivation and self-esteem will increase; therefore, student achievement will improve.

MEANS AND STANDARDS TO EVALUATE STUDENT ACHIEVEMENT

Following the dissemination by the State Education Department of student performance outcomes and standards, the District will develop local statements of learning outcomes, performance standards and assessment strategies to assure that student achievement is increasing.

SIGN OFF PROCESS

Certain decisions may not be suitable for the Letchworth Shared Decision-Making Process. These decisions may be “signed off” if the following conditions exist:

1. consensus has not been achieved and a team/committee is deadlocked;
2. consensus has not been achieved and timeline for making a decision is about to run out;
3. the team/committee chooses not to make a decision on an issue;

Sign offs will take place in the following manner:

1. Committees appointed by the Building Planning Team(s) (BPT) may sign off and the issue reverts back to the BPT.
2. BPT's may sign off and if a decision is needed, the issue may be sent to the District Resolution Committee* for a decision.
3. If the two BPT's are in conflict over an issue and unable to resolve it, they may jointly sign off and send the issue on to the District Resolution Committee for a decision.
4. If the District Resolution Committee is unable to resolve an issue, they may sign off and send the issue on to the Superintendent and/or Board of Education for a decision.
5. Committees/Boards that exist independent of the BPT's may sign off and send the issue to the appropriate building administrator for a decision.

A certification that a sign off has taken place is attached to the final proposal or report.

No sign offs will be considered as precedent for future actions.