

A large, stylized letter 'O' logo is centered on the page. The 'O' is composed of a light orange fill, a white inner border, and a thick, light blue outer border. To the right of the 'O', the word 'ONEIDA' is written vertically in a light blue, sans-serif font. The entire logo is set against a light gray rectangular background.

Oneida City School District Shared Decision Making Plan

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Introduction

The New York State Board of Regents adopted Section 100.11 of the Regulations of the Commission of Education. This Regulation requires each public school district board of education and each Board of Cooperative Education Services (BOCES) to develop and adopt a district plan for the participation by teachers and parents in school based planning and shared decision making. The regulation further specified that the plan be developed in collaboration with the Oneida Board of Education, administrators, teachers and parents.

Purpose of the shared decision making

Shared decision making is driven by the belief that the most effective choices are made when those affected by the decisions are involved in the decision making process. It is a process by which members of an educational community cooperate in identifying and implementing activities to advance and improve learning. This process is used to assist with the realization of programs, services, collaboratively deciding on issues and resolving problems. The goal is to utilize the expertise and perspective of representatives to guide and shape decisions that positively impact student outcomes.

To be successful, shared decision making requires commitment, time, and hard work. Success requires that trust be established and communication maintained. The key to a successful shared decision making team is having all members committed to working together in a positive way to solve the issues of the school, lending greater success for all students. Shared decision making is a process not a quick fix.

The purpose of this plan is to improve the educational performance of all Oneida students. The implementation will be in accordance with District policy, mission and goals. In order to ensure the success of this plan, it will provide an opportunity for collaboration, decision making and for shared responsibility. This will be accomplished by involving all stakeholders in the educational process (i.e. parents, teachers, administrators, community members and students).

The District Shared Decision Making Team is also expected to serve as a sounding board for the Superintendent, being a think tank on new initiatives, and a forum for collection and sharing of best practices. The Shared Decision Making Team will meet at least once annually. The agendas, meeting dates, and minutes of each meeting shall be shared with the respective school level teams so as to ensure timely and complete communication. Similarly, said items shall be shared with the Shared Decision Making Team by school level teams.

Oneida City School District mission and vision

Mission

The Oneida City School District's mission is to educate, inspire and empower students.

Vision

The Oneida City School District's vision is that students reach their fullest potential.

The educational issues subject to shared decision making

The building and district committees are empowered to consider issues related to student performance, including but not limited to those on the following list. All of the issues should also relate to the District's vision, mission, goals, and implementation of related objectives. All decisions will be made with regard to federal, state, local laws and policies. Matters of confidentiality involving staff, students, parents, etc. will not be referenced or discussed.

A. Health and Safety

Examples: Building safety and security procedures and protocols, food service, & social/emotional programs

B. Parental Involvement

Examples: Parents as volunteers, special events / field trips, & parent/teacher conferences

C. School/Classroom procedures

Examples: Student handbook, calendar, extra-curricular / after school clubs & routine procedures

D. Budget

Examples: Materials and supplies, special events, and field trips

E. Data review

Examples: Data sharing/review, evaluation of data resources, & alignment of curriculum/instruction/assessment

F. Curriculum review

Examples: Character education, technology and innovation, & core curriculum

G. Communications

Examples: Digital, print, & interpersonal

H. Community Participation

Examples: Partnership, business participation, & continuing education for community adult education

The manner and extent of involvement

A. The committee shall be configured as follows:

Group	District	Elem. #	M. S. #	H. S. #	Selected by:
Teachers	6-8	3-4	3-5	3-8	OTA
Parents	1-2	1-2	1-2	2-4	Building/District Team
Administrators	2	1	2	2-3	OAA
Students	1-2	1-2	2	3-4	Building Principal
Support Staff	2	1-2	1-2	2-3	OSEU
Community if available	1-2	1-2	1-2	1-2	Building/District Team

B. Minimum meetings

- Building level- 1 time a month– time and length to be determined by the individual teams and can be held in conjunction with other meetings
- District level- minimum one time per year- time and length to be determined by the individual teams and can be held in conjunction with other meetings

C. Training

- District should sponsor both initial and ongoing trainings as needed

D. Communication

- Outgoing information from team:
 - Minutes will be taken and posted
 - Individual members will take information back to constituents
 - District newsletter or other sources
- Incoming issues to the team:
 - Through team members along with district and building personnel

E. Subcommittees can be formed to research and collect information (fact finding) on specific topics and report findings to the building team

F. Decision making will be done by consensus* of every member with all active stakeholder groups represented.

*Consensus meaning:

- “I agree with this decision and I will give a lot of support.”
- “I can live with this decision; I will be supportive.”

- “I don’t agree with this decision, but I will trust the opinion of the group.”

