

Albion Central School District

"Achievement, Character, and Success for Life...ACS"

SHARED DECISION MAKING

P L A N

Commissioner's Regulation Part 100.11

Revised and Approved By BOE April 3, 2006

March 2006

The original Shared Decision Making Plan, governed by the Commissioner's Regulation Part 100.11, served the District well in the infancy of collaborative management. Over the years, the climate of the District has evolved so that the original document is no longer indicative of the functions within the District. The document was reviewed by the District Leadership Team with input from administrators, teachers, and parents. What follows is a document that reflects current practice and expands the role of stakeholders in the operation of the District.

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SECTION 1: MANNER AND EXTENT OF EXPECTED INVOLVEMENT OF PARTIES

Composition

The intent of the Plan is to broadly involve many different teachers, support staff, parents and community members in decisions that affect the education of students. To achieve this goal, there will be no one standing committee through which all decisions flow. The Shared Decision Making Plan will be a consortium of teachers, parents, support staff and community members who want to perform this role for the building. Should parents not come forth voluntarily or through the established Parent-Teacher Organizations, the principal will be responsible for personally inviting parents to be a part of the consortium. A minimum of twenty parents/community members for each school will comprise the consortium.

Since the committee is collaborative in nature, the facilitator for the initiative will be named by the members who wish to serve on a specific initiative.

Traditionally, teachers and support staff in the District do volunteer work on various committees focused on a number of issues. Should teacher representation be lacking, the Teachers' Collective Bargaining Unit will be contacted to solicit teacher representation. The committees will be open to members of the support staff.

Operational Procedures

Each summer, the building principal will list his/her initiatives that will be undertaken throughout the year. Decisions that may be subject to Shared Decision can include, but are not limited to:

- 1) Conducting interviews of prospective teaching staff
- 2) Providing input into building-wide initiatives, e.g. Ninth Grade Initiative, homework procedures, Character Education partnerships, etc.
- 3) Monitoring the Building SMART Goal progress and development
- 4) Considering student assemblies and/or student celebrations

This information will be shared with teachers, support staff, parents and community members via newsletters with a request to submit his/her name as a potential member of the team(s) for each new initiative.

One parent/community representative for each building, voted on by the consortium, will be the building Parent/Community Liaison. He/she will receive a stipend of \$500 to perform the following functions:

- 1) Solicit parents (who have students in the building) in the consortium to participate in initiatives
- 2) Insure that parent volunteers are representative of the subgroups in the building
- 3) Insure that a parent(s) is assigned to each initiative (more than one parent can serve)
- 4) Submit a monthly article for the principal's newsletter delineating the active role of parents
- 5) Create and monitor a parent online resource
- 6) Do home visits to prospective parents who may want to serve on any initiative

SECTION II: EDUCATIONAL ISSUES

1) Interview Team

A minimum of one parent and one teacher (priority to subject area teacher) will assist the building principal with the interview of candidates for positions on the teaching staff. The top three candidates' names will be submitted to the Superintendent for the final decision.

2) Building-Wide Initiatives

When an initiative is undertaken, the Parent Liaison will be informed so he/she can contact persons in the community. Specific tasks will be assigned to the ad hoc committee and a teacher in addition to the extent of the decision to be made.

3) Celebrations

The Parent Liaison will convene parents and a teacher to discuss, with the Building Principal, students' assemblies and/or celebrations for the year. Parents' roles in these celebrations will be delineated.

4) SMART Goals

At the end of each year, members of the consortium will be convened to review the Buildings' SMART Goals which are focused on student achievement. Discussions will focus on data, both aggregate and disaggregated, to establish Building Goals for the upcoming year. SMART Goals drive the instruction, staff development and budgets within each building. SMART Goals must advance the following Mission, Vision and Values of the District:

ALBION CENTRAL SCHOOL DISTRICT MISSION, VISION, VALUES

OUR MISSION

“Achievement, Character, and Success for Life...ACS”

OUR VISION

“A Community School of Excellence, A Model for All!”

