

**JAMESVILLE-DEWITT CENTRAL SCHOOLS
DEWITT NEW YORK**

PLAN FOR SHARED DECISION-MAKING

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INTRODUCTION

The Jamesville-DeWitt Central School District has responded to the challenge of restructuring its educational system to meet the changing needs of students through a primary focus on the improvement of performance of all students. To be successful, we believe we must reach out to all who are stakeholders in the process. To achieve success, we believe the critical decisions that determine our course of action must be shared by a broad base of stakeholders representing the total school community. Those specific decisions required for daily operation should be made by those closest to the work to be done. We believe this is the most effective way to garner the support and commitment needed to achieve our goals for students.

A structure has been developed to facilitate the decision-making in those areas of school function that most directly impact the performance of our student body. It is not intended to structure in any way decision-making as it relates to specific students. The structure is not intended to be used in any decision-making as it relates to negotiated agreements between the District and employee groups, responsibilities assigned to the Board of Education and administration by regulation and statute, and other State regulations affecting education.

This shared decision-making structure is based on the belief that the processes of decision-making and communication are interactive and inextricably linked. A process has been identified and mapped for each decision that directly impacts the performance of our student body. Each map identifies the stakeholders whose input is critical to the decision-making process and defines the two-way communication process within the organization. The sharing of input, processing, and current thinking are essential to the decision-making process, thus the impetus for any discussion could lie with any stakeholder group. We believe, however, that authority, responsibility, and thus accountability for any decision must lie with one person or structured group within the organization. On each map, that person or group is identified. It is the responsibility of that person or group to not only make the decision after ongoing communication with appropriate stakeholders, but to also monitor and evaluate the implementation process and its effects on the school system and, most importantly, the students.

JAMESVILLE-DEWITT CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

The Jamesville-DeWitt Central School District has an uncompromising commitment to excellence in preparing students to achieve and succeed, to respect themselves and others and to practice life-long learning in an ever-changing, richly diverse society. We take responsibility for providing a challenging educational experience in a safe and nurturing environment. We dedicate ourselves to the academic, artistic, social, emotional, and physical development of each student.

STATEMENT OF BELIEFS

We believe that:

1. Students, family, school, and community all share the responsibility for education.
2. All people can learn and that learning is a life-long process.
3. Each individual is of inherent worth in an environment where diversity is valued.
4. Continuous evaluation, development, and improvement of educational programs benefit all students.
5. Trust, fairness, and respect should permeate all relationships.
6. A safe, supportive, and educationally challenging environment that respects individual differences is essential for learning.
7. Self-confidence, self-respect, and self-discipline are the result of personal growth, development, and achievement.
8. A wide range of educational experiences expands options for life.

MEANS AND STANDARDS TO EVALUATE STUDENT ACHIEVEMENT

A standards-based comprehensive curriculum guide, containing standards and grade-level benchmarks by discipline serves as the guide for decisions related to curriculum, instruction, and assessment. State assessment results are used to evaluate achievement of these standards.

ORGANIZATIONAL STRUCTURE

DECISION-MAKERS COMPOSITION OF GROUPS

BUILDING-LEVEL TEAM

Administrator

Faculty members (including assistants, nurses, support staff)

Non-instructional staff (including secretaries, aides, custodial, cafeteria)

Parents

Students (secondary only)

Each member is selected by his/her constituent group.

DISTRICT STEERING COMMITTEE

Administrators

Faculty members

Non-instructional staff

Parents

Students

Board of Education representatives

Non-parent community members

Each is selected by constituent group with the following exception:

Non-parent community members are selected by the district office.

DEPARTMENT CHAIR/RESOURCE LEADERS

Chairs of major departments at the middle school and high school

Each elementary school has one language arts/social studies resource leader.

At the high school and middle school, the chairs meet as a group on a regular basis.

DISTRICT OFFICE

Superintendent

Assistant Superintendent for Educational Services

Director of Curriculum and Instruction

Director of Pupil Personnel Services

Director of Athletics, Health, and Physical Education

DISTRICT SUBJECT AREA COMMITTEES

Curriculum Coordinator(s)

Department Chairs of major departments

Resource Leaders/Instructional Specialists

Building Principals

Special areas such as art and music function as a committee of the whole.

DISTRICT CURRICULUM COUNCIL

A cross-disciplinary group comprised of representatives from each of the district subject area committees, building principals, the district office, and the staff at large.

