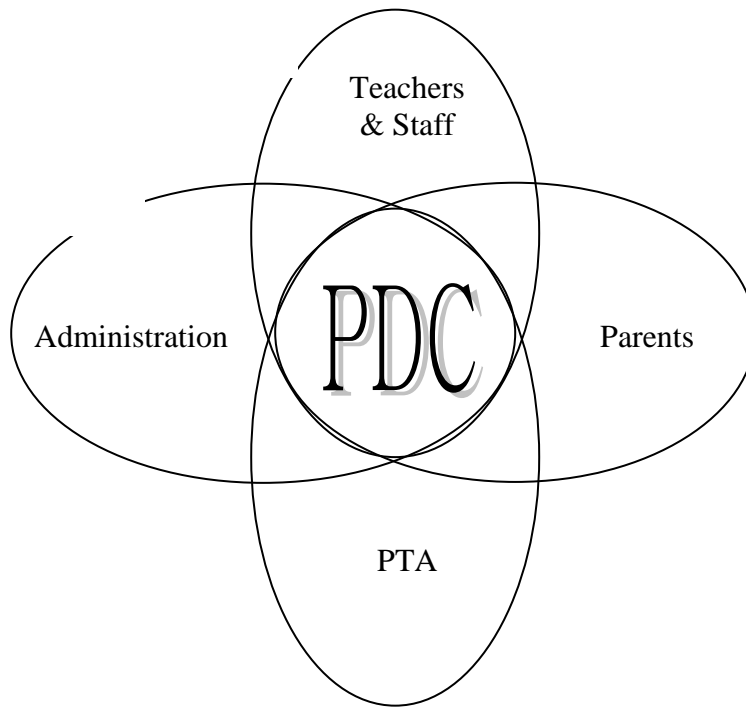


**Medina Elementary
Program Delivery Council (PDC)
How it Works – updated: 3/13/2011**



PDC at Medina Elementary operates as a Strategic Plan and Steering Committee

Overview

Program Delivery Council (PDC) is a Bellevue School District Board and Teachers' Collective Bargaining Agreement (CBA)** driven group that is authorized to operate at every BSD school. The PDC composition includes representatives from: teachers, specialists, classified staff, parents and the Principal. The PDC is a forum for all stakeholders to discuss issues, recommend programs and analyze or expand ideas.

The PDC charter is to develop and update the strategic plan unique to Medina Elementary School and propose strategic enhancements based on both the Medina Elementary and BSD Strategic Plans.

The term for PDC is June to June to allow for sufficient subsequent year planning cycle.

**Teacher's Collective Bargaining Agreement (CBA) is a negotiated agreement between the teacher's union and the district. School Board Policy 6510 and 6510.1 (revised last in 1996) discusses school-centered decision making and refers to PDC.

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PDC Composition

PDC is made up of representatives from Medina’s four stakeholder groups as shown in the diagram at top of page. Each member (ex principal) serves a two-year term on PDC.

Members include: Principal,
 Teacher representatives
 K-1st grade teacher representative (Jeannie Carr)
 2nd-3rd grade teacher representative (Julia Rauch)
 4th-5th grade teacher representative (Erin Bethel)
 Classified Staff representative (Benay Weinstein)
 Specialist representative (Mary Bena)
 PTSA President Representative
 3 parent representatives:
 1 Facilitator
 1 Strategic Initiatives (e.g. developing long term concepts to
investigate such as CEC, tech specialist, etc.
 1 CEC rep from PTSA (or PTSA President)

Role Definition

Teacher Representative

Represent two grade levels interests to school community.
Provide analysis, feedback for grade level impacted programs.
Report back to grade level teams on PDC results and initiatives.

Classified Staff and Specialist Representatives

Represent constituent group to PDC community.
Report back to specialist or staff teams with key results and initiatives.

