



# BROMWELL

## CSC By-Laws 2020-2021

Approved by CSC Committee: [September 2, 2020](#)

Mission Statement:

Our Purpose		Vivid Description			
<p><b>Our Purpose</b> We create the foundation for a life-long love of learning.</p>		<p><b>Bromwell is a caring and inclusive community where we ensure each student is engaged in innovative and joyful learning experiences. We are global citizens who are committed to continuous growth and leadership.</b></p>			
<p><b>Our Values</b> We are Compassionate We are Joyful We are Brave We are Imaginative We are All In We are Bromwell!</p>		<p><b>Bromwell promotes growth of the whole child*</b></p>	<p><b>Bromwell empowers all staff</b></p>	<p><b>Bromwell takes pride in all academic growth and achievements</b></p>	<p><b>Bromwell is an inclusive &amp; welcoming environment for all members of the community</b></p>
<p>* Bromwell believes in order for kids to be successful, we need to consistently provide a safe, loving, supportive, respectful, positive, welcoming and nurturing environment where the social emotional needs of students are met.</p>		<p>Students are aware that they are part of a global community and take responsibility to have a positive impact on the world around them.</p> <p>Students are confident and take pride in their school and themselves.</p> <p>We inspire curiosity through fostering our kids' passion and enthusiasm for learning.</p> <p>We celebrate and honor the diversity in our community.</p>	<p>Staff is supported by leadership and encouraged to be innovative and creative.</p> <p>Staff continuously strive to be exceptional!</p> <p>Staff collaborates to share their expertise and new ideas.</p>	<p>We instill a love of learning.</p> <p>We provide rich and challenging learning experiences for all students and develop critical thinking skills to solve complex problems.</p> <p>Our academic experiences in all classrooms are well rounded and engaging.</p> <p>Bromwell staff will promote self-advocacy skill development so students learn life-long strategies to help them take charge of their lives and maximize their strengths.</p>	<p>The Bromwell community includes the students, staff, families and Cherry Creek businesses &amp; neighbors.</p> <p>The Bromwell community is vital to our creative and innovative success!</p> <p>The Bromwell community encourages &amp; invites all facets of parent and family involvement in the school.</p> <p>We welcome and accept everyone as an important member of our community and value each voice.</p>

### PURPOSE

To provide the CSC committee with an established set of rules and procedures under which to most effectively function. In addition to these bylaws, the CSC will function within Board of Education Policy BDF-R4 which in many instances specifies CSC committee requirements and functions, and the

Agreement between the Denver Classroom Teachers Association (DCTA) and the Denver Public School District, hereafter referred to as the Agreement.

The purpose and scope of CSC is now found in [Board of Education Policy BDF-R4](#) of the [DPS/DCTA Agreement](#)

## SCOPE

The purpose and scope of the Collaborative School Committee (CSC) shall be to focus on the Unified Improvement Plan as its primary responsibility at the school based on the “Multiple Measures”.

These are district-established indicators of individual school performance and data in the following areas: attendance, graduation-rate, school leadership, instructional quality, student respect, school safety, and other measures such as the School Accountability Rating.

In particular the CSC will work to provide guidance, evaluation, and recommendations regarding staffing allocations as it relates to the UIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues.

- to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and district’s goals;
- to provide strategic direction in support of the school’s mission and vision as stated in the Unified Improvement Plan (UIP). The UIP with the school’s program design, should serve as the strategic plan for the school;
- to be in compliance with state and federal law, regulations of the Colorado Department of Education (CDE), applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates;
- to use evaluation tools and systems using a variety of longitudinal measures or the School Performance Framework to determine student achievement, overall organizational strength, school’s accreditation ratings for reporting to the CDE and to provide input to the teacher and principal compensation.