GRADE-LEVEL TEAM/DEPARTMENT

Teachers responsible for one grade level or one discipline in one building

Building principal and department chair

District Steering Committee

I. Responsibilities

A. Set district direction for:

- curriculum
- instruction
- assessment
- staff development

B. Strategic planning for the improvement of education within the school district

C. Establish and maintain ongoing two-way communication with all constituent groups

II. Membership/Selection/Responsibilities

A. Membership

one parent from each building	(5)
one high school student per grade level	(4)
two teachers from each elementary school	
three teachers from middle school and high school	
one teacher from Teacher Center Coordinating Council	
one teacher from the JDFA	(14)
one person from each support staff unit	(5)
▪ cafeteria	
▪ clerical/teacher aide	
▪ custodial	
▪ maintenance	
▪ bus driver	
three members of the Board of Education	(3)
Superintendent	(1)
Assistant Superintendent	(1)
Director of Curriculum and Instruction	(1)
three administrators	(3)
community members from such groups as:	(4)
▪ the Town of DeWitt	
▪ Business Partnerships, Inc.	
▪ DeWitt Rotary	
▪ Greater Jamesville Chamber of Commerce	
▪ Kiwanis	
▪ Welcome Wagon	
▪ Senior citizens	

Total 41

B. Selection

Parents selected by PTG
Students selected by student government
Teachers selected by JDFA
Teacher Center rep selected by coordinating council
Support staff selected by bargaining units
Administrator selected by the administrative group
Board members selected by the Board of Education
Community members selected by constituent groups

C. Term

All terms are two years running from July to July.
New appointments will occur each June.
Terms will be staggered to the greatest extent possible.

D. Member responsibilities:

1. Demonstrate commitment by:
attending monthly meetings
calling the district office to be excused from a meeting when necessary
2. Establish effective two-way communication between constituent group and district steering committee.
3. Each member must balance the needs of his/her constituent group with the needs of all constituent groups.
4. Each member must be entrusted by the constituent group to make decisions in the best interests of students at J-D.

III. Procedures

- A. Ad hoc action teams will be appointed as needed by the steering committee to accomplish designated tasks.
- B. Leadership of the steering committee will be assumed by co-chairs. One co-chair will be a district office administrator. One co-chair will be appointed each year by the steering committee.
- C. Monthly meetings will occur in the evening from 7:00-9:00 p.m.
- D. There will be no alternate members.
- E. A meeting recorder will be selected on a volunteer basis.

IV. Decision-making Process

All decisions will occur by consensus. The following is our working definition:

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

1. All group members agree to actively support the decision though it may not be everyone's first choice.
2. Everyone is committed to the decision as if it were the first choice of all group members.
3. Each participant agrees that he or she has had an equal opportunity to influence the decision.
4. No one raises an objection when the group leader calls for consensus approval of the decision.
5. Any disputes that cannot be resolved will be referred to the Board of Education.

V. Accountability

The steering committee will report its actions to the Board of Education and to its constituent groups. Steering committee actions will be reported to the community via the district newsletter.

VI. Coordination of State and Federal Requirements for Parental Involvement

Administrative representatives on the steering committee will communicate and coordinate any statutory requirements for parent involvement as necessary.

BUILDING-LEVEL TEAMS

I. Responsibilities

- A. Set building direction for:
 - school environment
 - building code of conduct
 - building staff development program
- B. Strategic planning for the improvement of education within the school building including such issues as: school schedule, co/extra curricular activities, building discipline, structure of the school day, and budget development.
- C. Provide input to building principal on school-related issues.
- D. Establish and maintain ongoing two-way communication with all constituent groups.
- E. To build support and ownership for decisions, facilitating implementation
- F. To foster innovation, creative thinking, and meaningful problem-solving through a team approach

II. Membership/Selection/Responsibilities

A. Membership – elementary buildings

administrator	(1)
faculty members (including assistants, nurses, support staff)	(5-8)
non-instructional staff (includes secretaries, aides, custodial, cafeteria)	(1)
parents	(2)

B. Membership – middle school and high school

administrator	(1)
faculty members (including assistants, nurses, support staff)	(8-10)
non-instructional staff (includes secretaries, aides, custodial, cafeteria)	(1)
parents	(4)
students (optional at middle school)	(2)

C. Selection

Each constituent group will determine the process by which members are selected with the following exception:

One of two student reps may be chosen by the faculty. Others will be chosen by the student government.

D. Term

All terms are two years running from July to July.

New appointments will occur each June.

III. Decision-making Process

Decisions will occur by consensus. The following is our working definition:

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

1. All group members agree to actively support the decision though it may not be everyone's first choice.
2. Everyone is committed to the decision as if it were the first choice of all group members.
3. Each participant agrees that he or she has had an equal opportunity to influence the decision.
4. No one raises an objection when the group leader calls for consensus approval of the decision.
5. Any disputes that cannot be resolved will be referred to the district steering committee for discussion.

