

SHARED
DECISION
MAKING
PLAN

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ATTICA CENTRAL SCHOOL DISTRICT

School-Based Planning & Shared Decision Making Plan

BACKGROUND

The following plan was developed by the Attica Central School District Compact Team, as required by Section 100.11 of the Commissioner's Regulations. This plan of action sets the parameters under which building teams will operate as they strive to improve educational performance using school-based planning and shared decision making.

The District Plan specifies: the educational issues subject to cooperative planning and shared decision making at the building level, the manner and extent of the expected involvement of all parties, means and standards to evaluate improvement in student achievement, means for accountability for decision makers, a process for resolution of disputes about educational issues and the manner in which state and federal requirements for parent involvement will be coordinated and met by the plan.

Members of the District Compact Team were selected by their constituent groups and were approved by the Board of Education. Members of the District Team and the constituent groups represented are:

CONSTITUENT GROUP

Prospect School Rep

Sheldon Elementary Rep

Middle School Rep

Senior High Rep

Parent Rep

PTG Rep (*open to each team – rotate membership*

annually [Prospect-2007/08])

Business Community Rep

Superintendent

Administrator

Administrator

Support Staff Rep

This plan was developed by using a consensus format. The plan provides the means for involving individuals responsible for implementing decisions in actually making those decisions. The emphasis is on improved educational performance for all students. This can best be realized through a working partnership of all stakeholders.

MISSION STATEMENT

“The mission of the Attica Central School District is to develop and provide a challenging and innovative educational environment with diverse learning opportunities for all students so that they will become productive, responsible citizens who can adapt to a rapidly changing world. This will be accomplished cooperatively in an ongoing partnership between the school system and the community at large.”

THE EDUCATIONAL ISSUES SUBJECT TO COOPERATIVE PLANNING AND SHARED DECISION MAKING

The District Compact Team organized the educational issues which may be dealt with by the building level teams into three categories. These are authority, advisory and off limits.

BUILDING TEAM AUTHORITY

On issues of authority, the building team has autonomy to act on its own because the constituent groups have empowered the team to act on these issues within specified parameters. Each building team will decide its level of involvement.

Student Behavior/Discipline is defined as behaviors that affect the performance of students and others. It is expected that Sheldon/Prospect and the Senior High/Middle School will coordinate policy and that executing the policy rests with building administration.

Curriculum Development is defined as recommending and prioritizing curriculum development and projects. The final approval lies with the Superintendent and the Board of Education with advice from the Director of Curriculum.

Budgeting/Purchasing refers to the allocation of monies at the building level. The principal will prepare and present a budget to the building team for approval. The Principal has the right to accept and amend the budget based upon recommendations from the Building Compact Team.

Improved Student Performance is defined as implementing programs to achieve previously determined benchmarks to graduation and to assess results. A separate district-wide team will establish benchmarks.

Community/School Relations refers to public relations and providing the avenues to voice concerns.

BUILDING TEAM ADVISORY

On advisory issues, the building team may examine and make recommendations to the appropriate authority. Each building team will decide its level of involvement.

Hiring/Recruitment is defined as filling vacancies at the building level including administrators, teachers, teaching assistants, teacher aides, and long-term substitute teachers. When possible, hiring/recruitment will be done from September to June.

Budgeting/Purchasing refers to the allocation of monies for special projects. Projects will be presented to the building team for input.

Building and Grounds refers to maintenance and improvements.

Staffing is defined as reviewing class size and the number of teachers. The duties of teaching assistants and teacher aides may also be reviewed.

Special Projects/Programs refers to items that go beyond curriculum but are supportive of curriculum. Examples are the NASA Program and DARE (Drug Awareness Resistance Education).

Staff Development is defined as strategies designed to improve instruction in the classroom. This issue is advisory to the Professional Growth Committee (PGC).

Program Goals are defined as general outcomes for a particular curriculum. These are broad, district-wide goals.

Scheduling is defined as organization of the school day for students and staff.

BUILDING TEAM OFF LIMITS

Issues which are off limits are beyond the realm of the building teams.

Textbook Selection is defined as choosing the primary source of instruction.

Curriculum Goals refers to developing specific courses and their goals.

Staff Evaluation is defined as evaluating the performance of staff.

Staff Supervision is defined as management of staff.

Scheduling refers to determining individual teacher or student schedules.

ISSUES SUBJECT TO SHARED DECISION-MAKING

Issues subject to shared planning and decision-making will include those that:

- are directly related to the improvement of student learning
- directly support the district's stated mission, goals, and/or outcomes
- S.M.A.R.T. Goals
- are specifically related to the building team considering the issue. Issues impacting other buildings may be referred to the other building teams involved for a joint decision or referred to the Superintendent as a recommendation
- are within the financial resources approved by the Board of Education

Individuals wishing to submit an issue to the building team should:

1. State the issue in writing, clearly defining the problem/concern.
2. Show how the issue directly relates to the district plan.
3. Provide a history of the problem and actions taken to solve it.