Parent Representatives

Facilitator: Plan meeting agenda (with principal), keep minutes, project manage subcommittees
Strategic Initiatives: Use national best practice research and understanding of local school needs to recommend strategic initiatives that align with both strategic plans.
CEC: Present annual CEC plan and recommend during the year changes/improvements.

PDC Core Responsibilities

- Establish, maintain, communicate Medina Elementary strategic plan;
- Set goals, with specific measures, that align with strategic plan for PTSA funded programs;
- Address issues from any stakeholder, that affect the school community;
- Gather input, opinions and data from stakeholder groups regarding current programs and new ideas (develop format for proposals);
- Assess whether changes to current programs or new programs are a good fit for the school community.

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Activities inside the scope of PDC:

- Evaluate curriculum enhancements implemented within the school day (development occurs with Curriculum Enhancement Committee).
- Consider new initiatives that align with Medina Elementary mission, recommend which programs to implement, and gather feedback from impacted constituents.
- Annually evaluate and provide recommendations to PTA leadership regarding PTA-funded education programs as part of the PTA budget process.

Process Proposal for Educational Program Enhancement

PDC is a logical place for intake of (non-BSD central office) program ideas. PDC allows all the stakeholder groups representation in assessment and discussion of enhancement ideas and programs for our school community.

- A need, goal or issue is identified by one or more stakeholders (parents, teachers, administrators, PTA).
- Determine if the majority of stakeholders agree that the need, goal or issue should be addressed or achieved in order to move forward.
- Educators (admin, teachers, and staff) develop an educational program to best meet the need, achieve the goal or address the issue. Parents/volunteers may assist as directed by educators.
- Measurable outcomes are agreed upon by all stakeholders.
- Funding requirements are identified and agreed on by all stakeholders.
- If funding is needed outside of district or PTSA resources, PDC makes funding recommendations to the PTA Board of Directors.
 - ✦ PTA Board or General Membership votes to fund/not fund based on criteria established as important to the PTA (these criteria will be developed and confirmed via a member survey - 2009).
- Program outcomes are communicated to PDC at least annually and, if funded by the PTA, before the next year's PTA education program grant budget are set (April).
 - ✦ PDC may gather input via research, field observations, or team teacher discussions or insights, principal review of assessment data, etc.
- Continuation of a program is based on continued need, outcomes and/or agreed upon adjustments to reach set goals.
- PDC reports information back to PTA with regard to PTA funded programs – whether it is to seek additional funding, to recommend that funding cease, or communicate adjustments made to existing programs.

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- Criteria for program submission. Use proposal format and send to principal. If approved, then principal presents to PDC.

PDC Parent Representative Application Process

- There are (3) parent representatives on PDC
 - One representative is from the PTA CDC committee, selected by PTA.
 - The other (2) parent representatives are selected as defined below.
 - Parent representative must have a student enrolled at Medina for both years of their term.
 - Parent representatives have staggered terms to promote continuity.
- PTA sends out a request for candidates for PDC Parents in Tiger Bytes: March Issue
 - Request gives background on PDC and roll of Parent position including the fact that the meetings are at 6:45AM monthly.
- Deadline for submission is: May 1st
- PTA Executive Committee – submits a short list of no more than 5 candidates to PDC Board by June 1st.
- Kickoff in late June includes current and upcoming PDC group. Function acts as a transition meeting.

Recommendations

- Current (3) parent representatives finish their terms in 2012 as currently planned. This is a busy time for PDC as we deal with realigning PDC and how to best handle changes that might come from BSD in how we handle current programs.
 - Bring on (1) additional parent for 2011-2013 term to begin standard process of recruitment.
 - This will mean we have more than the recommended number of parents for 2011-2012 school year.
 - Melissa provides PTA with outline of what is PDC does and what role the position has for the PDC. PTA will include in their call for applicants.
 - I have created an application for review which can be posted on the PTA website.
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Evolution of Medina PTSA Spending Philosophy

History of PTSA funded Program Evaluation and PDC role:

- a) Medina seeks ways to drive student outcomes and teacher capacity through PTSA spending.
- b) Although spending PTSA dollars on 't-shirts' and 'field trips' may be appropriate to BSD administration (per Policy 1460 memo from superintendant), the Medina Elementary constituents

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(parents, teachers, staff), see greater value in targeted spending on programs with measurable student outcomes is advised from PTSA leadership.

