

STARPOINT CENTRAL SCHOOL DISTRICT

SHARED DECISION MAKING PLAN

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District Support Team Members:

Scott Bindemann – Special Education Teacher, High School
Deborah Cercone – Special Education Teacher, Regan Intermediate School
Sean Croft – Director of Instruction, Assessment and Staff Development
Joseph DiMaria – Assistant Principal, High School
Rose Becceril - School Counselor, Regan Intermediate School
Peter Eberz – Teacher, Regan Intermediate School
Renee Gibson – Teacher, Fricano Primary School
Christine Parker – Library Media Specialist, Middle School
James Peiffer – Principal, Regan Intermediate School
Kelli Putney – Parent/PTA Member
Karla Sommers – Community Member/Parent
Bonnie Wander – Principal, Fricano Primary School
C. Douglas Whelan – Superintendent of Schools
Michael Zimmerman, Board of Education President

STARPOINT CENTRAL SCHOOL

MISSION STATEMENT

The Starpoint Central School District, serving five communities, provides opportunities that challenge and empower students to reach their maximum potential.

PURPOSE OF STATEMENT

The district's role in shared decision making is to provide top down support for bottom up reform.

This plan provides a process for site-based management that calls for Shared Decision Making to the greatest extent possible.

DEFINITIONS OF TERMS REFERENCED THROUGHOUT THIS DOCUMENT

Shared Decision Making

The process of identifying issues and making decisions at all levels through collaboration among stakeholders; working together to identify and improve the educational environment, define educational goals, plan program strategies, and evaluate program outcomes to foster improvement in the educational performance of all students.

Consensus

A systematic process used by a group to make decisions which everyone can support. A consensus decision has been reached when:

- All group members agree to support the decision though it may not be everyone's first choice;
- Everyone is committed to the decision as if it were the first choice of all group members;
- Each participant agrees that he or she has had an equal opportunity to influence the decision; and
- No one raises an objection when the group calls for consensus approval of the decision.

Facilitate

To free from difficulties or obstacles; to make easier; aid or assist.

Guiding Research

To the maximum extent possible, the District Support Team, CDEP Committee, Building Leadership Teams, and Building-Level Correlate Committees should be driven by current research in school improvement. A prominent example is Robert Marzano's *What Works in Schools*.

