

**MARION CENTRAL
SCHOOL DISTRICT**

"AN EXPECTATION OF EXCELLENCE"

SHARED DECISION
MAKING PLAN

TABLE OF CONTENTS

	<u>Page</u>
List of District Committee Members	1
Introduction	2
Cooperative Planning of Educational Issues Affecting All Shareholders	3
Involvement in the Process	3
Student Achievement as A Purpose of the Plan - Methods to Carry Out	5
Accountability of Decisions	5
Dispute Resolution	7
Coordination of State and Federal Regulations	8
Addendum -i- Waiver Process	

SHARED DECISION-MAKING PLAN

As Adopted by the Marion Central School Board of Education

On March 28, 2012

Kathryn A. Wegman, Superintendent

District Committee Members

*Cathy Hauber, Elementary School Principal
Duane Perry, Jr.-Sr. High School Principal
Kimberley Hannan, Elementary School Teacher
Amy Kellerhouse, Special Education Teacher
Emily Johnson, Jr.-Sr. High School Counselor
Kasey Sturtz, Jr.-Sr. High School Parent
Julie Rinella, Elementary School Parent*

Introduction

Mission

Growing together, building success

Vision

Individuals feel valued, heard, and inspired

Core Beliefs

We believe that people who feel valued, heard and inspired will:

- achieve their full potential
- form productive, trusting relationships
- collaborate to solve problems
- act with honesty and integrity
- promote excellence
- take risks in learning
- be committed to the school community
- create a safe, respectful environment
- become socially responsible members of our ever-changing world

In carrying out the mission of our school, it is recognized that planning, developing, implementing, and evaluating our educational program are a collective effort of the Marion community, parents, students, support staff, professional staff, administration, and Board of Education. These tasks are accomplished through resources of the local community, New York and our Federal Government.

This Shared Decision-Making Plan of the Marion Central School District is carried out consistent with Section 100.11 of the Regulations of the Commissioner of Education of New York State which states that each district plan will specify:

- The educational issues which will be subject to cooperative planning and shared decision making at the building level;
- The manner and extent of the expected involvement of all parties;
- The means and standards by which the parties will evaluate improvement in student achievement;
- The means by which all parties will be held accountable for decisions;
- The process in which disputes about the educational issues being decided will be resolved at the local level; and
- 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.

In keeping with this responsibility and our commitment and desire to develop a responsible District and school based shared decision-making plan, the following plan was developed and regularly reviewed through the collaborative efforts of the Board of Education, Superintendent, Administration, teachers, support staff, students, community members and parents of the Marion Central School District.

In developing and carrying out the plan, the State of New York delegates to the Marion Board of Education the final responsibility and authority to plan, carry out and implement the plan.

Cooperative Planning of Educational Issues Affecting All Shareholders

The Shared Decision-Making Committees will have the ability to discuss and make decisions on matters affecting the instructional program and matters affecting student performance, including, but not limited to: staff development, curriculum development and process for selection of instructional resources within the Marion Central School District.

Involvement in the Process

- A. Shared Decision-Making Building Committees, hereinafter referred to as Building Committee(s) are integral to achieving the Marion Central School Mission.

The Building Committees will annually develop a plan to meet individual building needs while addressing the District Goals.

The Building Committees' annual plans will address at least the following:

1. Needs assessment;
2. Building objectives;
3. Strategies to meet the building level objectives and District Goals.
4. Plans to monitor the building progress towards meeting the objectives & goals.
5. Student achievement data and other means of assessments to measure their success in meeting the objectives;
6. Level of authority will be identified on action plans.

In reaching decisions on individual issues, which come before the Building Committees, the level of authority (input, recommendation, decision-maker) of the Building Committees shall be determined for each issue. It is the responsibility of the Administrator on the committee, to bring to the attention of the committee those issues, which may involve Board of Education approval, Federal and/or State regulations, and/or contractual obligations.

