



*Monticello Central School District*

**DISTRICT PLAN  
for  
SCHOOL-BASED PLANNING  
and  
SHARED DECISION-MAKING**

**RE-ADOPTION OF CURRENT PLAN  
AS RECOMMENDED  
BY THE DISTRICT LEVEL TEAM**

**February 21, 2008  
by**

**THE MCSD BOARD OF EDUCATION**

## **COMPACT FOR LEARNING**

In accordance with Commissioner's Regulation 100.11, the Monticello Central School District has drafted and adopted the following district-wide plan for school-based planning collaborative decision making. Regulation 100.11 requires every public school district in New York State to develop a plan for the participation by parents and teachers with administrators and school board members in shared decision-making for the improvement of student achievement in each respective school district.

The Monticello Central School District, in accordance with the spirit of Regulation 100.11, has developed a district plan with the beliefs that:

- ✦ All students can learn
- ✦ The focus should be on measurable results
- ✦ The aim should be for mastery not minimum competency
- ✦ The means should be provided to improve student achievement
- ✦ The means should be provided to foster student social and emotional growth and development
- ✦ There should be responsibility with accountability for all constituencies (board, administration, instructional and non-instructional staff, parents, students, and the community at large)
- ✦ Success should be rewarded and failure should be remedied

## **MISSION STATEMENT**

The purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the Monticello Central School District, regardless of such factors as socio-economic status, race, ethnicity, gender, language background, and/or disability.

## **DISTRICT LEVEL TEAM MEMBERS**

**February, 2008**

*Facilitator: Ms. Kathleen Pagano-Fuller, Asst. Supt. for Student Learning*

- Petrina Kavleski, Elementary Teacher, Rutherford Elementary School
- Patricia Klein, Elementary Teacher, Cooke Elementary School
- John Langseder, Teacher, R. J. Kaiser Middle School
- Cathy McFadden, Literacy Specialist, Duggan Elementary School
- Kathleen Pagano-Fuller, Assistant Superintendent for Student Learning
- Renea Stasko, Parent Representative, Chase Elementary School
- Patricia Yorks, Teacher, Chase Elementary School
- Deborah Wood, Principal, R. J. Kaiser Middle School

# **DISTRICT PLAN**

## **1. WHAT EDUCATIONAL ISSUES DO YOU THINK SHOULD BE SUBJECT TO COOPERATIVE PLANNING AND SHARED DECISION MAKING AT THE SCHOOL LEVEL?**

### **A. The educational issues which will be subject to cooperative planning and shared decision making at the school level will include the following:**

NOTE: The subheadings under each educational issue are used for illustrative purposes and do not exclude other items which may be addressed by the school level teams.

- **SCHOOL CLIMATE**
  - Student rewards and incentives
  - Student recognition programs
  - Discipline
  
- **HOME/COMMUNITY RELATIONS**
  - Newsletters
  - Use of community members in school
  - Apprenticeships and mentorships
  - District Website/Electronic Communication
  
- **INSTRUCTIONAL STRATEGIES**
  - Cooperative Learning
  - Team planning and teaching
  - Creative scheduling
  
- **CURRICULUM REVIEW**
  - Literacy Across the Content Areas
  - Integration of technology into the curriculum
  - Multiple subject area lesson planning
  
- **STUDENT PLACEMENT**
  - Grouping (Clustering, teaming, looping, etc.)
  - Inclusion
  
- **STUDENT ASSESSMENT**
  - Benchmark Assessments
  - Formative Assessments
  - Diagnostic Assessments
  - Review and Task Analyses of existing tests
  - Alternative assessment strategies

➤ **PARENT INVOLVEMENT**

- Parent input into student evaluation
- Opportunities for parents to see student work
- Opportunities for parents to visit schools
- Opportunities for parents to serve on school and district committees

➤ **STUDENT ACTIVITIES**

- Encourage co-curricular involvement
- Coordination of curricular and co-curricular activities
- Student services
- Student involvement in school planning

➤ **PROFESSIONAL DEVELOPMENT**

- Professional Development Days (Superintendent Conference Days; Early Release Days)
- Summer Professional Development
- Summer Projects and Task Forces
- New Teacher Induction Program
- Mentoring Program

➤ **RESTRUCTURING AND UTILIZATION OF FACILITIES**

**B. In developing plans to address identified educational issues, the school teams recognize that the School Board and the Superintendent of Schools retain legal authority for the overall operation of the school district. Decisions which are *not* subject to school level decision making include:**

- Health and safety issues
- Ethical issues
- Civil rights issues
- Issues directly related to educational law, statutes, or regulations
- Issues covered by collective bargaining agreements unless all parties agree to sign off
- Issues affecting or conflicting with other school goals, issues conflicting with coordination and articulation between and among grade levels and schools, issues requiring the expenditure of funds beyond those approved by the Board of Education

## 2. DESCRIBE HOW ALL PARTIES SHOULD BE INVOLVED IN THE ISSUES SUBJECT TO SHARED DECISION-MAKING?

- All schools will have a school level planning team.
- A rotating system of membership on the school level team will be established by the school in order to provide for new membership on the team.
- The school level team will consist of the Principal, representatives from the faculty, representatives from the non-instructional staff, parents, and community members.
- The school level team will develop a schedule of meeting dates and times which will be made public and will be constructed in such a way so as to not purposefully exclude any constituent group from membership on the team.
- Regular attendance being very important to school level planning, a criteria for removal from the team will be developed.
- Decisions by the school level team will be reached through “consensus-building” strategies.