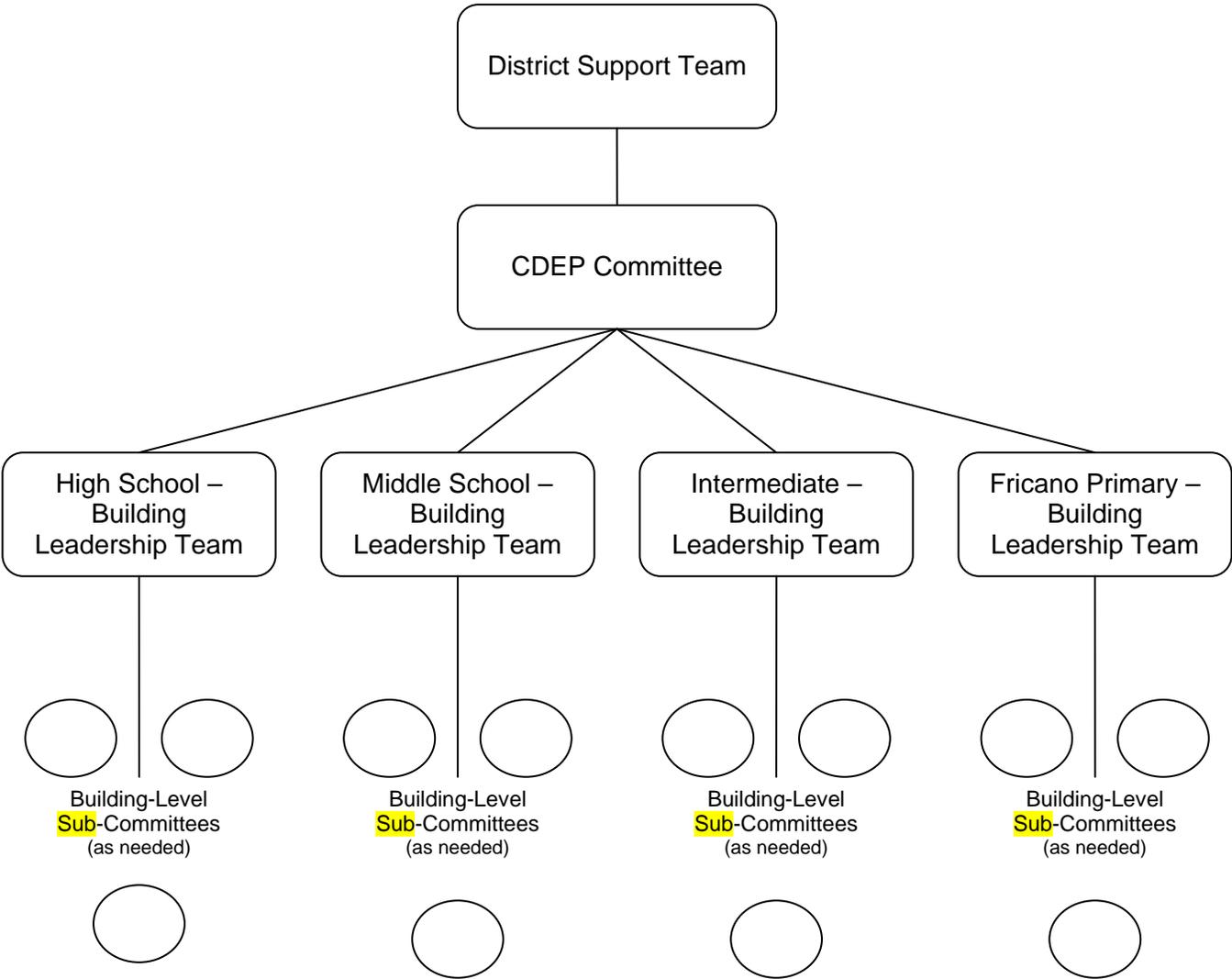
Stakeholder

Any person or group with interest and investment in the success of the students, the schools, and the system. Examples of stakeholder groups (not all inclusive) are administrators, school board members, teacher, support staff, parents, community members.

Site-Based Management

Decision making which begins at the level where the issue originates. If it affects only one building, the final decision is made at that level by identified stakeholders. If the decision affects more than one building, then it is made by a coalition of teams or the district team.

Starpoint Central School District Basic Committee Structure



Each symbol represents a district or building-level team/committee. Although other committees are not represented on this diagram, they should operate according to the principles of Shared Decision Making whenever feasible.

<p style="text-align: center;">Starpoint Central School District Committee Definitions / Manner and Extent of Expected Involvement of All Parties</p>
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Statement on Guiding Research for Committees and Teams:

To the maximum extent possible, the District Support Team, CDEP Committee, Building Leadership Teams, and Building-Level Correlate Committees should be driven by current research in school improvement. A prominent example is Robert Marzano's *What Works in Schools*. Dr. Marzano's research delineates the specific School-Level, Teacher-Level, and Student-Level Factors that correlate with increased student achievement as follows:

School/District-Level Factors:

- Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Collegiality and Professionalism

Teacher-Level Factors:

- Instructional Strategies
- Classroom Management
- Classroom Curriculum Design

Student-Level Factors:

- Home Environment
- Learned Intelligence and Background Knowledge
- Student Motivation

Adapted from *What Works in Schools: Translating Research into Action*, by R.J. Marzano, 2003, Alexandria, VA: Association for Supervision and Curriculum Development

District Support Team

Responsibilities:

- Ensure that progress occurs in the achievement of the district's mission statement
- Support and monitor the implementation of the Shared Decision Making Plan within the district
- Address issues that affect all buildings at the district level (Refer to Attachment C)
- Assist in conflict resolution at all levels of shared decision making (Refer to Attachment C)
- Review and revise (if needed) the Shared Decision Making Plan every two years

Members include a minimum of:

- (3) Building Administrators – one from K-5, two from MS/HS
- (4) Teachers* or Building Leadership Team Representatives (teachers)
- (1) Superintendent or Designee
- (1) Parent
- (1) Community member
- (1) Board of Education member
- (1) Special Education representative
- (1) Director of Instruction, Assessment, and Staff Development or Designee
- (1) Student Services/Pupil Personnel representative

* At least one teacher from each building

Comprehensive District Education Plan (CDEP) Committee

Responsibilities:

- Develop the instructional vision of the district based on current research in school improvement
- Formulate a three-year plan to execute the instructional vision of the school district
- Monitor the implementation of the CDEP
- Monitor the extent to which the CDEP is achieving it's instructional goals

Members include a minimum of:

- (4) Building Administrators – one from each building
- (12) Teachers *
- (1) Superintendent or Designee
- (1) Parent
- (1) Community member
- (1) Board of Education member
- (1) Special Education representative
- (1) Director of Instruction, Assessment, and Staff Development or Designee
- (1) Student Services/Pupil Personnel representative

* at least 3 teachers from each building including:

- High School/Middle School: 1 ELA, 1 Math, 1 Science or Social Studies
- Intermediate/Fricano Primary: 1 teacher from each grade-level

Building Leadership Teams

Responsibilities:

- Design, implement, and monitor the implementation of the School Improvement Plan for the building.
- Design interventions to reinforce and extend the key concepts of the CDEP in their building
- Design interventions focused on other, building-specific key concepts not covered by the CDEP (e.g., Safe and Orderly Environment)
- Establish Building-Level Sub-Committees to execute specific goals in the building's School Improvement Plan (e.g., Starpoint Intermediate's Character Education Sub-Committee established to focus on developing and maintaining a Safe and Orderly Environment)
- Recommended Rotation and Replacement of Building Leadership Team Members:
 - a) Two-year terms begin July 1.
 - b) It is recommended that terms are staggered to avoid complete replacement of any one constituency group at one time.
 - c) Two consecutive two-year terms only.
 - d) Teams (via the chairperson) may dismiss members due to excessive absenteeism or relinquishing of responsibilities.
 - e) The team chairperson, in his final year of membership, will select a co-chairperson to assist in the transferring of leadership for the following year. This will be a collaborative decision with the Building Principal.

Fricano Primary & Starpoint Intermediate Building Leadership Teams should include a minimum of:

- (1) Building Administrator or Designee
- (2) Parents
- (3) Teachers
- (1) Student Services/Pupil Personnel
- (1) Support Staff

Middle School & High School Building Leadership Teams should include a minimum of:

- (1) Building Administrator or Designee
- (2) Parents
- (4) Teachers
- (1) Student Services/Pupil Personnel
- (1) Support Staff
- (2) Students (as needed)

Building-Level Sub-Committees

The Building-Level Sub-Committees are established at the discretion of the Building-Level Leadership Team. Each Building-Level Sub-Committee should have a specific research-based focus for improving student achievement (e.g., Intermediate School's PBIS Committee).

Meaningful Involvement of All Parties

Informed decision making by the affected stakeholders in an atmosphere of trust and respect. All input is encouraged, and will be considered in the process of consensus decision making. Ongoing dialogue between the stakeholders and their constituencies is essential. (Refer to Attachment A-Guidelines for Consensus)

Starpoint Central School District

Additional Information on Shared Decision Making

Educational Issues

- Shared Decision Making groups are encouraged to engage all parties in decisions including, but not limited to, matters regarding curriculum, instructional materials, methodology, student grouping, scheduling, budgeting, staffing, and health and safety. As long as those matters are within legal and contractual frameworks, they are subject to shared decision making.

