

**Dolton West**  
**School District 148**  
**District Leadership Team**  
**(DLT)**  
**Stakeholders' Agreement**



## CONTENTS

I.	History and Mission .....	1
II.	Role of the District Leadership Team .....	2
III.	Membership of the District Leadership Team .....	3
IV.	Code of Conduct .....	4
V.	Parameters .....	5
VI.	Process.....	6
VII.	Waivers.....	7-8
VIII.	Waiver Application.....	9-10
IX.	Glossary of Terms.....	11-12

## **History and Mission**

### **History**

Once upon a time, in a place called School District 148, there were feelings of unrest. There were long painful negotiations and a great deal of mistrust. "There must be a better way!" was the cry heard throughout the district. This signaled a new beginning for District 148.

Everyone in the district saw the need for change. There was a vision of how the district would look once change occurred. People believed change could be accomplished. New questions arose. How do we change? What form will the change take? How painful is the process of change? Is it worth it? The journey began.

The process of negotiations became the first step in the change process. The bargaining teams from each party agreed to have healthy discussion and disagreement. Barred from the process were the practices of finger pointing and making accusations. The need for change was the driving force for bringing new language to the bargaining table. The practice of change for the sake of change ended.

Because of this process, a new concept called Revenue Sharing was born. It recognized all of the parties in the district. It gave them ownership of their decisions and the consequences of those decisions. A foundation for establishing and building trust finally existed. The contract also gave birth to shared decision-making. It provided an opportunity for people to come together to establish a better way to conduct business in District 148. From here, the search for training in the change process began. District 148 trained Staff as trainers in Stephan Covey's Seven Habits of Highly Effective People.

The search for the best way to change continued, as the district became a member of the Consortium for Educational Change (CEC). Through constant reflection, the Instruction, Policy and Curriculum Committee of the Board of Education reorganized to become the District Leadership Team and District 148 continued to define what went well and what was in need of repair. When repair was necessary, the search for a solution began.

Some of these solutions led to the continuing of the Covey training and workshops with Patrick Dolan as well as the refinement of the District Leadership Team and School Leadership Team Training. Each of these solutions made District 148 stronger. People slowly became comfortable with change and the trust level grew.

District 148 is currently forming a long-range strategic plan and a partnership with the University of Memphis. Both focus on strengthening the district's foundation and allowing the district to build a strong house that supports change and growth.

The last brick in this foundation is the Stakeholders' Agreement. The agreement has the support of the district anchors. It is the blueprint for shared decision-making now and in the future.

### **School District Philosophy/Mission Statement**

The Mission of School District 148 is to challenge and support all students to reach their highest level of performance.

## **Role of the District Leadership Team**

The District Leadership Team (DLT) will meet on a regular basis to assist and support individual school sites as they implement shared decision-making. The DLT will serve in an advisory capacity. Among its responsibilities, DLT will:

- Establish parameters for shared decision-making
- Review waivers and make recommendations of ways to proceed
- Provide technical assistance to individual school leadership teams
- Encourage and strengthen support and shared decision-making throughout the district
- Encourage and discuss ideas to improve teaching and learning
- Listen to and learn from all stakeholders
- Develop a communication information system throughout the school district

The DLT is not a regulatory body nor does it replace the roles of the Superintendent, Board of Education, or Collective Bargaining Groups.

## **Membership of the District Leadership Team**

District Leadership Team (DLT) Membership shall consist of the following district anchors:

BOE Member as Chair  
2 BOE Members or Designees  
DEA President or Designee  
DSA President or Designee  
2 Principals or Designees  
Superintendent  
2 District Office Administrators or Designees  
1 Historian or Designee  
4 Parents/Community

All Anchors must submit membership names for the next school year to the Superintendent by the final DLT Meeting of the previous school year.