OUR VALUE STATEMENTS

- Share the Work, Celebrate the Success
- Learn Today, Lead Tomorrow
- Value Everyone, Everyday, Everywhere
- ACS - Community Built on Character
- Committed to Continuous Improvement

SECTION III: MEANS AND STANDARDS BY WHICH ALL PARTIES SHALL EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT

The Albion Central School District, through a strategic planning process involving representatives of all stakeholders, has embraced the conceptual framework of a Professional Learning Community which provides means and standards to improve student achievement.

A Professional Learning Community is not a prescribed program or quick “fix” for schools. It is a conceptual framework for transforming schools into high performing communities focused on student learning. The foundation of a PLC is anchored in the belief that all students can and will learn. With the spotlight on student learning, this challenges educators to dive deeper into the learning process and wrestle with the questions that guide a PLC.

- What is it that we expect our students to know and be able to do?
- How will we know what students have learned?
- How will we respond to students who aren't learning?

What are the Characteristics of a Professional Learning Community?

- Shared mission, vision and value statements
- Collaborative teams
- Collective inquiry
- Action orientation/experimentation
- Commitment to continuous improvement
- Results orientation

Shared Mission, Vision and Value Statements:

The purpose of shared mission, vision and value statements is to provide direction both for the school and the individuals within it. Once the direction is determined, organizations must consistently challenge themselves to answer the following:

- Why do we exist?
- What kind of school or district do we hope to become?
- How must we behave in order to create the kind of school we hope to become?

Collaborative Teams:

Professionals in a learning community work on interdependent teams that share a common purpose. They learn from each other and create the momentum that drives school improvement. Teams build the structures and vehicles within the organization that make collaborative work effective and learning productive.

Collective Inquiry:

People in a learning community relentlessly question the status quo, seek new methods of teaching and learning, test the method and then reflect on the results.

- They reflect publicly on their beliefs and challenge each other's beliefs;
- They share insight and hammer out common meanings for what is important;
- They work jointly to plan and test actions and initiatives; and
- They coordinate their actions so that the work of each individual contributes to the common goal.

Action Orientation:

Members of Professional Learning Communities constantly turn their learning and insights into actions. They recognize the importance of both engagement and experience in learning and value testing new ideas and approaches.

Commitment to Continuous Improvement:

Members of a Professional Learning Community are not content with the status quo and continually seek ways to bring present reality closer to future ideals. They constantly ask themselves and each other:

- What is our purpose?
- What do we hope to achieve?
- What are our strategies for improving?
- How will we assess our efforts?

Results Orientation:

Professionals in a learning community recognize that no matter how well intentioned the effort, the only valid judgment of improvement is observable and measurable results. Assessment and re-evaluation are the keys to continuous improvement.

- Equal access to improve student learning
- Improve communication with all members of the ACS community
- Foster and develop the growth of the whole child
- Establish and maintain a safe and secure environment
- Enhance the professional development of all members of the learning community

S.M.A.R.T. GOALS

Specific & Strategic
Measurable
Attainable
Results-oriented
Time-bound

The District, each building and each team has one or more SMART Goals.

Specific & Strategic: The goal statement should articulate very clearly what is to be achieved. Goals should be strategic and help to further the school's mission and vision.

Measurable: Goal statements should provide a clear standard for determining whether the goal has been met.

