

CHURCHVILLE-CHILI CENTRAL SCHOOL

**A DISTRICT PLAN
FOR
SCHOOL-BASED PLANNING
AND
SHARED DECISION MAKING**

Plan (amended) by Board of Education February 13, 2024

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INTRODUCTION

The Churchville-Chili Central School District has been involved in the Effective Schools Project since 1986. Churchville-Chili Senior High School, Ninth Grade Academy, Churchville-Chili Middle School, Chestnut Ridge Elementary School, Churchville Elementary School, and Fairbanks Road Elementary School have teams in place and have been actively involved in the Effective Schools Project.

The Comprehensive District Education Planning Process became the foundation for our continuous improvement efforts during the 1998-99 school year. The Churchville-Chili Central School District's mission statement reflects the commitment to all students reaching high standards. A continuous improvement philosophy supports this mission.

A District-wide Shared Decision Making (SDM) committee will be created yearly and meet at least once each school year to communicate progress of each building-level School Improvement Team and be prepared to complete the Statement of Success biannually.

MISSION STATEMENT

The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.

There is a positive correlation between student academic achievement and staff and parent expectations for success.

Educational expectations are standards-based, thereby holding all students to the same standards.

All learners are entitled to curricular and instructional adaptations, accommodations, and services in the least restrictive environment appropriate to their individual needs.

Collaborative, cooperative, collegial, supportive planning, especially at the building level and supported by central office personnel and the Board of Education (BOE), is key to sustained school improvement.

The individual school building as a whole is the strategic unit for planned change.

Communication among all members of the school community is essential in order to achieve the district's mission.

I. Cooperative Planning And Shared Decision Making

In this plan, cooperative planning and shared decision making form a process whereby decisions are reached with input from teachers, parents, administrators, school district support staff, community members, and students, in order to improve the educational performance of all students.

In order to accomplish this goal the groups will:

- Facilitate a continuing discussion on improving student achievement;
- Discuss ways in which to develop responsible, well rounded, goal oriented graduates who strive to be life-long learners;
- Identify specific areas of need;
- Identify the root causes of these needs within the district's control;
- Prioritize these needs;
- Focus on improvement of systems rather than parts; and
- Measure, assess and report results (as appropriate).

Parameters

Cooperative planning and shared decision making at the building and district level will take place within the following parameters:

1. Consistent with applicable laws and regulations;
2. Consistent with Board of Education policies;
3. Consistent with negotiated contracts.

II. The Manner and Extent of Involvement of the Parties and Organization of the Shared Decision Making Teams

The district Shared Decision Making Process, in order to involve a representative constituency, is really a role shared by multiple groups as follows:

The Instructional Leadership Teams

There are three Instructional Leadership Teams (K-4, 5-8, 9-12). The K-4 Instructional Leadership Team consists of representatives from each grade level at all three elementary schools. The 5-8 Instructional Leadership Team consists of 5-6 representatives as well as (4) core content area representatives (math, ELA, science and social studies) and special education. The 9-12 Instructional Leadership Team consists of representatives of each department and special education. Music, art, library and physical education/health are represented by their respective director. All teams are facilitated by the Assistant Superintendent for Instruction (ASI) (and/or Superintendent), includes administrators, and may include Board of Education members.

The Instructional Leadership Teams meet monthly throughout the school year to promote the District goals and initiatives, establish collaborative conversations with colleagues which focus upon instruction and student learning, monitor student performance (data), set goals for student performance in collaboration with the principal, participate in professional development, and provide input into the District Professional Development Plan.

Building-level School Improvement Teams (SIT)

Each building has a building level School Improvement Team that meets monthly (recommended) to work toward meeting district and building goals. The SIT includes the building principal, support staff, a teacher union representative, students at the senior high school level, and parents.

| <u>Group</u> | <u>Elem</u> | <u>MS</u> 5-8 | <u>9th</u> | <u>SHS</u> 10-12 | <u>How Selected</u> |
|---|--|-----------------------|------------|---------------------------------|--|
| Teachers | 1 to 15 ratio in each building (general guidelines) | | | | Elected by the teachers |
| Building Principal | 1 | 1 | 1 | 1 | Automatic |
| CCPA representative | 1-2 | 2 | 2 | 2 | Volunteer |
| CCEA representative | 1 | 1 | 1 | 1 | Appointed by teachers' association |
| Representation to District team per each level | 1-Teacher per elem. 1-Parent | 1-Teacher 1-Parent | | 1-Teacher 1-Parent NGA/HS | 1-Admin per District 1-CCEA rep 1-CCPA rep 1-CCAG rep |
| Students | 0 | 0 | 1 | 2 | Selected by building principal |
| Parents | 1-2 | 2 | 1 | 2 | Selected by building principal |

Roles And Responsibilities Of District Teams

**BOE Goals → Administrators,
Instructional Leadership Teams,
Professional Development Plan**

**→ School Improvement Teams
building based
(Comprehensive Supportive Learning
Environment team; Collaborative Inquiry
Team; Response to Intervention team)**

