

COMMISSIONER'S REGULATION 100.11

**SHARED DECISION MAKING PLAN
OF THE
ADDISON CENTRAL SCHOOL DISTRICT**

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INTRODUCTION

The purpose of the Commissioner's Regulation 100.11 planning process is to improve the educational performance of all students.

Shared decision making is a process by which all members of the educational community at the district and school or program levels cooperate in identifying educational issues, defining goals, and implementing and assessing activities to help students reach standards of excellence. It is a basis for strong partnerships. The focus is on education. The main goal is to improve student achievement. An important secondary goal is to strengthen community support for the Addison Central School District by fostering greater public involvement in and ownership of the educational process.

Administrators, teachers, students, other staff members, parents, and community members are involved in significant decisions about the education of our children. The shared decision making process provides for collaboration in decision making and for shared responsibility for continuous improvement in student achievement. This sharing of responsibility shall not diminish the ability of the Board of Education, Superintendent of Schools, Director, Principals, and staff to fulfill their legal responsibilities for the supervision and management of the District.

Thank you to the committee members for their work in reviewing and revising this plan.

2020-2021 Committee Members:

- Joseph DioGuardi, Superintendent of Schools
- William Howe, Director of Curriculum & Instruction (Add Hoc)
- Rich Everly, School Business Administrator (Add Hoc)
- Brett VanWoert, President, Addison Teachers Association President
- Kristina Hamilton, ATA At Large Representative
- Heidi VanWoert, Elementary PLT Representative
- Jessica Clark, High School PLT Representative
- Kris Benton, Middle School Principal, AAA Representative
- Doris Hall, Middle School PLT Representative
- Teresa Duell, Valley PLT Representative
- Nicole Monroe, CSEA Representative
- Hal Sisson, Community Representative
- Amber Smith, PTA Representative
- Rochelle Baker Wright, Parent Representative
- Payton Woodhouse, Student Representative



Addison

Central

School

Strategic Plan

Mission Statement: We will provide students with a safe, engaging, and challenging learning environment in order that they are prepared for success in a global society.

Vision Statement: In order to achieve our Mission, we will establish positive relationships within the school and community in order to provide superior, innovative educational opportunities that promote lifelong learning.

Core Value Statements:

We believe:

- Students are the primary focus of all our efforts in and out of the classroom.
- A safe and secure learning environment (social, emotional and physical) is a right and a responsibility of all.
- Family, community and school partnerships are essential to student success and the development of citizenship.
- In the commitment to personal growth and lifelong learning through a persistent pursuit of individualized achievement for all students.
- Effective and respectful communications are critical to student success.

Goals:

GOAL 1 - Enhanced Learning Outcomes: By June 2023, the academic program of the school district will be strengthened by increasing student learning of life skills, enhancing staffing levels, ensuring equal student access to the use of learning technologies, offering further-differentiated instructional strategies built upon the learning styles of students, and maximizing vocational as well as college-preparatory learning opportunities.

GOAL 2 - Enhanced Communications: By June 2023, District stakeholders will report positive views of the communications venues used by the District for student, parent, staff, and other District resident communications.

GOAL 3 - Student Development and Support Services: By June 2023, the Addison Central School District will have enhanced its student development and support services resulting in the maintenance and improvement of the emotional health and academic performance of all students, grades Pre-K through twelve.

GOAL 4 - Non-Instructional Support Initiatives: By June 2023, the Addison Central School District will have maintained and improved the non-instructional support of its academic and co-curricular programs by the completion of safety and security activities, the continuation of the

implementation and review of the long range facilities plan, instituting improved human resources processes and procedures for all new and current staff and completing a full review of all Board of Education policies and Administrative Regulations.

A. PARTICIPATION

1. District Level Team (DLT)

a. Terms:

Initial staggered terms of one and two years to start to assure continuity; thereafter, two year terms for team members; length of terms to be reviewed every two years for possible changes.

b. Responsibilities:

- To review the shared decision making plan at least once per year and support the biennial review process
- To provide a mediator to resolve disputes (See section E.1.b. of this plan)
- To act as a review board in matters of conflict resolution (See section E.1.c. of this plan)
- To meet annually with chair/or designee of school level teams to review the guidelines of the plan
- To suggest amendments to this plan to the Board of Education, which if approved by the Board of Education, would be implemented prior to the biennial review.