THE MANNER AND EXTENT OF THE EXPECTED INVOLVEMENT OF ALL PARTIES

The building principal will convene the first meeting of the building team no later than September. This will be an annual organizational meeting during which the actual make-up of the team is established, not to exceed the pre-determined limits stated. The number of participants which constitute a quorum will also be determined at this meeting. Terms of office will be established and begin at the organizational meeting. Each individual building team will decide meeting times and specific duties of members of the team such as facilitator, recorder, etc. Decisions of the building team will be determined by consensus.

Members are selected to serve one year terms and may continue on at the discretion of their constituency.

Building level teams will be made up as follows:

SHELDON ELEMENTARY SCHOOL

One administrator selected by the Administrator's Association.

Two faculty staff members selected by the Faculty Association.

Two parents selected by the parent group recognized by the Board of Education.

One business/community representative selected by the Chamber of Commerce. If no member is selected by the Chamber, the building team may designate a representative.

One support staff representative selected by the total membership (cafeteria, custodial, secretarial).

PROSPECT ELEMENTARY SCHOOL

One administrator selected by the Administrator's Association.

Six faculty staff members selected by the Faculty Association.

Four parents selected by the parent group recognized by the Board of Education.

One business/community representative selected by the Chamber of Commerce. If no member is selected by the Chamber, the building team may designate a representative.

One support staff representative selected by the total membership (cafeteria, custodial, secretarial).

MIDDLE SCHOOL

One administrator selected by the Administrator's Association.

Six faculty staff members selected by the Faculty Association.

Four parents selected by the parent group recognized by the Board of Education.

One business/community representative selected by the Chamber of Commerce. If no member is selected by the Chamber, the building team may designate a representative.

One support staff representative selected by the total membership (cafeteria, custodial, secretarial).

SENIOR HIGH SCHOOL

One administrator selected by the Administrator's Association.

Seven faculty staff members selected by the Faculty Association.

Four parents selected by the parent group recognized by the Board of Education.

Two business/community representatives selected by the Chamber of Commerce. If no members are selected by the Chamber, the building team may designate representatives.

One support staff representative selected by the total membership (cafeteria, custodial, secretarial).

Two students from the Student Government Cabinet.

Notes:

- 1) In the event a position is unfilled, the team will continue to meet as scheduled. The District will advertise and solicit individuals to fill the vacancy.
- 2) Assistant Principals may fill in for the Principal if needed. If both are present, only one vote may be submitted from administration.

RESPONSIBILITIES OF BUILDING TEAM MEMBERS

1. Attend all meetings of the Building Team.
2. Be a productive member of the Team. Members will participate in the process.
3. Communicate actions of the Team to the member's constituency and back to the team.
4. Support, or at least agree not to block, Team decisions.
5. Undergo training provided to the Team by the Board of Education.
6. Put the needs and interests of students first and foremost in all decision-making activities.
7. Be willing and able to put personal needs and interests aside while participating in Team activities.
8. Building team minutes exchange
 - A. Immediately following the September meeting of building teams, the recorder will forward the following to the Superintendent:
 1. Names, addresses, phone numbers, constituency and term length of all members
 2. Name of member designated to receive minutes from other teams
 3. Name of facilitator (if known)
 4. Meeting dates and times (if known)
 - B. Superintendent will copy above information and forward to persons designated as RECEIVERS.
 - C. Within five (5) days of building team meeting, the recorder will send minutes to building team members. If members do not contact recorder within 48 hours with corrections, minutes will be considered correct and the recorder will send minutes to other teams. If minutes are deemed incorrect, they will be tabled until the next meeting.
 - D. As stated in "C" above, as minutes are approved they will be sent by recorders to receivers. Receivers will copy and send to their team members. Receivers may use school facilities for copying and mailing.

THE MANNER AND EXTENT OF THE EXPECTED INVOLVEMENT OF ALL PARTIES

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Members are selected to serve one year terms and may continue on at the discretion of their constituency.

Building level teams will be made up as follows:

SHELDON ELEMENTARY SCHOOL

One administrator selected by the Administrator's Association.

Two faculty staff members selected by the Faculty Association.

Two parents selected by the parent group recognized by the Board of Education.

One business/community representative selected by the Chamber of Commerce. If no member is selected by the Chamber, the building team may designate a representative.

One support staff representative selected by the total membership (cafeteria, custodial, secretarial).