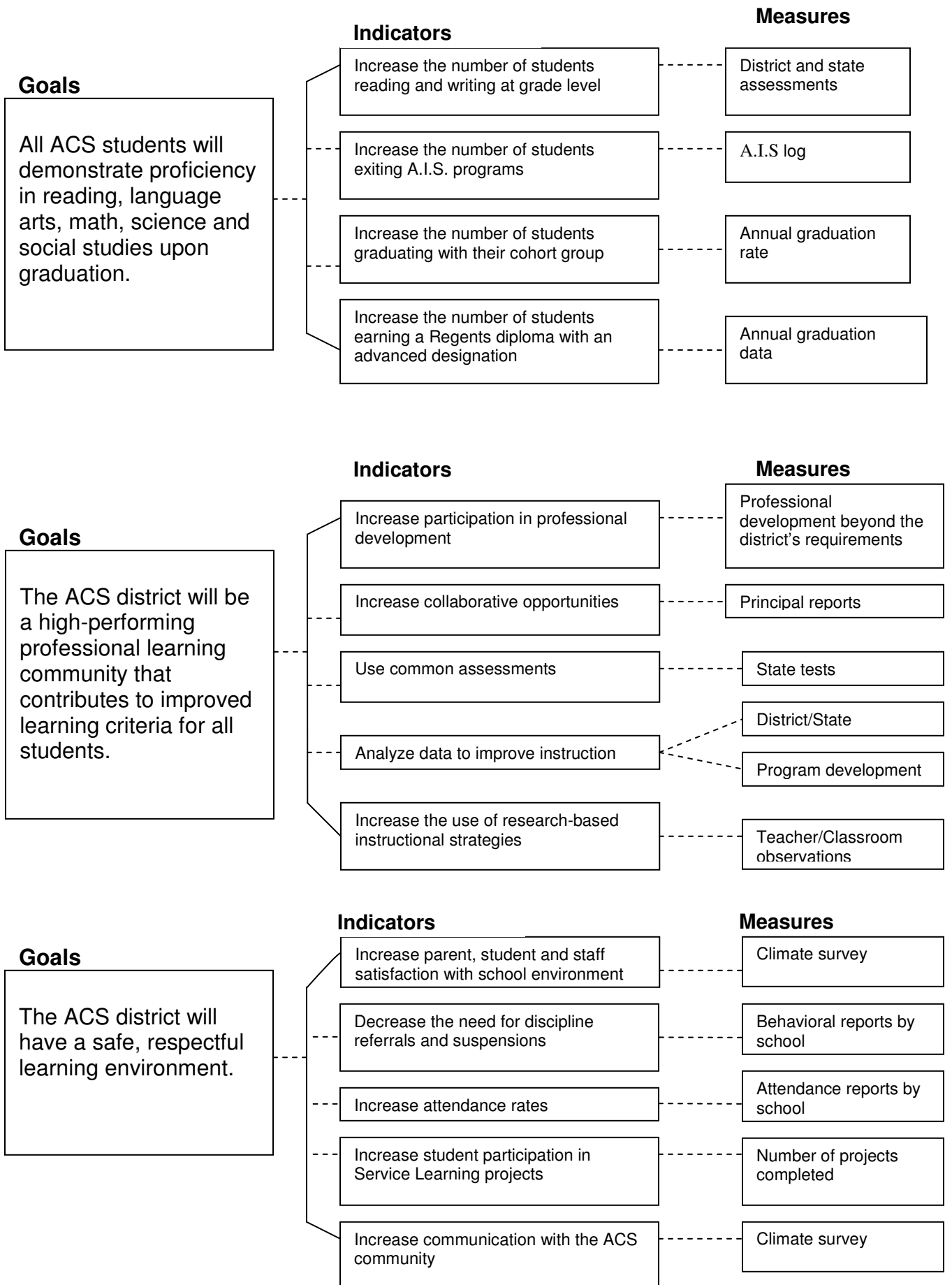
Attainable: Nothing is more demoralizing for staff and students than adopting a goal that is clearly out of reach and beyond the control of the school, and then having to admit failure. Likewise, a goal cannot be something that has already been met with little need for collaboration and reflection on the part of the team.

Results-Oriented: Goals should focus on the desired outcome rather than the means to achieve it.

