

**Shared-Decision Making Plan
District Planning Team - Final Plan**

**Original Approved by the Professional Development Committee-March 14, 2012
Revised Plan Approved by the District Planning Team on-May 14, 2014**

This revised draft of the “DCS Shared Decision Making Plan” was approved by the DCS District Planning Team on May 14, 2014 and the DPT now recommends approval by the DCS Board of Education.

DeRuyter Central School Mission Statement: DCS accepts the responsibility of assuring the students reach their educational, physical, and emotional potential in a safe environment.

The DeRuyter Central School’s District Planning Team’s (DPT) purpose is to ensure participation of parents and teachers with administrators in the school-based planning and shared-decision making. Central to this goal is a solid and consistent communication link between the Board of Education, the Administration, faculty, staff, parents, students, and community members.

I. Manner and Extent of Expected Involvement of All Parties

At a minimum, the DPT will consist of:

1. Administrators
2. Faculty Representatives
3. Parent Representatives
4. Support Staff Representatives
5. Bargaining Unit Representatives

A. Member Selection: Volunteers will be recruited for the committee including the above representatives and may include parents, students, community members, and BOE representatives.

B. Meetings: The committee meets every 6-8 weeks during the school year. The committee may meet once in the summer as needed (either in July or August).

C. Roles and Responsibilities: The DPT will have one chairperson to facilitate the meeting. The team will appoint a recorder at each meeting. The recorder will insure the dissemination of the meeting minutes once they have been reviewed and approved by the committee. The minutes will be disseminated to all faculty and staff and posted on the district’s web page.

II. Educational Issue

A. Changing Expectations and Outcomes for Students:

To improve student outcomes, the DPT feels that on-going parental involvement and cooperation is key and should be encouraged and evidenced by the school:

1. Responding to parental concerns and parents responding to school concerns.
2. Assisting parents in feeling comfortable and safe to communicate concerns.
3. Enlisting parental support in promoting and presenting consistent messages on good citizenship behaviors,

personal responsibility and mutual respect both at school and at home.

4. Encouraging parents to take ownership and responsibility for their role in the education of their children and others.
5. Encouraging parents to utilize the district's website and use email as a form of communication.

B. Assessment: Mastery Levels and Methods

DCS' approach to assessment will be broad-based in nature. Hands-on activities, portfolios, teacher judgment, and paper and pencil testing will be factored into the individual's final grade, while maintaining focus on Common Core Learning Standards (CCLS) and Assessments

C. Student Grouping

Students benefit from heterogeneous grouping educationally, physically, socially, and emotionally.

1. Students will be heterogeneously grouped
2. Necessity will dictate minimal use of ability grouping as an alternative. Continued assessment will allow change within and between ability groups.
3. Students of all abilities will have equal access to educational resources.
4. Instructional skills of teachers have a significant impact on student learning, regardless of grouping. Continued opportunities for the development of instructional skills / styles will be provided through the District Professional Development Plan.

D. Student Learning Styles – Teacher Instructional Styles

Learning styles and instructional styles will evolve at DCS through familiarization with current educational developments and research. Every effort will be made to understand and accommodate students' preferred learning styles as well as to differentiate instruction to meet individual needs. The district's staff will utilize the strongest elements of a variety of instructional approaches to achieve balance between student learning styles and teacher instructional styles.

E. Faculty and Staff Input

The district will utilize the professional expertise of its faculty and staff by listening to and responding to the interests and concerns of the faculty and staff.

F. Educational Technology

The infusion of technology into curriculum and instruction is crucial to student success in school and beyond. The DPT will assist the district in its efforts to create a culture that provides all students access to and opportunities to become proficient in the use of all available technology.

G. Faculty, Parents, and Community

The district will utilize the Parent Teacher Organization (PTO) as a vehicle to listen to and respond to the interests and concerns of the faculty, parents, and community.

The PTO will also provide informational and educational meetings to reinforce shared decision-making between DCS and parents/community.

H. Board of Education

The District Planning Team will utilize opportunities to communicate with the BOE to communicate, align and enhance district goals and objectives.

III. Means and Standards to Evaluate Student Achievement

DCS will improve student learning by assessing student achievement through the following methods:

A. Curriculum Aligned to the Common Core Learning and NYS Standards: Achieved by

1. Ongoing review and implementation of the DCS curriculum
2. Formative and Summative Assessments aligned Common Core Learning Standards
3. Lesson Design and Materials/Resources Review

B. State Assessment and Data Analysis: Examined through

1. School Report Card analysis
2. Analysis of student subgroups
3. Individual student data (CNYRIC)
4. Analysis of common formative assessments.

C. State Accountability and NCLB Standards: Progress Monitored by

1. AYP – Adequate Yearly Progress
2. RTI – Response to Intervention Services
3. AIS – Academic Intervention Services

D. APPR

1. Student Growth (State Tests & SLO's)
2. Student Achievement (common formative assessments)

IV. Accountability

A. Each member of the DPT utilizes a variety of communication devices to inform their constituents as to the development of the DPT plan. The DPT will encourage school committees and community groups to share their meeting minutes with the DPT. All members of the DPT will work to obtain feedback from their constituencies as to the direction the DPT should be taking in developing and implementing the strategic plan for DeRuyter Central School. The communication methods used by Members are as follows:

1. Superintendent via BOE meetings and the district newsletter.
2. BOE representatives via monthly BOE meetings.
3. Administration via monthly faculty meetings.
4. Faculty via monthly faculty meetings and other random committee meetings.
5. Support Staff via monthly meetings, newsletters, and memos.
6. Parents via monthly PTO meetings and ad hoc committees.
7. Community representatives via interfacing and standing community groups, community nights, etc.
8. Students via class meetings, Student Council meetings, and interaction with classroom teachers.
9. Bargaining Units via monthly meetings.

- B.** At present, these modes of communication are in place and will serve the DPT needs. The DPT also realizes the need for ongoing review, re-evaluation and assessment in order to provide a viable compact. The DPT encourages school and community groups to channel their efforts to support the DPT goals. The DPT will provide the opportunity for its constituencies to participate in the shared-decision making process as the DPT continues to work towards DCS goals and mission.
- C.** The DPT is not the collective bargaining agent for the DFA or for the CSEA and it has the responsibility to adhere to all existing contracts, BOE policies, DCS administrative procedures and NYS Education Law.

V. Dispute Resolution

- A.** Disputes that cannot be resolved by the district's shared-decision making team, the DPT, will be resolved by
 - 1. Informal mediation.
 - 2. A committee consisting of the superintendent and appropriate bargaining unit representatives.
 - 3. BOE.

VI. State and Federal Requirements for Parental Involvement

- A.** Parental involvement at DCS meets the state and federal requirements that exist in our Special Education and AIS programs.
- B.** The DPT will strive to continue to improve the communication between DCS and parents/community. The DPT is committed to providing parents and community members with opportunities for parental and community involvement in the educational programs at DCS.