- c) Medina's technology specialist function has evolved to current state over past 8 years.
- d) Medina's math specialist function has evolved to current state over past 4 years.

PDC Guiding Principles for PTSA-funded Medina Elementary programs:

- 1) Teacher Driven
- 2) Principal Managed/Led
- 3) Collaboration (between staff/specialist/community/BSD admin)
- 4) Funded by PTSA
- 5) Evaluated by measuring student outcomes and/or teacher capacity and recommended improvements

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Section 3. Program Delivery Councils (from BSD School Board Policy)

Program Delivery Councils (PDCs) shall exist at each school and program department in the District. The PDC's decision-making process is intended to focus on school renewal for the improvement of learning for all students. Areas to be considered in the decision-making process will include, but are not limited to:

1. Analysis and reflection upon the information/data available about District/site demographics and the needs and achievement of students.
2. Curriculum development and implementation.
3. Instructional program.
4. Organizational structures which facilitate student learning and provide a quality work environment.

A PDC's efforts to study and improve the quality of the instructional program in the schools must occur within the framework provided by state laws and regulations, Board policies and actions, the collective bargaining agreement, and administrative procedures and directives. Within this context, each school and department shall develop a process for school improvement that truly engages teachers, support staff, parents, and, where appropriate, community patrons and students in defining problems and opportunities, gathering and analyzing data, proposing and evaluating solutions, and implementing a sufficient consensus model to make decisions with respect to the design and delivery of the instructional program in that school or department.

To implement the decision-making process described above, PDC members may be elected or selected as determined by their particular constituency group. The PDC in a given school or program shall establish written procedures which address but are not limited to:

1. The membership of the Council.
2. The general operating procedures of the Council, including frequency of meetings and the establishment and publication of their agendas and minutes.
3. Making decisions seeking consensus.

To conduct their business efficiently and effectively, PDCs should:

1. Focus their attention and efforts on those issues which have the greatest positive impact on student learning and a quality learning/work environment, as opposed to day-to-day, operational issues which might be more efficiently addressed in another forum.
2. Identify and implement a process to determine the appropriate forum for decision-making on all issues that come before them.
3. Establish agreed-upon standards of behavior for council member interactions that support a quality decision-making process.

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4. Make provision for ongoing evaluation of their decision-making process and the extent to which constituents are appropriately involved.

The building principal or department administrator may make an interim decision in a case where appropriate participation has not produced sufficient consensus on a specific issue to result in a final decision. Following an interim decision, the PDC will continue to work for sufficient consensus.

Upon request, or for the good of the organization, the PDC support team, composed of representatives of the Association and the District, will provide support and assistance to the PDCs in skill development, problem solving, and decision-making procedures and processes.

If a decision is made which is in violation of a state law or regulation, Board policy or action, the collective bargaining agreement, or an administrative procedure or directive, the District and Association will:

1. provide assistance to the school or program department in an effort to find a manner of implementing the intention(s) of the school or program department in such fashion so as to avoid the violation.
2. allow a decision to be implemented if it is mutually agreed that it represents a reasonable equivalent of the contract, Board policy or action, administrative procedure or directive.
3. consider reopening negotiations on the contract provision or consider requesting the Board to re-examine a policy, action, administrative procedure or directive in question.

If, however, these efforts are unsuccessful, the District may refuse to allow the implementation of the decision, on the basis that to have acted otherwise would have resulted in a violation as described. This is the sole basis upon which the District may act to prohibit the implementation of a decision. If a dispute exists concerning whether a violation would have resulted from the implementation of a decision, said dispute shall be subject to Article 27 of this Agreement.