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Notes:

- 1) In the event a position is unfilled, the team will continue to meet as scheduled. The District will advertise and solicit individuals to fill the vacancy.
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ROLES AND RESPONSIBILITIES OF THE BUILDING TEAM

- To develop and maintain team operating procedures.
- To ensure cooperation and mutual respect, building teams will establish ground rules.
Examples are: time limits for meetings, shared responsibility, etc.
- To facilitate the development of building goals which are in agreement with district goals.
- To facilitate the development and implementation of a school improvement plan based on the data obtained by assessment and evaluation processes.
- To develop a long-range building plan for achieving building goals and update it annually.
- To monitor the progress of the plans.
- To assure that all stakeholders are informed and able to provide input into the shared decision making process.
- To evaluate the shared decision making process of the building team on an ongoing basis and recommend changes to the district team as part of the annual review.
- To insure effective communication regarding issues which building teams have in common, the facilitators of involved teams will be responsible for contacting each other to arrange for common meetings, discussion, etc.
- To develop and maintain those facilitative skills that promote the effectiveness of this shared decision making process.
- To periodically survey constituents to identify key issues/concerns.
- To use school performance information to improve student performance.
- To prepare and distribute to the school community, district team, and Board of Education, an annual report covering the accomplishments and future goals of the team.

MEANS BY WHICH ALL PARTIES SHALL EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT

The Attica Central School District is in the process of establishing a district-wide team charged with the responsibility of devising student outcomes at grades 4, 8, and 12; NYS grades 3-8 testing; and/or any local, regional or third party assessment to measure or monitor student progress.

A few of the outcomes we hope to achieve are listed below. These serve as models and pertain primarily to the secondary level.

1. All students will graduate by the age of 21. We recognize that some students will take longer to learn than others, but we do believe that all students can learn.
2. Most students will participate in Regents and other "higher-level" courses and pass exams for these courses. This outcome reflects our belief that students should be challenged to do their personal best. Good enough is not good enough.
3. Students not desiring to pursue a four year college degree will be encouraged and challenged to participate in the Tech Prep initiative our school district offers in conjunction with Genesee Community College. These students will successfully complete the Tech Prep Curriculum at grades 11 and 12 and will attend GCC for years 13 and 14.

In order to evaluate these outcomes and the others which will be established, building teams may use the following methods for measuring student achievement.

1. School Report Card
2. 4th & 8th gr. ELA & Math; NYS grades 3-8 testing; and Regents exams,
3. Scholastic Aptitude Test (SAT) and American College Test (ACT)
4. College Acceptance Rate – College Completion Rate
5. Teacher made tests
6. Anecdotal Records including behavior/discipline referrals (# of reports, types of behaviors)
7. Authentic Assessment: demonstrations; portfolios/writing folders; conferencing with students and parents
8. Scholarships and Awards
9. Academic Achievement
10. Other Local, State and/or National measures
11. Advanced Placement (AP) records / Advanced Studies
12. Student Attendance/Daily Class Attendance
13. Student Participation in school activities
14. Advanced Regents vs. Regents
15. Tech. Endorsement @ BOCES
16. Any local, regional or third party assessment to measure or monitor student progress

MEANS BY WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE FOR THE DECISIONS WHICH THEY SHARE IN MAKING

INDIVIDUAL ACCOUNTABILITY

- Attend meetings of the team
- Support building team decisions
- Communicate with team members and constituents
- Announce meetings publicly
- Distribute minutes to stakeholders

TEAM ACCOUNTABILITY

- Provide ongoing monitoring and evaluation
- Provide short and long term goals
- Provide yearly report to District Compact Team
- Provide for smooth transition of membership
- Provide team minutes to other building teams and Board of Education

REMOVAL OF BUILDING TEAM MEMBERS

Members of building teams serve at the discretion of their constituency. Teacher members serve at the discretion of the elected leadership of the constituency.

Members may be removed from the building team if a constituency feels the member is not adequately representing the constituency or is not adhering to guidelines for accountability.

The building team may request that a constituency remove a member if the member is not fulfilling responsibilities as a team member or is not adhering to guidelines for accountability.

PROCESS WHEREBY DISPUTES ABOUT THE EDUCATION ISSUES BEING DECIDED UPON WILL BE RESOLVED AT THE LOCAL LEVEL

The following are suggested as methods which building teams may use to resolve disputes which occur during the shared decision making process:

- Compromise
- Further define the issues
- Present a scenario
- Ask questions vs. making statements
- Narrow the issue
- Specify areas of agreement
- Table the issue, seek additional input and revisit
- Confer with other building teams
- Appeal issues to District Team for resolution

**THE MANNER IN WHICH ALL STATE AND FEDERAL REQUIREMENTS
FOR THE INVOLVEMENT OF PARENTS IN PLANNING AND DECISION
MAKING WILL BE COORDINATED WITH
AND MET BY THE OVERALL PLAN**

The District Compact Team recognizes the importance of compliance with federal, state, and local requirements. The adoption of this plan will be in compliance with those requirements and assurances to that effect are hereby given.

Building teams will provide those persons responsible for ECIA Chapter I, Chapter II (Eisenhower Math and Science Grant), DSE (Committee on Special Education), CPSE (Committee for Pre-School Education), PL94-142 (General special Education Grant), PL99-457 (handicap Children to Age 5), and PL89-313 (General Special Education Grant) with agendas of each meeting and also minutes of each meeting. In addition, persons responsible for federal, state, and local programs requiring the involvement of parents will be invited to building team meetings where issues impacting on these programs will be discussed.