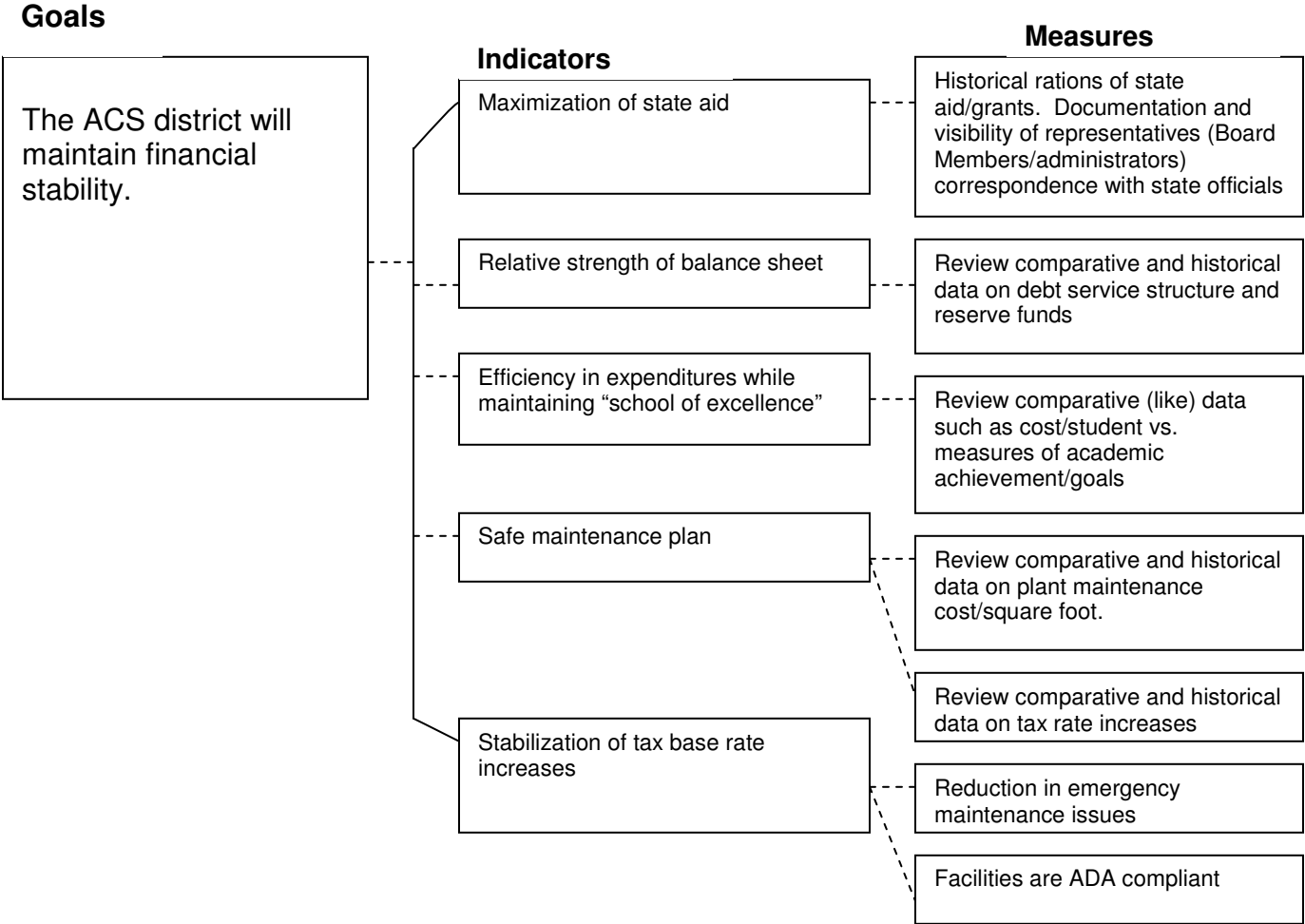
Time-bound: Any goal should have a time period in which the target is to be achieved.

The characteristics of the Professional Learning Community will serve as the standards by which the stakeholders in the Shared Decision Making Process will evaluate their work.

