

## **Barrington Public Schools Policy for Decision-Making Processes**

The purpose of this policy is to define the essential components of the decision-making process, as well as provide for a recurring annual evaluation of the process. Barrington Public Schools (BPS) uses a comprehensive decision-making process for district and school-wide initiatives related to the district strategic vision, mission, or goals that may impact a significant number of students and/or staff or have significant budgetary effects.

Essential components, as outlined and further explained in the BPS Decision Making Protocol (see protocol below), include the establishment of a clearly defined idea, committee or team, timeframe or sequence, and communication plan. All decisions will include an assessment of budgetary impact, viability, strengths/obstacles, and return on investment. The communication plan will allow for input and continual feedback from multiple stakeholders.

The School Committee and Administration will evaluate the effectiveness of the Decision-Making Protocol on an annual basis.

First Read: October 4, 2018

Second Read/Approved: November 1, 2018

## Barrington Public Schools Decision-Making Protocol

New or proposed concepts can come from many places and sources, including, but not limited to, the School Committee and its Advisory Committees, the District leadership, staff, community members, parents, students, and the Rhode Island Department of Education or other state and/or federal level governmental bodies.

These concepts will be reviewed by the School Committee and Administration as to potential positive impact/progression towards goals on the strategic plan, potential budget implications, and possible stakeholder benefit. This initial evaluation will be communicated to the stakeholders for initial input and feedback.

If the consensus of the School Committee and Administration is to further investigate the concept, the School Committee and the Administration must first

1. clearly define the goal/outcome/question,
2. clearly define the composition of the exploratory team/committee,
3. clearly define the timeline/sequence/responsibility for decision making, and
4. clearly communicate all of the above to relevant stakeholders.

The **exploratory team/committee** may be an existing Advisory Committee, School Improvement Team, or other district Task Force, or an Ad Hoc Advisory Committee or Task Force can be created specifically to address the question at hand.

The **timeline/sequence/responsibility** must anticipate a reasonable time to complete the steps outlined below prior to a budget cycle (when implementation could occur) and to allow lead time for stakeholders to adjust.

**Once formed, the exploratory team/committee shall:**

<b>RESEARCH</b>	Gather evidence of the strengths and obstacles of the idea, including experiences of other districts, research-based effectiveness and impact, other potential options and considerations, etc.
<b>RESOURCE</b>	Identify the viability of and the resources (people, budget, time) needed for implementation
<b>ENGAGE</b>	Engage stakeholder groups regarding the goal, evidence, resources, and experiences of other districts, allowing for multiple perspectives, input, and feedback
<b>ANALYZE</b>	Gather and analyze feedback received from stakeholder groups to inform the recommendation
<b>REACH CONSENSUS</b>	Reach consensus regarding any ideas or recommendations

<b>FORMULATE RECOMMENDATION</b>	Make a recommendation with a clearly defined and well communicated “why” to the School Committee to allow for a final decision
<b>OUTLINE TIMELINE &amp; COMMUNICATION</b>	Build and communicate an implementation timeline and plan with continuous updates and other communication along the process, including re-assessments for successes, obstacles, revisions needed
<b>DEVELOP BUDGET</b>	Represent the decision in the budget cycle, and provide its rationale with alignment of resources and return on investment
<b>UPDATE</b>	Update any relevant policies/protocols
<b>FOLLOW-UP/ RE-EVALUATION</b>	At specified intervals and using consistent tools, re-evaluate the decision as to its original “why” and effectiveness, including stakeholder input and feedback

**For all communication, the following steps shall be used:**

<b>MESSAGE</b>	The purpose and content of the message, including the “why”, must be clearly stated
<b>AUDIENCE</b>	The target group must be clearly defined; who needs to know, who will this impact, who may have helpful input; staff, parents, students, administrators, School Committee, other decision makers
<b>SENDER</b>	Who is responsible for sending, what will the return address be, timing of the message, etc.
<b>PRIORITY</b>	Priority and timeline are based on concept, conditions, degree of urgency, alignment with the strategic plan, relationship to other decision-making timelines such as budget development or other requirements
<b>FEEDBACK</b>	If at a stage of gathering input and/or feedback, including the re-evaluation process, ensure consistency, range, time, and fidelity of feedback through use of a variety of methods