The Building Committees will:

- define each sub committee's charge;
- establish reporting procedures; and,
- offer opportunities to participate to all groups affected.

Participants on Building Committees may include up to:

- 2 Administrators
- 7 Teachers (in said building) appointed by MTA
- 3 Non-instructional staff (in said building) appointed by CSEA
- 3 Parents (who have children who are students in said building) appointed by the PTA.
- Students will be consulted as needed.

The terms of Building Committee members will be as follows:

- Administrators - will serve as long as they are employed in the Marion School District.
- Teachers - 2 years
- Non-instructional staff - 2 years
- Parents - 2 years

Length of Terms:

- Terms will begin on July 1 and end on June 30 for each year.
- All terms are renewable.
- There will be annual training for members of the building teams early each school year. Areas will include: shared decision process, how to reach a consensus and role of the building and district teams.

- B. The District Committee will meet as per the dispute resolution, as well as to conduct the biennial review process.

The District Committee will:

- define each committee's authority and responsibility;
- establish reporting procedures;
- offer opportunities to participate to all groups affected.

Participants of the District Committee may include:

- The Superintendent of Marion Central School
- A Jr-Sr. High School *Principal*
- The Elementary School *Principal*
- 4 Parents (2 from each Building Committee)
- 4 Teachers (2 from each Building Committee)
- 4 Non-instructional support staff (2 from each Building Committee)
- 2 Community Members

C. Conflicts Between Established Policies, Regulations, Contracts and Shared Decision Making Committee Decisions

If after careful deliberation, a shared decision-making committee makes a decision that may conflict with established district policies, or Union contracts, the committee may request a waiver of those policies, regulations and contracts from the appropriate authorities. The waiver process should use the following steps:

1. A written inquiry will be submitted to the Superintendent to ensure that the waiver is indeed necessary. The Superintendent should provide the committee with a written response at the next committee meeting.
2. If a waiver is necessary, the committee submits the waiver request to the appropriate body/bodies with a rationale.
3. If the waiver is denied, a written rationale may be requested and alternative solution suggested.

* See Addendum

Student Achievement as A Purpose of the Plan

[Students will meet and/or exceed The New York State Learning Standards District Goals, provide the direction for planning and 5 year & annual accountability.]

The means to evaluate improvement in student achievement may include any or all of the following:

- analysis of standardized tests (Gr. 3-8 NYS assessments, Regents) or level of achievement;
- criterion referenced tests; MAPS, AIMSWEB
- alternative authentic assessments such as:
portfolio, demonstrations, exhibitions, completed projects,
student/teacher conferences;
- perception surveys: parents, students, staff, alumni,
community;
- pre and post tests;
- Proficiencies and Competencies,
- disaggregated data based on equity and quality;
- student self-evaluation; and,
- post graduation surveys.

Accountability of Decisions

All Shared Decision Making Committee members are accountable to the community, students, parents, staff and the school board for decisions they make and for the effect these decisions have on student outcomes.

Each committee will develop procedures addressing:

- Agendas and minutes
- Minutes to be distributed to all committee members
- Minutes of the meeting will be a matter of public record and be available upon request
- All meetings are open to those wishing to attend. Visitors may not participate, voice opinions, or vote on issues being discussed.
- The Shared Decision-Making Committees must recognize that certain decisions with a wide range of impact should be communicated through district and building newsletters and other media.

Committee members are also accountable:

- A. To the Mission Statement, Vision and Core Beliefs:
All decisions will advance and support the Marion School Mission, Vision and Core Beliefs.
- B. To other Committee members (both building level and district):
It is the responsibility of all members to ensure that members are adhering to the norms. Norms will be established and/or revisited annually.

Each member must respect the opinions and perspectives of the other members. Should a conflict arise, the team may utilize an outside facilitator to resolve the issue.

All decisions must be reached by consensus.

Committee members must support consensus decisions.

