

## **SHARED DECISION MAKING**

Student learning is central to the mission of the Mount Vernon School District. Through sharing decisions, the board seeks to improve the quality of education for all students. While the school board has ultimate authority over decision-making, the board knows that decisions are stronger and most appropriate when they have resulted from the perspectives and expertise of the individuals and/or groups impacted by them. In addition, there will be a greater sense of ownership in and commitment to those decisions.

Shared decision making is a process that requires a climate of openness, trust, and respect for diversity. All parties must commit to the use of shared decision-making in order to foster full participation and genuine involvement of administrators, teachers, classified staff, specialists, parents, community members, and students in issues related to the education process. Training and other support is integral to successful decision-making and should be offered on an ongoing basis.

### **Parameters**

Site Leadership Teams (SLTs) shall operate within the requirements and guidelines of district employee agreements, district policies and procedures, state and federal laws, and the site team bylaws. Each site team will have bylaws which will determine membership, decision-making process, meeting schedule, roles, and rotation of members. Each new school year the rotation may be no more than half the members of the previous year. To define roles and responsibilities, the site team will review its bylaws at the start of each year and participate in trainings and team building workshops provided by the school district.

### **Membership**

Membership on the Site Leadership Team will be determined by the bylaws of each site team. Members will be selected by using a fair and equitable process that meets the needs of the membership.

It is the intent of the board to encourage each site leadership team to assure that membership includes fair and equitable representation of the school community; for example, principals, classified staff (instructional and non-instructional), certificated staff (primary and intermediate grade levels, departments), parents, students, and interested community members.

It is expected that Site Leadership Team membership will be representative of a school's diverse population and that the site team can show they have solicited and responded to input from the school's diverse population in the development and implementation of a school's strategic plan and other appropriate site team goal areas.

It is the responsibility and obligation of every member on the site team to communicate with, represent, and speak for their constituents.

### **Responsibilities**

The focus of the site Leadership Team shall be the continuous improvement of student learning. To facilitate student learning, the site team shall develop a school improvement plan that:

- Promotes a positive and safe school climate
- Guides the school's work to become a place that teaches to high standards
- Ensures high quality instruction
- Demands serious work and high performance from students and staff alike
- Unites the efforts of all adults
- Provides opportunities for parental involvement in their children's education at home and at school

Each plan shall be submitted annually, no later than the first board meeting in November, to the school board, superintendent, and school/parents/community. The report will include the school improvement plan, evaluation of progress of the plans, goals for the current year, site team bylaws, continuous quality improvement, and other necessary information.

Cross Reference:  
Policy No. 2005 – School Improvement Plans