

Wappingers Central School District District Shared Decision Making Plan March 24, 2021 Part 100.11

Statement of Success – Required Components

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions and to realize their potential while growing as responsible members of their community.

WE BELIEVE...

- ...the collaboration needed for meaningful change is built on honesty, trust and respect.*
- ...embracing diversity in all its forms enriches the human experience.*
- ...health and quality of a community are dependent on the responsible contributions of all its members.*
- ...that active and continuous learning is essential for individuals and communities to flourish.*
- ...everyone can realize their potential and when they do, both they and the community thrive.*



District Shared Decision Making Committee

Stakeholders

- Superintendent of Schools
- Administrators (selected by the district's administrative bargaining organization)
- Teachers (selected by the teachers' collective bargaining organization) and
- Parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district)

District Planning Committee

Superintendent
of
Schools

Dr. Dwight Bonk

Administrators
WAA
Members

Angie Rooney

Adam Gerson

Laura DiStefano

David Seipp

Teachers
WCT
Members

Jill Valentino

Lea LaSusa

Ellen Mead

Kerri Bohringer

Parents
PTA

Priscilla Rosanio

Andrea Mallar

Shawna Pinto

John Cantalupo

District's Plan

PURPOSE: Review and Revise the District Plan

- For the participation by teachers and parents with administrators and school board members in school-based planning and shared decision-making

WCSD District Plan is developed and reviewed
(Superintendent, Administrators, Teachers, and Parents)

Board of Education adopts the Plan
Biennially

Shared Decision Making Plan is
followed uniformly by WCSD Schools

What is the Role of the WCSD Shared Decision Making Committee

- Review the present plan
- Review building-level success in the component areas
- Reach consensus to update the plan based on this review
- Provide the Board of Education with a recommendation for the adoption of the revised plan

The Six Component Areas

| COMPONENT AREAS | | |
|------------------------------------------------------|----------------------------|-------------------------------------------------------------------------|
| Educational Issues Subject to Shared Decision Making | Involvement of All Parties | Means and Standards Used to Evaluate Improvement of Student Achievement |
| Accountability for Decisions | Dispute Resolution Process | Coordination of State and Federal Requirements for Parental Involvement |

RATING – Select the rating that most closely reflects the overall level of implementation for that component of the plan by the building teams.

Not Addressed Inconsistent Minimal Moderate Consistent



The Six Component Areas: Educational Issues Subject to Shared Decision Making

Educational Issues Subject to Shared Decision Making

Building-level Plan Examples:

- Building a culturally responsive learning environment
- Reading and STEAM events for students and families
- School-wide implementation of social emotional learning programs and activities
- Increasing parent involvement and partnerships
- Academic COVID committee
- Community partnerships for mental health

Rating: Moderate – All plans included projects subject to consideration by the School Leadership Team. Successes of some of the projects were limited due to decreased in-person opportunities.

Plan Reference – Page 4, items I-A and I-B.

Plan Revisions: None recommended.

The Six Component Areas: Involvement of All Parties

Involvement of All Parties

Building-Level Team Member Composition

- Principals, Guidance Counselors, Teachers (Gen Ed and Special Ed), Parents, Clerical (CSEA), Speech Teacher, Teaching Assistants, School Psychologists

Rating: Inconsistent – Some plans included representation from all required stakeholders, while other plans only had representation from some stakeholders. A few plans did not include a stakeholder list of members.

Plan Reference – Page 6.

Plan Revisions: Page 6 of the Plan indicates the membership of the School Leadership Team. However, not all teams followed the written guidance. For the 21-22 school year, the Superintendent will request, at the beginning of the school year, the principals to submit their team composition for review.

The Six Component Areas: Means and Standards Used to Evaluate Student Achievement

Means and Standards Used to Evaluate Student Achievement

Building-level Plan Examples:

- Teacher feedback
- Anecdotal reports from families
- Referral data (i.e. student discipline referrals and behavior records)
- Calculating student independent reading time
- Google surveys
- Monitoring participation in student and family events
- Classroom observations
- Multi-year analysis of student survey results

Rating: Inconsistent – The majority of plans included items that measured the success of their project. However, the measures used did not correlate back to impact the project had on student achievement.

Plan Reference – Page 9.

Plan Revisions: School Leadership Teams will be reminded to include both qualitative and quantitative data in accessing the success of the project. In addition, this data must include student achievement data.

The Six Component Areas: Accountability for Decisions

Accountability for Decisions

Building-level Plan Examples:

- Each team consists of multiple members from various stakeholders, so not one person is making the decision.
- The Superintendent was not asked to mediate any disputes by members of the School Leadership Teams.

Rating: Consistent

Plan Reference – Page 9.

Plan Revisions: None recommended.

The Six Component Areas: Dispute Resolution Process

Dispute Resolution Process

Building-level Plan Examples:

- The Plan includes a detailed process of discussing educational issues and the steps that should be followed to resolve disagreements or to reach consensus.

Rating: Consistent

Plan Reference – Page 10.

Plan Revisions: None recommended.

The Six Component Areas: Coordination of State and Federal Requirements for Parental Involvement

Coordination of State and Federal Requirements for Parental Involvement

Building-level Plan Examples:

Some of the plans did not include parent representation on the School Leadership Team.

Rating: Inconsistent - Some plans included representation from all required stakeholders, while other plans only had representation from some stakeholders. A few plans did not include parents on the School Leadership Team.

Plan Reference – Page 6.

Plan Revisions: Page 6 of the Plan indicates the membership of the School Leadership Team. However, not all teams followed the written guidance. For the 21-22 school year, the Superintendent will request, at the beginning of the school year, the principals to submit their team composition for review.

Recommendations Moving Forward

In order to address issues in the report, the following will occur:

- Each school will submit team member composition to the Office of the Superintendent as soon as the School Leadership Team is developed. All stakeholders will be represented.
- Schools will have access to a data dashboard that will help schools measure student performance, as outlined in submitted plans.