## COMPOSITION

### Membership

Selection for membership should be through volunteers. Elections should be held as needed every year. The composition of the CSC committee should be, at a minimum, as follows:

- The principal of the school or principal’s designee;
  - One (3) teachers, elected by majority vote of the faculty in the school (elected by secret ballot);
  - Three (3) parents or guardians of a student enrolled in the school, elected by majority of voting parents with children in the school;
  - One (1) adult member of an organization of parents, teachers and students recognized by the school; nominated by a member of the CSC and approved by the other members of the CSC;
  - One (1) business/employer or community representative from the local community nominated by a member of the CSC and approved by the other members of the CSC;
  - **[Optional]** One (1) employee, elected by majority vote of the classified employees in the school (elected by secret ballot);
- ✓ *There shall be no more than two parents representing any one grade or program.*

## **Member Diversity**

The diversity of the school student population should be represented in the CSC committee membership.

## **Terms**

CSC committee members are elected to a one or two-year term. Members may be elected to no more than three (3) successive terms. Staggered terms may be used to promote continuity.

## **ELECTIONS**

### **Date**

Election of CSC committee members should be held (e.g. within the first two weeks of school, or during the month of May for the following school year)

### **Nominations**

Persons nominated for the CSC committee must adhere to and sign a nomination form. Nomination forms will clearly state due-dates and must be in the office by the date and time specified. The CSC committee will be notified; the ballots will be prepared and sent to the appropriate constituents.

### **Election**

- The reason a candidate wishes to serve on the CSC should appear on the ballot
- Parent ballots are sent home with the students
- Certificated-Staff ballots are distributed through inter-school mail
- One vote per household permitted
- All ballots must be returned to the school by the due date and time, and placed in the ballot box located in the office
- The CSC Committee will count the ballots
- All ballots will be kept on file for a period of one year following the election
- Electronic ballot is an allowable option

### **Transition of New Members**

Orientation for new members should include the following:

- Copy of the CSC Handbook
- Copy of the bylaws and procedures
- The current Unified Improvement Plan
- Participation in CSC training

### **Vacancies**

If a vacancy occurs during the school year, the remaining members of the CSC shall fill the vacancy by majority vote (remaining CSC members should look to fill the vacancy with a representative of the constituent group that the vacating member represented). Upon completion of his/her vacancy term, he/she may be re-elected for a full term. The vacancy term served will not be counted as a successive term. In case of vacancy of the Business Representative position, a CSC committee member will recommend a business representative to the remaining CSC committee members for approval.

### **Attendance**

If a CSC committee member accumulated three consecutive unexcused meeting absences during the school year, this should be grounds for removal from the committee. However, under extenuating circumstances each situation should be addressed on a case-by-case basis.

### **Removal**

If a CSC committee member fails to comply with these bylaws, procedures or rules and regulations of the CSC Committee, or the district, this failure should be grounds for removal from the CSC Committee.

### **Recall**

If a CSC committee member was elected or chosen by a constituency group (parents, teachers, community representative, adult member of school recognized organization, classified member or students) that member may be recalled using the following process:

**Step 1.** A constituent from that group contacts the CSC to inform them of their intent to recall the member

**Step 2.** The constituent circulates a petition to call for a recall election. The required number of names for a petition to be valid will be 50% of the eligible voters for a teacher or classified member, and 50% of the actual number of votes cast by the parents in the elections for a parent representative.

**Step 3.** The constituent presents the petition for recall, with the required number of signatures, to the CSC.

**Step 4.** The CSC will ensure that a recall election takes place.

**Step 5.** The CSC member will be recalled by a majority vote.

**Step 6.** The standard process for election will be followed for replacing the CSC member for the remainder of the individual's term.

## **MEETINGS**

### **Date**

CSC meetings should be scheduled by the CSC and held a minimum of once a month. CSC meetings will be held the first Wednesday of each month at 3:30PM on Zoom. Additional meetings may be scheduled as needed.