- As of January 1, 2002, all current members are grandfathered as DLT members for as long as current members are willing to participate
  
- School Leadership Team (SLT) Training is preferred for any new DEA member
  
- Additional guests may be invited to DLT as needed by each DLT Agenda
  
- If there is an Agenda Item of particular interest or concern any employee may be invited or may attend any DLT meeting

## **Code Of Conduct**

- Everyone shows care and respect for each other.
- Everyone has an opportunity to voice ideas and opinions.
- Everyone seeks to understand and then to be understood.
- Everyone seeks mutual benefit through collaborative thinking.

## Parameters

The goal of shared decision making is to ultimately improve teaching and learning in each District 148 School. Each site and its constituent stakeholders must assume the authority, responsibility, and accountability for the education of its students. The District Leadership Team (DLT) proposes the following parameters to guide our schools in the development and implementation of site based decision making.

It is important to understand that site-based decision-making will not replace the school board, the superintendent, the building principal, other administrators, unions and collective bargaining agreements or any existing school or department committee. The Board of Education retains legal authority for the school district, and administrators (superintendents and principals) retain their responsibility for what takes place in the district and their schools.

With this understanding, each school must work within the following parameters:

- Federal laws and regulations
- State laws and regulations
- School Board policies and regulations
- Collective Bargaining Agreements and Memoranda of Understanding

Additionally, certain strategic decisions should remain at the district level, after consideration of input from the various stakeholders. These would include:

- Assurance of quality education
- Establishing educational standards and benchmarks for students at each grade level
- Assessment of district wide standards
- Determine District budget and revenues
- Collective bargaining
- Establishing school boundaries and building utilization
- District auxiliary services, such as maintenance, transportation, and food service
- Technology infrastructure, and fulfillment of District Technology plans as approved by the State of Illinois

## **Process**

- DLT Members call Superintendent to place items on Administrative Team Agenda.
- DLT Agenda items are first brought to Administrative Team, to see if the parameters have been met.
- DLT Meetings begin promptly at 6:30 p.m. and end at 8:00 p.m. at the District Administrative Office Building, 114 West 144<sup>th</sup> Street, Riverdale, Illinois, 60827.
- All District 148 Employees, Parents and Community Members are invited to attend.



## Waivers

The role of the District Leadership Team (DLT) is to assist and support individual schools as they implement shared decision-making. The DLT is not a regulatory body, nor does it replace the role of the superintendent, school board, or collective bargaining groups.

School Leadership Teams (SLT) may determine that more effective schools can result from a unique practice, which is in conflict with existing contracts or board policy. Such a practice would require a waiver. Waivers are special privileges that allow schools to function outside the parameters of contracts, roles and regulations. The following types of waivers may be requested: state laws and regulations (example, P.E. Waiver), School Board Policy, and Collective Bargaining Agreements.

The School Leadership Team should prepare a waiver proposal by completing a waiver request application. The proposal should clearly state the purpose, show potential impact on student achievement and demonstrate staff readiness. The proposal must also be aligned with Illinois State Standards, the school and district mission statement, and long-range strategic plan.

Upon completion of the waiver request application, the School Leadership Team should present the proposal to the District Leadership Team (refer to "Process") who will review the waiver request, give advice and request clarification or additional information. If the waiver request is accepted it will be forwarded to the three anchors: the Board of Education, the Administration and Unions.

Appropriate anchor(s) must agree on the proposed waiver. If a waiver is denied, a written explanation will be given to the School Leadership Team. If it is approved, a formal recommendation will be made to the Board of Education.

NOTE: Schools seeking waivers of state regulations will receive technical assistance from central administration upon approval of the waivers by the Board of Education.

## Waiver Requests

### Waiver Request Developed by School Leadership Teams

Waiver request should show evidence of site readiness, potential impact on student achievement, alignment with Illinois Learning Standards, Long Range Plan, and complete rationale for initiative. Forward request to Superintendent (refer to "Process")



### Presentation of Waiver Request

School Leadership Team should select a presentation team to present request to the District Leadership Team.



Suggestions and/or requests for additional information may be requested.