c. District Level Team Structure

Composition of the District Level Team shall be in accordance with CR 100.11 and the following members who have been selected by their representative groups:

- Superintendent of Schools
- One administrator
- Six faculty members including one from each program level (valley, elementary, middle and high school), one teacher-at-large, and the Addison Teachers' Association President or designee
- One parent or more who have children enrolled in the district selected by the PTA/PTO Presidents
- One community member selected by a process developed by the Board of Education
- One or more students selected by a process developed by the DLT
- One support staff member selected by a process developed by CSEA

d. All representatives must be truly representative of their constituents.

e. Chairpersons shall be determined each year from among the membership of the DLT.

f. The number of meetings to be held and the frequency of meetings are to be left to the DLT. It is recommended that the DLT meet twice yearly, otherwise as needed.

- g. A quorum of the majority of the established membership of the DLT must be present to make decisions.
- h. In the event of a vacancy, the appropriate stakeholder group must select a member to fill the remainder of the term.
- i. Additional subcommittees are encouraged as needed and desirable to bring in additional expertise without further enlargement of the basic team structure.

2. Program Level Teams (PLT)

A Program Level Team (PLT) will function for each program level including valley, elementary, middle, and high school.

- a. Initial staggered terms of one and two years to start to assure continuity; thereafter, two year terms for team members; length of terms to be reviewed every two years for possible changes.
- b. The Program Level Teams will be comprised of the following:
 - Five members of the ATA bargaining unit (5)
 - One or more parents (1)
(selected by active parent organization or Teacher recommendation)
 - One non-teaching unit member (CSEA) (1)
 - Program administrators (2)
 - One or more student representative(s) (1)
- c. Each PLT may adjust the size of the body of the team in conjunction with Article 32 of the contract between the Addison Central School District and the Addison Teachers' Association.
- d. All representatives must be truly representative of their constituents, chosen by their respective constituents and report back to their constituents regularly.
- e. Additional subcommittees are encouraged as needed and desirable to bring in additional expertise without further enlargement of the basic team structure.
- f. Chairmanship shall be determined each year from the membership of the PLT. If the principal is not the chair, the chairs shall be in regular consultation with the principal to review the agenda.
- g. The number of meetings to be held and the frequency of meetings are to be left to each PLT. It is recommended that each PLT meet a minimum of four times per year.
- h. A quorum of two-thirds of the established membership of the PLT must be present to make decisions.

- i. Program Level Teams may act in an advisory capacity in the following areas: school policies, staffing, hiring, and health and safety concerns, and educational issues as noted below.
- j. In the event of a vacancy, the appropriate stakeholder group shall select a member to fill the remainder of the term.

B. EDUCATIONAL ISSUES

Educational issues are categorized into two areas: those not subject to cooperative planning and shared decision making and those that fall under the purview of the program level teams.

1. Listed below are those issues which shall not be subject to cooperative planning and shared decision making:
 - Federal, State, and Local Laws
 - Board of Education Policies and Regulations
 - Commissioner of Education's Regulations
 - Regents Rules and Regulations
 - Budget Development
 - Negotiated Agreements
 - Redistricting
2. Listed below are potential areas that may be considered by the Program Level Teams as indicated. Decisions made in these areas are subject to the restrictions set forth in Section A, Part 1 of this document.
 - a. Curriculum and Instruction
 - Student Outcomes/Mastery
 - Implementation of Curriculum Initiatives and Review
 - Instructional Practices
 - Student Assessment Reports
 - b. Scheduling
 - Program based instructional day/week
 - Special Events
 - c. Policies
 - Student Grading
 - Discipline Practices
 - Recognition/Awards
 - d. Professional Development

- e. Facilities
 - Faculty/Staff Rooms
 - Parking
 - Cafeteria Food Service
 - Room Assignments
- f. Fiscal
 - Utilization of available program funds
 - Long term planning
 - Utilization of conference monies
- g. Community Involvement/Activities & Communication
- h. Extra Curricular and Extended Day Programs

C. STUDENT ACHIEVEMENT

The primary purpose of the Shared Decision Making Plan is improvement of student achievement.

The following categories plus other data are utilized in the evaluation of the effectiveness of this plan.