G. Term

- 2-year (staggered) term for all members except students, 1 year student term
- In establishing the initial team, the parents and teachers will start with either a one or two year term to be determined at the beginning of year one
- Terms will be October 1st through September 30th
- There is no limit to the amount of terms a member may serve consecutively

H. Each stakeholder group will select their representative(s). After the second consecutive absence of a team member, the team will notify the stakeholder group who will designate a replacement no later than the next scheduled meeting. If any member of the elementary or secondary team changes status*, the team must go back to the stakeholder group for new representation.

* change in status – loss of affiliation of stakeholder group.

I. The District Planning Committee will:

- Conduct a biennial review; make modifications to the plan; make decisions that impact on other levels (more than 1 team)

J. All Building Team meetings will be open to stakeholder groups and the public. All visitors to Shared Decision Making meetings shall be non-participating observers. Meeting agendas and minutes will be posted on district and building websites and emailed to all staff members within the building.

K. The dual role of a Board of Education member as a building team member is not permitted as it may lead to conflict of interest problems.

Means and standards to evaluate student achievement

Student performance, related to the decisions reached by the District, will be based on achievement evidence. That desired achievement will be based on the following criteria:

- The New York State School Report Card, State Assessments, and ongoing District Assessments
- OCSD Board of Education District goals
- Other performance measures which may include but not limited to student attendance, including tardiness rates, graduation rate, acceptance rates at 2 & 4 year colleges, participation rates in athletics, music, and other co-curricular activities

In order to understand the various indicators of student performance, the District and Building Teams will have opportunities to review test data and other measures that are appropriate to measure student learning.

Means by which members will be held accountable

- A. Every issue and recommendation brought to the team should address both student performance and achievement.
- B. Each decision/recommendation should have both evaluative and timeline components which may include outside resources if it is deemed beneficial by the team. The team should use the evaluative component to assess the effectiveness of its decisions and modify implementation decisions if necessary.
- C. Accountability is the responsibility of the team for its decisions and recommendations. All group members will actively participate in the decision making process and be a part of a consensus, thus all groups will own their decisions once made.
 - *Consensus meaning:
 - “I agree with this decision and I will give a lot of support.”
 - “I can live with this decision; I will be supportive.”
 - “I don’t agree with this decision, but I will trust the opinion of the group.”
- D. The team will be accountable to the Administration, the Board of Education and the State.
- E. Communication, by building principal, will invite response and input through:
 - An agenda that is prepared and posted in advance
 - Minutes that will be posted on district and building websites and emailed to staff
 - Team members who will take information back to constituents and place on agenda
 - District newsletter, website, or other sources
- F. The District Planning Committee will issue a biennial statement summarizing the effectiveness of their actions, including future recommendations, as necessary.

Dispute resolution process

Consensus decision making is a process used to ensure that every individual has involvement in the decision. It requires everyone's participation. Listening, thinking, studying, sharing, trust, and respect are values inherent in the process. All members must agree to support—or at least not undermine—a decision. Reaching consensus does not mean the vote is unanimous, the result is everyone's first choice, or everyone agrees. Consensus lead to the development of the commitment and ownership necessary in collaborative decision making. Said in another way, consensus is reached when all members agree with one of the following statements:

- "I agree with this decision and I will give a lot of support."
- "I can live with this decision; I will be supportive."
- "I don't agree with this decision, but I will trust the opinion of the group."

Decisions will be made through consensus. If consensus is unattainable, other strategies will be employed. These strategies may include, but are not limited to: mediation, sending issues to a sub-committee for further work, and problem solving models.

If an impasse is reached, it shall be resolved by a 75% vote of the total committee membership in support of a committee decision.

Shared Decision Making Committee decision must be made within the constraints of Education Law, Board of Education Policy and Administrative Regulations, union contracts, and budgetary limits established by the Board of Education.

Means of coordinating State and Federal requirements for parent involvement

Certain State and Federal programs require parental involvement that may exceed the level of parental involvement described in this plan. In all cases where required parental involvement is greater than provided in the District Plan, that greater involvement shall be the minimum allowed.

Whenever federal and state programs require parental involvement, the shared decision making framework will be utilized. Shared Decision Making Teams shall facilitate input, communication and involvement that will lead to compliance.

Whenever possible, building committees will be asked to nominate or recommend people to participate in meeting federal or state requirements for parental involvement.

Definitions

Shared Decision Making

Shared Decision Making is a process by which all stakeholders in the educational system and represented community at the district and school levels have the opportunity to participate fully and equally. This continual process will be used to:

- identify educational issues;
- define goals;
- formulate and/or implement procedures; and
- assess, re-evaluate, and modify activities to challenge each student to reach for and achieve standards of excellence to his/her fullest potential.

Meaningful Involvement

Meaningful Involvement is the participation in shared decision making in which the contributions of each stakeholder group are accepted as significant and equal. All stakeholders in the community are given the ongoing opportunity to actively participate in and have access to the entire decision making process, as described in Manner and Extent of Expected Involvement for All Parties. In addition, all stakeholder groups are expected and encouraged to participate in the educational process as described in Manner and Extent of Expected Involvement of All Parties.