- C. To Each Member's own Constituency:
Representatives will actively seek ideas from their group.

Representatives will communicate proposals and decisions of the committee to their constituency in a timely manner.
- D. For Implementation of Decisions:
Each committee must decide how their decisions will be carried out and appoint a person/group to implement their decision.

Each committee should evaluate its decisions through appropriate time-specific measurable means and specify those means at the time the decision is made.

Those appointed to implement plans/decisions must provide written and/or oral reports to the committee on their progress at times specified by the committee.

Each committee should be prepared to rethink their decisions and/or refine the implementation process if the evaluation proves the goal is not being achieved.

- E. To the Community At Large: through any or all of the following:
1. Local news media;
 2. Black Knight Banner (school newsletter);
 3. Black Knight Express;
 4. District Web Page
 5. *Principal/Grade Level/Teacher Newsletters*
 6. *Social Media*
 7. *Mass Communication System*

The evaluation process shall include any and all of the means and standards specified in this plan, as well as assessment of achievement in areas other than traditional academic performance; and that the district will dedicate resources to this end.

Dispute Resolution

This process applies to those disputes arising from the inability to plan or make decisions pertaining to the agreed upon educational issues.

The process shall utilize the following steps:

1. Identify problem
2. Analyze problem
3. Generate solutions
4. Test solutions
5. Select a solution

If the Building Committee is unable to select a solution from those generated, a special meeting of the District Committee will be called so they can make a choice from the generated solutions.

If the District Committee is unable to choose a solution, the Superintendent will be sent possible choices and asked to select the one to be implemented.

If the Superintendent is unable to resolve the situation, the Marion Board of Education will be asked to select the solution to be implemented from the possible choices generated by the Building Committee.

Appeal to New York State Education Department: Any aggrieved party or parties may appeal if the Board of Education fails to provide for consultation with and full participation of all parties as required in subdivisions b and d of the regulation.

Any aggrieved party who participated in the development of the District Plan may appeal the Board of Education's action in the adopting, amending or recertification of the plan.

This process shall not apply to issues that involve district policy, collective bargaining agreements, state/federal law, Commissioner's regulations or Regents rules that require the expenditure of funds beyond that which is available to all shared decision making committees.

Coordination of State and Federal Regulations

The District Committee acknowledges that parents are involved in the appropriate committees of all programs funded through state and/or federal programs.

The vision, mission, core beliefs, District Goals and New York State standards of excellence will be the philosophical base for all committee decisions at Marion Central School.

The coordinators of State and Federal programs, which require parental involvement, will ensure that parental involvement in planning and decision-making occurs. Coordinators will report annually to the District Committee on the involvement of parents in planning and decision-making.

The Superintendent of Marion Central School will provide the coordination and implementation of state and federal requirements for parental involvement.

Suggestions for Implementation

- Give all members a copy of the District Plan at the beginning of the year.
- Level of authority identified for each issue.
- Schedule annual training for team.

ADDENDUM

MARION CENTRAL SCHOOL DISTRICT SHARED DECISION-MAKING COMMITTEES WAIVER PROCESS

WAIVER - A request for delay of postponement of, or exception to, a statute, regulation, policy, procedure, or commonly held custom or practice.

FORMAT FOR A WAIVER

- A. Cover - Identifies the school, department or program requesting the waiver and date of request.
- B. Waiver requested - States the specific regulations, contract language, procedure, policy, practice etc. from which the waiver is requested.
- C. Rationale - Might include such things as:
 - relationship to the school improvement plan
 - research supporting the proposed change
 - relationship to improved student performance data (need assessment) supporting the proposed change
 - relationship to District goals, initiatives
- D. Impact - Includes:
 - identification of who and what will be impacted by the change
 - implementation plan;
 - schedule, staff assignments, resources, timeline, methods for evaluating (measuring) whether or not the objectives for making the change were met.
- E. Signatures of Support