### **Officers**

Duties should be assigned at the beginning of the school year by consensus of the committee. Leadership positions should consist of a CSC committee chairperson and a secretary.

### **Chairperson**

The chairperson is responsible for maintaining order of each meeting. This is achieved through effective facilitation of discussions, recognizing the individual who has the floor and conducting the collaborative resolution for issues under consideration by the CSC committee.

### **Secretary**

The secretary is responsible for compiling the meeting minutes along with a list of decisions made for all meetings. The CSC Secretary should compile minutes of each meeting in a notebook for each school year.

### **Agendas**

Agendas should be made available to staff and the community at least one working day before the CSC meeting.

A partial agenda for the next meeting should be discussed at the conclusion of each meeting. A final agenda will be prepared through consultation with the principal and chairperson with input from the committee members. Agendas will be posted on the CSC communication board and/or other agreed-upon location. Topics for consideration must be submitted to the CSC committee. These may be submitted in writing or to a CSC committee member. It is the responsibility of each CSC member to present issues conveyed to them with the intent that the information be shared with the CSC committee.

### **Minutes**

Minutes from the most recent meeting should be made available to staff and to the community in a timely fashion and put in CSC file for the school's records.

### **Quorum**

A quorum must be present at the CSC committee meeting in order to enact, or take action upon issues.

- A majority of CSC members, of whom the principal is one, should constitute a quorum. A quorum must be present at the CSC committee meeting in order to enact or take action upon issues.
- Quick turnaround decisions that must be resolved prior to the next scheduled meeting may be addressed by an emergency meeting called by the principal. A quorum must be present to make a decision. The entire CSC committee will abide by the decision derived from this emergency meeting. These discussions will be communicated to all CSC members at the next scheduled meeting.

### **Decision-Making**

Decisions should be made by consensus. A consensus decision is either unanimous or a majority decision that the entire committee (including dissenter(s)) will implement and support. The CSC committee will seek to operate in an environment marked by mutual support and respect. Collaborative decision-making is based upon trust and on the belief in the strength of shared responsibility in decision-making. All participants must be able to state their cases, be listened to, and have their points of view considered.

- Members cannot be instructed by their representative groups on how to decide. Members decide for the good of the students.
- Members will see proposals before decisions are made on the proposals.
- The CSC committee will follow norms established at the first meeting. The ground rules/norms for conducting the CSC committee meetings are as follows (see Appendix 1):
  - **Pausing**
  - **Paraphrasing**
  - **Probing**
  - **Putting forward ideas**

- **Paying attention to self and others**
- **Presuming positive presuppositions**
- **Pursuing a balance between advocacy and inquiry**
- Facilitation may be requested whenever any three representatives of the CSC committee want to improve the collaborative decision-making process.

### **Conflict of Interest**

Members of the CSC shall disclose any actual or potential conflicts of interest and, to the extent necessary, shall recuse themselves from participating in a decision where an actual conflict of interest exists.

### **Open Meetings**

Meetings should be open to the public.

Notice of meetings should be posted in a timely fashion in appropriate public places as well as published in the school calendar, newsletter or other appropriate medium.

### **Public Input**

At least once a month, CSC meetings should include time for public input.

## **COMMUNICATION**

### **Constituency Meetings**

To the extent possible, the CSC committee should communicate with the constituency groups they represent to inform them about the activities of the CSC committee. Voluntary monthly constituent meetings are recommended and should be scheduled in advance with the principal to avoid conflict with other activities.

## **COMMITTEES**

To understand what is distinctive about Collaborative School Committees from other school committees (*School Leadership Team, Personnel Committee and English Language Acquisition Parent Advisory Committee ELA PAC*), we begin with the recognition that CSC is defined in Board of Education Policy BDF-R4, the SLT and PC are outlined in the contractual agreement between the Denver Classroom Teachers Association (DCTA) and the school district; and ELA-PACs are called for in the Order of the 1999 U.S. District Court - Denver Public Schools English Language Acquisition Program.