| Which Group | Role/Responsibility | Communication |
|---|---|--|
| Instructional Leadership Teams | <p>Provide input in the creation of the District professional development plan.</p> <p>Promoting professional discourse and facilitating creative problem solving.</p> <p>Promote district goals and initiatives. Focus upon instruction and student learning. Monitor student performance (data). Set goals for student performance.</p> | <p>Facilitate communication among stakeholders.</p> <p>Report on the progress of their individual schools at the District level SDM meeting as necessary.</p> <p>Agenda and Minutes shared and communicated to stakeholders.</p> |
| School Improvement Teams (building level) | <p>Develop a school improvement plan of action for the building that:</p> <p>Support BOE goals.</p> <p>Promote District/Building initiatives – instructional.</p> <p>Identify and prioritize school specific actions to support positive school culture.</p> <p>Support District based committees and initiatives.</p> | <p>Share agenda with PTO for review and selective participation.</p> <p>Facilitate communication among stakeholders.</p> <p>Report on the progress of their individual schools at the District level SDM meeting as necessary.</p> <p>Agenda and Minutes shared and communicated to stakeholders in a common location.</p> |
| District Level School Improvement Team | <p>Building level SIT representatives share out progress.</p> <p>Offer feedback and support to building-level teams.</p> <p>Complete Statement of Assurance as required.</p> <p>Dispute Resolution.</p> | <p>Meet once yearly.</p> <p>Share yearly report to the BOE.</p> <p>Propose recommended changes to the Plan or amendments for BOE approval as needed.</p> <p>Conduct Biennial Review.</p> |
| FLASH - Family Learning and Support for Home | <p>Review District initiatives, gain input and feedback from the community, and work collaboratively to provide events and awareness sessions.</p> | <p>Facilitate communication among stakeholders.</p> |
| Diversity, Equity and Inclusion Committee | <p>Review district programs, policies and practices that support the district equity and access goal and district core beliefs.</p> | <p>Facilitate communication among stakeholders.</p> |

III. The Means and Standards to Evaluate Student Achievement

Annually, the Instructional Leadership Teams will guide the building-level SIT in assessing student achievement by the following means:

1. Set yearly goals and standards compatible with district and state outcomes.
2. Develop and implement action plans.
3. Develop and apply appropriate evaluation means.

The following may be used to set standards and assess outcomes:

- State, local and standardized tests
- Surveys
- Performance tasks
- Self-assessment materials
- Other measures (including report card data, rubrics, etc.)

Resources and support for the assessment and evaluation process will be provided by the district office, school psychologists, instructional consultants, guidance counselors, instructional coaches, etc.

IV. The Means for Accountability

A. Communication

1. All meetings will be publicly announced and open to all stakeholders.
2. Minutes will be posted following meetings (or distributed via email).
3. Building team members will actively solicit input and information from stakeholders (e.g. shared at staff meetings, department meetings, and/or Professional Development sessions (K-6).
4. Interested stakeholders may speak at SIT meetings with prior approval from the team leader or during time allocated for public forum.
5. Information may be disseminated through school newsletters, district newsletters, local newspapers, Board of Education meetings, parent/teacher organization meetings, email, e-news, or district “town” meetings.

B. Ongoing Monitoring and Evaluation

1. Building teams will assess action plans on an ongoing basis and implement any necessary changes. Reports will be shared with the District Shared Decision Making team yearly.
2. The district team will file an annual report with the Board of Education. The district team will serve as a liaison among buildings, administration, and the Board of Education.
3. The Board of Education will adopt the district’s plan for school-based planning and shared decision making. The Board of Education will review this plan biannually and file it online with the New York State Department of Education.

V. Coordination of Parent Involvement

Parental involvement is an essential element of the Comprehensive District Education Planning process. Various Federal and State programs require parental involvement in decision making. Any conflict between decision making by building teams and federal or state mandated programs will be referred to the Superintendent who will decide on the appropriate resolution process, (e.g., administrative decision, district committee, Board of Education).

VI. BOCES Cooperative Services

Activities related to the exploration, design, implementation, and evaluation of plans for curriculum development, staff development, and increased uses of technology in support of the purposes of this plan will be conducted in collaboration with Monroe #2-Orleans BOCES and its component districts.

VII. District Dispute Resolution Process

The establishment of shared decision making to improve student outcomes requires a procedure to resolve disputes between and/or among constituent groups in the district. This procedure is intended to foster an atmosphere of collaborative problem solving resulting in the best solution. The procedure should allow adequate and timely opportunity to resolve differences without invoking formal proceedings. Every effort should be made to reach resolution at the lowest possible level and to involve the parties to the dispute in the resolution. (See Appendix A.)

When a building team is unable to reach building consensus, the matter in dispute will be referred to the district team for resolution.

If the district team is unable to resolve the matter in dispute, the building team may:

- Seek the assistance of another building team;
- Seek the assistance of another school District's team;
- Table the decision;
- Request outside facilitation or mediation.

APPENDIX A

Guidelines for Dispute Resolution

In order to facilitate dispute resolution, all parties to the dispute should be present at all problem solving sessions. The resolution process should be characterized by active listening, good two way communications, and a commitment to resolve differences. If the commitment is not genuine, the process is potentially ineffective.

1. Identify the Problem

All parties must have a complete understanding of the nature of the problem, and the problem must be clearly stated and agreed upon before the process begins.

Key: Separate the problem from the personalities. Pure personality disputes should be kept out of the process. If the issue cannot be reduced to a question of content or decision making process, dispute resolution will not work. Team building training and a clearly drawn plan of ground rules for building decision making should minimize personality conflict.

2. Identify the Factors that Contribute to the Problem

The parties should brainstorm all of the components of the problem using such methodology as force field analysis, et al. The parties should then jointly determine which factors are most significant.

3. Develop Strategies Which Treat and/or Eliminate Those Most Significant Factors

Jointly the parties should create as many options as possible. The options should satisfy the interests of all involved.

Key: Position taking is to be avoided. Too often one party to a dispute is fixed on a position and does not freely participate in creating new options. A facilitator can point out positional thinking and move parties toward more creative option generation.

4. Select the Best Option(s) or Strategy(ies)

From among those options generated, which would best serve to resolve the dispute?

5. Spell out Implementation Plans

Create an action plan document which clearly identifies what has been agreed to, who will do what, and when.

6. Monitor Implementation of the Solution.