## 3. HOW WILL THE EVALUATION OF STUDENT ACHIEVEMENT BE DETERMINED WITH REGARD TO THE ISSUES SUBJECT TO SHARED DECISION-MAKING?

- Each school will develop a school improvement plan, called a “Comprehensive Education Plan” (CEP) which will have the following components:
  - a set of **goals** and **objectives** for the improvement of student achievement. The school goals will be related to the educational issues identified in the district level plan.
  - a **strategy** on how they will achieve each goal
  - identify **activities** and steps that staff will take
  - identify **resources** to be utilized
  - a **timeline** for meeting the stated goals and objectives
  - identify those who will take **primary responsibility** for each activity and all others who need to be involved.
- The school level team will **monitor the implementation** of each activity in order to reach the goals and objectives. This is the evidence that will be gathered on an ongoing basis to document successful implementation of this activity. Measures may include tests, portfolios, surveys, attendance records, discipline referrals, etc.

#### 4. HOW WILL ALL PARTIES INVOLVED IN SHARED DECISION MAKING BE HELD ACCOUNTABLE FOR ANY DECISION MADE?

- It will be the responsibility of all school level team members to gather data from the respective constituencies as a basis for school level planning. The school level team will also be responsible for monitoring communication back to the respective constituent groups.
- The school level team will be responsible to the Superintendent of Schools and the Board of Education for the development, implementation, and progress of their school improvement (CEP) plans.
- The school level teams will prepare an annual report indicating the extent to which goals and objectives have been achieved. This report will be made public, communicated to parents, and presented to the school faculties and to the Board of Education.

#### 5. WHAT PROCESS WILL BE USED TO RESOLVE ANY DISPUTES RESULTING FROM THE EDUCATIONAL ISSUES BEING DECIDED AT THE LOCAL LEVEL?

- School meetings can only be conducted if a quorum of the school team is present. A quorum will be defined as two-thirds of the members of the school team.
- Decisions will be made by **CONSENSUS** at the school level.
- If consensus cannot be reached by the school level team a **VOTE** of the team members present at the meeting will be taken. A **majority of the voting members** will resolve the dispute.
- If for some reason the school team cannot resolve a dispute it may **be referred to the Superintendent of Schools** who may call a meeting of the district level team in order to discuss and resolve the dispute. Consensus and vote will govern the district team in the resolution of disputes.
- If the dispute is not resolved after referral to the Superintendent, the matter may be **appealed to the Board of Education**.
- Disputes which may be appealed are those arising from the inability to plan or make decisions pertaining to the agreed upon educational issues. Disputes which may not be appealed are those that involve district policy, collective bargaining agreements, state and federal laws, Commissioner's Regulations or Regents rules, issues that will impact on other school, issues that involve the expenditure of funds beyond that which the Board has approved.

## **6. HOW WILL STATE AND FEDERAL REQUIREMENTS FOR THE INVOLVEMENT OF PARENTS IN PLANNING AND DECISION-MAKING BE COORDINATED WITH AND MET BY THE OVERALL PLAN?**

It is the responsibility of the Superintendent of Schools and the Board of Education to comply with state and federal requirements for the involvement of parents in planning and decision-making. The district seeks to promote parental involvement in planning and decision-making through a variety of strategies and techniques. These have included but are not limited to the following:

- Support for active PTA and PTO in all schools which play an integral role in the district and its programs.
- Recruitment of parents and community members for the Comprehensive District Education Planning (CDEP) Team and the Professional Development Team (PDT).
- Recruitment of parents and community members to be actively involved in all school-level teams and school-wide project teams
- Recruitment of parents and community members to be actively involved in specialized committees such as administrative candidate screening committees.
- Encouragement and support for activities in all schools for parents which serve to support student achievement and encourage active participation in the school.
- Outreach programs which provide support to parents.

It is through these efforts and compliance with regulations (e.g., CSE, 504) that the district will meet the State and Federal Requirements related to the involvement of parents in planning and decision-making.

## RESPONSIBILITIES OF THE SCHOOL LEVEL TEAMS

- Guide and coordinate the school improvement process
- Develop training programs for staff to enhance knowledge and skills related to the school improvement process
- Coordinate the assessment of the school's effectiveness
- Analyze assessment data (e.g., classroom, school, district, and state)
- Insure the development of plans for purposeful change and improvement
- Coordinate communications with colleagues and other constituent groups during planning and implementation
- Monitor and evaluate the implementation of the short and long range plans for improvement
- Provide support to constituent groups and seek necessary resources for program improvements
- Insure the active participation of all constituent groups in the school improvement process
- Guarantee all constituent representatives input in decision-making and planning
- Recognize staff and student successes
- Verify, through the use of various forms of data, the success toward achieving goals and objectives
- Always keep the focus on the improvement of student achievement and on the overall welfare of the school community