IV. Accountability

Actions of the building-level team will be reported to the district steering committee and to its constituent groups.

V. Coordination of State and Federal Requirements for Parental Involvement

The building principal will communicate and coordinate any statutory requirement for parent involvement as necessary.

DECISION-MAKING ROLES

DISTRICT STEERING COMMITTEE

Setting direction in the areas of curriculum, assessment, and instruction is the major role of this group. It is the decision-making body for the global issues in this area such as: philosophy of instructional delivery, development of student outcomes, development of assessment criteria and benchmarks, the use of various types of assessment, and reporting of student progress. These decisions will be made based upon ongoing communication with the building-level teams and the district curriculum council.

Based upon these established directions, this group will set staff development priorities and develop a long-range plan for implementation. These decisions will be made based upon ongoing communication with the building-level teams, the teacher center, and the district curriculum council.

This group also plays a role in setting district direction relative to student placement. It is the decision-making body for global student grouping issues such as homogeneous vs. heterogeneous, multi-age, etc. These decisions will also be made based upon ongoing communication with the building-level teams and the district curriculum council. In addition, the group provides input to the district office on student placement policy decisions such as promotion, retention policy, and inclusion policy.

The group also provides input to the district office on policy as it relates to districtwide discipline issues and establishment of the school year.

BUILDING-LEVEL TEAM

Planning and implementing actions to be taken in the building as they relate to directions and policy set at the district level is the major role of this group. It is the decision-making body for building-related issues such as the building staff development program, the building code of conduct, establishing criteria for the structure of the school day, and school environment issues. These decisions will be made based upon ongoing communication with parents, teachers, administration, and in the case of the high school, the students the team represents.

Within the building, the team has the role of providing input to the principal on decisions as they relate to: school schedule, co/extra curricular activities, building discipline, and budget development.

Within the district, the team provides input on issues being addressed by the steering committee.

PRINCIPAL

Principals provide input into many aspects of curriculum, instruction, and assessment through membership on the building-level team, district subject area committees, and the district curriculum council. Within the building, the principal is the decision-maker on issues such as: development of school schedule, co/extra curricular activities, the hiring and placement of instructional staff, the role of paraprofessional staff, and building discipline. These decisions will be made based upon ongoing communication with constituent groups such as the building-level team, department chairs or resource leaders, teachers, parents, students, and the district office.

In addition, at the building level, the principal provides input to the teacher concerning the use of learning materials. At the district level, the principal provides input concerning the hiring of administrative staff, district staff development programming, the scheduling of shared staff, district crisis intervention planning, and budget development.

DISTRICT OFFICE

District office personnel provide input into many aspects of curriculum, instruction, and assessment through membership on the steering committee, the district curriculum council, and the district subject area committees. District office personnel are the decision-makers on such issues as: the hiring of administrative staff, scheduling of shared staff, districtwide staff development programming, course offerings, and standardized testing. The district office is also the decision-maker on policy issues such as promotion/retention, inclusion, and district discipline.

In addition, the district office is the decision-maker on issues affecting the entire district such as: the structure of the school year, budget development, and district crisis intervention planning. These decisions will be made based upon ongoing communication with constituent groups such as the steering committee, district subject area committees, and principals.

In addition, the district office provides input through the principal on some building-level decisions such as discipline and the hiring of instructional staff.

DISTRICT CURRICULUM COUNCIL

Planning and coordinating actions to be taken based upon directions set by the Compact for Excellence and Accountability Steering Committee is the major role of this group. This group provides input to the steering committee on issues related to curriculum, instruction, assessment, and staff development planning. This input is provided based upon communication with the district subject area committees.

DISTRICT SUBJECT AREA COMMITTEES

Planning and implementing actions to be taken within each subject area as they relate to directions and policy set at the district level is the major role of these committees. Within each subject area, the committee is the decision-making body for curriculum-related issues such as the development of curriculum to meet outcomes and the selection of learning materials. These decisions will be made based upon ongoing communication with department chairs, resource leaders, and departments or grade-level teams.

These committees provide input to the district curriculum council on issues related to curriculum, instruction, assessment, and staff development planning.

In addition, these committees provide input to the district office on issues relating to staff development programming, standardized testing, and budget. Again, input will be given based upon ongoing communication with department chairs, resource leaders, and departments or grade-level teams.

DEPARTMENT CHAIR/RESOURCE LEADERS

On the district level, the role of these individuals is to provide input to the district subject area committees on issues related to curriculum, instruction, assessment, and staff development.

Within the building, these individuals provide input to the principal on issues related to course offerings and the hiring of instructional staff. In addition, they provide input to the building-level team concerning the structure of the school day. Input will be given based upon ongoing communication with departments or grade-level teams.