### Waiver Request Forwarded to the appropriate Anchor(s)

Unions

Board of Education

Superintendent's Staff



If a waiver is denied, a written explanation of the denial will be made to the SLT. SLT's may choose to address and resubmit issues identified in the explanation.



### Presentation to the School Board (formal)

**Waiver Application**

School \_\_\_\_\_ Date \_\_\_\_\_

Contact Person \_\_\_\_\_ Telephone Number \_\_\_\_\_

Type of waiver requested (Check all that apply)

\_\_\_\_\_ State laws and regulations

\_\_\_\_\_ School Board Policy

\_\_\_\_\_ Existing Collective Bargaining Agreement \_\_\_\_\_ DEA \_\_\_\_\_ DSA

\_\_\_\_\_ Other (describe) \_\_\_\_\_

Please complete the following information.

A. Provide reference and quote language of the Collective Bargaining Agreement, regulation or Board Policy, which is the subject of this application.

B. Describe the program or process that will replace the above mentioned.

C. How did the group reach its collaborative decision? Explain how all parties affected by the proposed change have been involved in the decision making process.

D. Describe the potential impact on student learning.

E. Describe the potential factual and/or perceived negative impact of the waiver.

F. How does the proposed program align with the state goals and district long-range strategic plan?

G. State the resources needed to implement this waiver.

Resource	Currently Available		Additional Cost	Revenue Share Pool Affected
	Yes	No		

H. How and when will the effectiveness of the waiver be evaluated? How will data be used to determine effectiveness of waiver?

I. Anticipated date when data will be presented to DLT \_\_\_\_\_

J. Duration of waiver \_\_\_\_\_

Signatures of Principals and entire SLT

\_\_\_\_\_  
Principal

\_\_\_\_\_  
SLT Member

\_\_\_\_\_  
SLT Member

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SLT Member

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SLT Member

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SLT Member

Please forward this application to the Superintendent.

## Glossary of Terms

Administrative Team – District and Building Level Administrators

Anchor – A major stakeholder whose responsibilities are to anchor the school system. These include the Board of Education, the Administration, the District 148 Education Association and the Dolton Support Association

Board of Education (BOE) – Seven-member community elected officials

Code of Conduct – A set of rules established by the District Leadership Team as a means to ensure productive, honest dialogue and relationships among the members of the District Leadership Team.

Consortium for Educational Change (CEC) – An Illinois organization of schools, school districts and other educational groups which support and facilitate school improvement through collaboration with all stakeholders

Collective Bargaining Agreements – Formal contracts, mutually agreed to by the BOE and the Associations representing employees, in which the provisions of the work environment are spelled out

Collective Bargaining Groups – Various recognized organizations that represent employees; in District 148 they include the District 148 Education Association and the Dolton Support Association

Consensus – A general agreement reached through discussion, in contrast to voting. Consensus does not always imply unanimity; rather, it is a state wherein a group agrees to move forward mutually, in respect and understanding of all opinions

District 148 Education Association (DEA) – The recognized collective bargaining group for certified employees

District Leadership Team (DLT) – District anchors that meet on a regular basis to assist and support individual school sites as they implement shared decision-making.

District Strategic Plan – Long range plan

Dolton Support Association (DSA) – The recognized collective bargaining group for support personnel

Parameter – These are guidelines, which serve as boundaries for implementation of shared decision-making and establish limits within which school leadership teams must act

School Leadership Training (SLT) – Formal training provided by CEC

Shared Decision Making – A decision making process rooted in discussion that involves representative stakeholders at a school site. The process of shared decision-making allows those directly affected to take charge, creating “ownership” of the schools

Stakeholders – Individuals or groups who have a vested interest in the District

Waivers – The intentional setting aside of a right, claim, or privilege; special granted privileges allowing school partnership teams to exceed the parameters outlined in this document. Waivers from the following types of operational rules and regulations may be sought: collective bargaining agreements, board of education policy and state laws and regulations