What the **Agreement** now affirms is that there will be a Collaborative School Committee at each school site.

Other CSC references can be found as follows: Article 5-6-3, page 12 - Program Change (School Redesign and Restructuring), Article 8-6, 8-6-1, page 24 – Department Chairs for HS, Article 12-1-1, page 39 – Instructional Materials, Article 13-8-2, page 41 – Personnel Committee, Article 13-9-2, page 42 – Changes in Program, Article 13-10-1, page 43 – Reduction in Building Staff (RIBs), Article 18- page 52, 18-2 53 – Student Discipline, Article 24, page 61 – Joint Activities, Article 25, page 62 – Job Sharing and Half-Time, Article 26-2, page 63 – Professional Behavior, Article 32-6, page 79 – Calendar of Activities

### **The CSC is one of 5 separate committees**

- ◇ The Collaborative School Committee

- ◇ The School Leadership Team
- ◇ Instructional Leadership Team
- ◇ The Personnel Committee
- ◇ The English Language Acquisition Parent Advisory Committee (where appropriate)

Understanding role and function of each committee, how each committee has a distinct task and how they inter-connect is important for each CSC member.

**Personnel Committee**

The Personnel Committee stands apart from the CSC and provides oversight for UIP staffing decisions. (Please note that there may be up to two parents on the Personnel Committee (PC), appointed by the CSC. The PC is defined in Article 13.8 of the Agreement).

**School Leadership Team**

The School Leadership Team reviews data and collaborates on the development of the UIP and professional development among its responsibilities. More on responsibilities can be found in Articles 5.4 and 8 of the Agreement.

**Instructional Leadership Team (ILT)**

The Instructional Leadership Team works with the principal to gather and analyze data key to meeting UIP goals and actions. In addition, it plans for and leads professional development of staff related to instruction. Representatives include teachers from each grade level team. May also include SpEd, specials and interventionists

**English Language Acquisition Parent Advisory Committee (ELA PAC)**

Every ELA Program school must have a Parent Advisory Committee (PAC), chosen by the parents of students receiving ELA Program services at the school. The purpose of the ELA PAC is to provide information regarding the ELA Program, increase communication between ELL parents and the District, review implementation of the ELA Program, and listen to concerns of parents. The ELA PAC may be a subcommittee of a larger committee. At least 2 parent representatives must attend monthly District meetings and report back to the school committee.

See full mandate on Chapter 6 Parental Oversight, of the 2012 Consent Decree of the U.S. District Court - Denver Public Schools English Language Acquisition Program

**Communication among all school committees (Collaborative School Committee, Personnel Committee, School Leadership Team, ELA PAC) should flow concisely and regularly**

They should understand their separate work, as well as common roles and functions and support what each is doing:

- The Collaborative School Committee will be informed about the DPS/DCTA agreement;
- The Collaborative School Committee will be informed and understand the work of the Personnel Committee, both their interconnection, as well as their separate responsibilities;
- The Collaborative School Committee will be informed and understand the work of the School Leadership Team, both their interconnection as well as their separate responsibilities;

- The Collaborative School Committee will be informed and understand the work of the English Language Acquisition Parent Advisory Committee, both their interconnection as well as their separate responsibilities.

## **OTHER COMMITTEES**

At any time, the CSC committee may create task forces, or standing subcommittees to facilitate the completion of the CSC committee's work. The CSC committee has final decision-making authority over all CSC-created subcommittees and task forces. These subcommittees or task forces should consist of anyone within the school community including staff, parents, students and/or community members.

### **Decision Process**

All subcommittee and task forces created by the CSC committee should follow the same collaborative decision-making guidelines for the decision-making process as the CSC committee within the boundaries of decision-making delegated to them by the CSC committee.

## **AMENDMENTS**

### **Amendments to Bylaws**

Amendments to the bylaws should be made by consensus of the CSC committee in accordance with the DCTA and District Agreement, state laws, regulations, District policies and procedures.