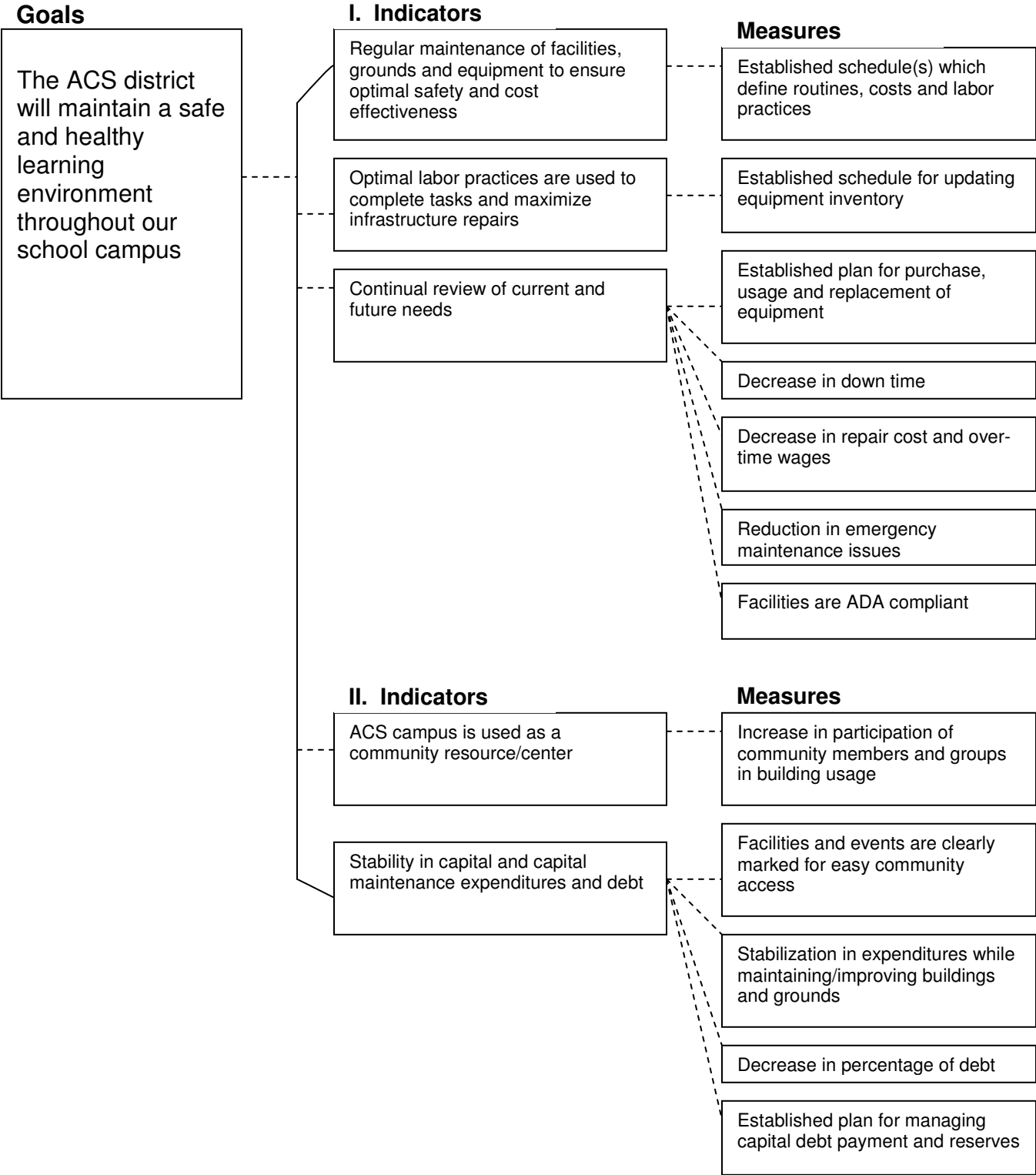
Albion Central School District Goals



Albion Central School District Goals



Albion Central School District Goals



SECTION IV: DISAGREEMENTS

Disagreements over the interpretation of the Shared Decision Making Plan will be settled by the Superintendent of Schools.

SECTION V: STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT

Past history has demonstrated that the Albion Central School District has met the spirit of the law in involving parents and community in the decisions affecting Special Education, Occupational Education and categorical grants.