1. Evaluation
 - All accountability reports including but not limited to the NYS Report Cards, Sub Group Accountability Reports, benchmark assessments, enrollment and attendance reports, and other reports are the basis for an analysis of student success.
2. Comprehensive District Education Plan
 - Each PLT shall be responsible for the analysis of state report cards, accountability reports and the progress toward meeting district goals.
3. Assessment Measures
 - Assessment measures may include but are not limited to:
 - State mandated tests
 - Other norm or criterion referenced tests
 - Locally constructed tests and teacher designed assessments
 - Portfolios and other performance –based assessments

D. ACCOUNTABILITY

1. District Level Team

- a. The District Level Team shall be accountable to:
 - The Board of Education
 - The Superintendent of Schools
 - Their representative groups: Individual Program Levels, Addison Administrators Association, Addison Teachers Association, community, parents, administration and students.
- b. Individual District Level Team members shall be responsible for:
 - Attending meetings
 - Communicating with stakeholders
 - Participating in the process
 - Publicly supporting the decisions made by the group
 - Demonstrating productive team behavior
- c. The DLT shall be responsible for preparing CDEP related reports with copies to:
 - The Superintendent of Schools
 - The Board of Education

2. Program Level Teams

- a. Program Level Teams shall be responsible for following the elements of this Shared Decision Making Plan and goals of the Strategic Plan as included in Comprehensive District Education Plan.
 - Periodic status reports (to program staff and parents) e.g. via newsletters or website
 - Communicating with stakeholders
 - Shared decision making
 - Monitoring and evaluating student progress as it relates to program level action plans and make revisions based on student achievement.
 - Meeting targets and setting standards
- b. Individual Program Level Team members shall be responsible for:
 - Attending meetings
 - Communicating with stakeholders
 - Participating in the process
 - Publicly supporting the decisions made by the group
 - Demonstrating productive team behavior

- c. Each PLT shall be responsible for preparing CDEP related reports with copies to:
 - Program Level Principal
 - District Level Team

E. DISPUTE RESOLUTION

Understanding that issues will arise as part of the ongoing involvement of stakeholders that cannot be easily resolved, the following procedures are provided for resolution of disputes:

1. Program Level Team

- a. Within the parameters defined under the Education Issues section of this document as issues covered by shared decision making, consensus is to be used to reach decisions.

Consensus means that all members agree to the decision even if with some reservation. The team should have no secrets from one another. Before disagreeing with someone, the person must restate the other person's view to make sure both are seeing the issue in the same way. Those not in agreement must give an alternative solution which can then be discussed by the group. Consensus does not mean that all of the group must completely agree, but all of the group must minimally agree. This means all members can state, "I can live with the decision, I understand the decision, I contributed to the decision, and I will support the decision."

The team will use whatever resources needed to assist them, including outside facilitators.

- b. The PLT may request that the DLT provide a mediator to resolve the dispute. The mediator will be appointed by the DLT.
- c. If the mediator and the PLT cannot resolve an issue, it may be referred to the DLT. The DLT will hold a meeting at which representatives of both sides of the dispute will make presentation. The DLT has 15 working days after the meeting to reach a consensus decision.

2. District Level Team

- a. DLT decisions shall be made by consensus. If the DLT cannot reach consensus, the Superintendent will render a decision.
- b. All decisions rendered during dispute resolutions can be appealed to the Board of Education.
- c. A decision rendered by the Board of Education can be appealed to the Commissioner of Education under Section 310 of CR Part 100.11

F. PARENTAL INVOLVEMENT

The District supports the involvement of parents and is further committed to encouraging parent participation in the process of the education of the youth of this community.

Parent participation is encouraged on the following committees including but not limited to:

- Strategic Planning
- Comprehensive District Education Plan (CDEP)
- District Level Team (DLT)
- Program Level Teams (PLT)
- Committee on Special Education (CSE)
- Committee on Preschool Education (CPSE)
- Parent Teacher Organizations
- Facilities
- Key Communicators
- Parent Connects
- Ad Hoc

G. OPERATIONAL PRINCIPALS

All shared decision making teams shall operate under the following principles:

- Be respectful and sensitive to the needs and perspectives of others on the team.
- Strive to communicate effectively with our stakeholders and with other shared decision making teams.
- Be timely in making and implementing decisions.
- Respect confidentiality of group discussions.
- Subject our decisions to thoughtful, critical analysis.
- Come to meetings prepared and willing to contribute.
- Work collaboratively and search beyond current boundaries and limitations.
- Appreciate and welcome humor in our personal and team interactions.