Dispute Resolution Process

- Every effort should be made to resolve disputes at the Building Leadership Team level. After this process has been exhausted, a Building Leadership Team may bring a dispute to the District Support Team for review and recommendations (see Attachment C)
- If the review and recommendations do not resolve the conflict, the District Support Team will provide the Building Leadership Team with resources or a facilitator to assist in a resolution.

Method for Altering This Plan

- The Shared Decision Making Plan will be reviewed every two years by the District Support Team
- To amend this plan, the District Support Team must reach consensus and obtain Board of Education approval.

Means of Accountability

All committee and team members will be accountable:

- To regularly attend team/committee meetings
- To provide feedback to their stakeholder group
- To diligently seek information and input from stakeholder group
- To actively represent their stakeholder group's interests
- To publicly support decisions made by the committee/team
- For the implementation of the Shared Decision Making Plan
- To be actively involved in implementation of plans developed by the committee/team

State and Federal Requirements for Parental Involvement

- Programs Such As No Child Left Behind (NCLB), Special Education, and Occupational Education Have Parental Involvement Requirements That Are To Be Considered.
- In order to do this, the district will use its own newsletter, the *Spartana*, as well as the local media, informational meetings, and direct contact to inform parents of the programs available to them. The Superintendent will coordinate this involvement.

Means and Standards to Evaluate Student Achievement

The district and each building shall have a means to evaluate the effectiveness of its program. The means and standards by which all parties shall evaluate student achievement will be measured by, but are not limited to:

A) TRADITIONAL ASSESSMENT

- Standardized testing (e.g., DIBELS)
- Norm-Referenced testing
- Routine rankings, scores, grades, and unit tests (e.g., classroom assessment)
- New York State Assessments (e.g., NYS ELA and Math assessments)

B) AUTHENTIC ASSESSMENT

- Portfolio assessment
- Performance based assessment
- Criterion referenced assessment
- Evolving outcome goals that remain consistent with post graduate needs and expectations

GUIDELINES FOR CONSENSUS

1. Listen to each other's views.
2. Describe your own views concisely.
3. Don't change your mind just to reach agreement unless you truly accept the decision.
4. View differences as helpful.
5. Do not vote; consensus requires an acceptance by all.

THE QUESTION IS: "Can I support this decision?"

Innovation Associates, Framingham, MA

ATTACHMENT A

SHARED DECISION MAKING MODEL

As the process of Shared Decision Making evolves, Starpoint's goal is to move forward toward more D3 decisions.

D3 - Authority Position(s) Allows Others to Decide:

- * Decision does not directly impact the authority position.
- * She, he, or they have the necessary knowledge to make the decision.
- * He, she, or they have access to the information needed to make the proper decision.
- * She, he, or they are impacted most by the decision being made.
- * Adequate time is available to make the decision.

D2 - Authority Position(s) Decides With Input From Others:

- * Decision is made because he, she, or they have the responsibility, based on their position.
- * Decision is being made that others have expertise in addressing, resulting in a better decision.
- * Decision is being made that affects others.
- * Time is available to gather and analyze data.

D1 - Authority Position(s) Decides:

- * Decision is made because he, she, or they have the responsibility, based on their position.
- * Decision is made because she, he, or they are accountable for the outcome.
- * Decision is being made due to time constraints.

ATTACHMENT B

PROCEDURES TO BRING ITEMS TO DISTRICT SUPPORT TEAMS

- A. Building Leadership Team(s), Shared Decision Making Committee(s) or stakeholder group(s) identify the problem.
- B. Appropriate steps taken to solve the problem (e.g., Conflict Resolution).
- C. If still unresolved:

A representative of the groups delineated in "A" will:

1. Write a brief statement, including:
 - a) Problem identification
 - b) Actions taken
 - c) Related concerns and expectations
2. Submit to District Support Team Chair
3. District Support Team meets with a representative in a timely manner to consider problem.
4. District Support Team, acting as a resource and a support, responds by (any of the following):
 - a) Recommendation
 - b) Reference
 - c) Resolution