#### Recording Amendments to Bylaws

- CSC committee action resulting in amendment(s) to these bylaws must be recorded in the minutes
- Current bylaws, prior to CSC committee action resulting in amendment(s) to these bylaws, should be kept on permanent record.

Amendment(s) to these bylaws should be incorporated into the body of the bylaws resulting in a new set of bylaws. The date of the amendment to these bylaws should appear on each page of the bylaws. It is recommended that bylaws and procedures are reviewed annually.



## **Appendix 1:**

**Pausing:** Pausing actually slows down the "to and fro" of discussion. There are fewer 'frames per second' to deal with. It provides for the precious "wait time" which has been shown in classrooms to dramatically improve student critical thinking. Pausing and the acceptance of moments of silence creates a relaxed and yet purposeful atmosphere. Silence, however initially uncomfortable, can be an excellent indicator of productive collaboration. Pausing also signals to others that their ideas and comments are worth thinking about. It dignifies their contribution and implicitly encourages future participation. Pausing enhances discussion and greatly increases the quality of decision making.

**Paraphrasing:** To paraphrase is to re-cast or translate into one's own words, to summarize or to provide an example of what has just been said. The paraphrase maintains the intention and the accurate meaning of what has just been said while using different words and phrases. The paraphrase helps members of a team hear and understand each other as they evaluate data and formulate decisions. Paraphrasing is also extremely effective when reducing group tension and individual anger. "The paraphrase is possibly the most powerful of all non-judgmental verbal responses because it communicates that 'I am attempting to understand you' and that says 'I value you' (Costa & Garmston, 1994, p. 49)."

**Probing:** Probing seeks to clarify something which is not yet fully understood. More information may be required or a term may need to be more fully defined. Clarifying questions can be either specific or open-ended, depending upon the circumstances. Gentle probes increase the clarity and precision of a group's thinking and contribute to trust building because they communicate to group members that their ideas are worthy of exploration and consideration.

**Putting forward ideas:** It takes a degree of self-confidence and courage to put forward an idea and it is vital that collaborative groups nurture such self-confidence and courage. Ideas are the heart of a meaningful discussion. Groups must be comfortable to process information by analyzing, comparing, predicting, applying or drawing causal relationships.

**Paying attention to self and others:** Collaborative work is facilitated when each team member is explicitly conscious of self and others - not only aware of what he or she is saying, but also how it is said and how others are responding to it. "Understanding how we create different perceptions allows us to accept others' points of view as simply different, not necessarily wrong. We come to understand that we should be curious about other people's impressions and understandings - not judgmental. The more we understand about how someone else processes information, the better we can communicate with them (Costa & Garmston, 1994, p. 59)."

**Presuming positive presuppositions:** Of all the seven norms of collaboration, this one may be the most fundamental, for without it, the rest are meaningless. Simply put, this is the assumption that other members of the team are acting from positive and constructive intentions (however much we may disagree with their ideas). Presuming positive presuppositions is not a passive state but needs to become a regular manifestation of one's verbal responses. The assumption of positive intentions permits the creation of such sophisticated concepts as a "loyal opposition" and it allows one member of a group to play "the devil's advocate." It builds trust, promotes healthy cognitive disagreement and reduces the likelihood of misunderstanding and affective/emotional conflict.

**Pursuing a balance between advocacy and inquiry:** Both inquiry and advocacy are necessary components of collaborative work. Highly effective teams are aware of this and self-consciously attempt to balance them. Inquiry provides for greater understanding. Advocacy leads to decision making. One of the common mistakes that collaborative teams may make is to bring premature closure to problem identification (inquiry for understanding) and rush into problem resolution (advocacy for a specific remedy or solution). Maintaining a balance between advocating for a position and inquiring about the positions held by others further inculcates the ethos of a genuine learning community.