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**THREE VILLAGE CENTRAL SCHOOL DISTRICT
STONY BROOK, NEW YORK**

BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: December 12, 2018

DATE SUBMITTED: December 7, 2018

OFFICE OF ORIGIN: Educational Services



CATEGORY OF ITEM: Action

**TITLE: REVIEW OF THE DISTRICT PLAN FOR SCHOOL-BASED PLANNING AND SHARED DECISION-
MAKING**

Staff Recommendation:

Accept the plan.

Background-Rationale:

Section 100.11 of Commissioner's Regulations requires both local and BOCES boards of education, in collaboration with respective district committees, to review the district-level plan for the participation of parents and teachers in school-based planning and shared decision-making. The review assesses the overall adequacy of the plan's required components, and addressed successes and obstacles in local and district use of the plan.

NOT AN OFFICIAL RECORD; SUBJECT TO CHANGE

THREE VILLAGE CENTRAL SCHOOL DISTRICT
P.O. Box 9050
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Recertified Plan

**District Plan for School-Based Planning
and Shared Decision-Making**

I. Introduction

In accordance with Section 100.11 of the Commissioner's Regulations, the Three Village Central School District has developed a plan to facilitate school-based planning and shared decision-making. The purpose of the plan is to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or level of ability.

A District Planning Committee composed of teachers, parents, and administrators in February 1994 and revised biennially by a district advisory committee developed this plan. Included in the plan are:

- guidelines for shared decision-making;
- educational issues subject to cooperative planning and shared decision-making;
- manner and extent of the involvement by all parties;
- means and standards by which the parties will evaluate improvement in student achievement;
- means by which the parties will be held accountable for the decisions they share in making;
- process by which conflicts will be resolved;
- manner in which other state and federal requirements for parent involvement in planning and decision-making will be coordinated and met by the plan;
- the role of the District Advisory Committee.

The building teams, composed of representatives of identified constituent groups (stakeholders), shall focus on issues directly related to student learning, and social, emotional, and academic success. Teams are encouraged to be innovative and to consider what will work best for the students of their own school.

In accordance with the Commissioner's Regulations, the Board of Education and constituent groups per subdivision (b) of 100.11 will review this plan biennially. The amended plan or recertification of the previous plan, together with the statement of the plan's success in achieving its objectives, shall be filed with the district superintendent, where applicable, and submitted to the Commissioner for approval no later than February 1st of each year in which such biennial review takes place, commencing with February 1, 1996.

II. Guidelines for Shared Decision-Making

A. Decision-Making

The building teams may implement any decision within the scope of the funds, resources, and authority available to the stakeholders on the building teams. In order to coordinate team activities and to ensure consistency with existing structures:

- Decisions and actions of the building teams will conform to provisions of existing collective bargaining agreements unless prior written consent has been obtained from the appropriate officials of the bargaining unit.
- Decisions and actions of the building teams cannot violate federal or state mandates, district policies and regulations, or district curriculum guidelines. To allow the teams the greatest possible latitude in decision-making, teams are encouraged to use the existing State Education Department waiver process. Likewise, the teams may recommend to the Board of Education a change in an existing district policy or regulation.
- Decisions and actions of the building teams should be consistent with current research and/or understanding of best educational practice.
- Decisions and actions of the building teams cannot commit another department, unit, or school to any action; nor can these decisions and actions commit the resources of another department, unit, or school to any action without its prior knowledge and agreement. In addition, decisions and actions should be made with full consideration of the impact on the greater school community.

B. Definition of Consensus

Building teams must use a structured decision-making process, which ensures that all members have an equal voice in decisions and that all members have equal decision-making power. Decisions must be made by consensus. Consensus means that members can state that they were a part of and can live with the decision and will not only support the decision but also do what they can to make it work.

It must be understood that this process involves arriving at decisions through shared input and then reaching mutual agreement on the best course of action. Unlike processes, which involve voting, consensus does not pit a majority against a minority but rather allows all participants to have an equal voice in making decisions.

III. Educational Issues Subject to Cooperative Planning and Shared Decision-Making

The purpose of the building team is to implement a shared decision-making process, which will result in the creation of innovative approaches, practices, and programs that will improve student achievement and reflect the building mission statement. Building teams are strongly encouraged to use a needs assessment process to identify and prioritize focus areas to address.

Many educational issues fall within the scope of the plan. The issues are organized into six general areas that building teams might consider. These include but are not limited to:

1. Building Mission Statement
 - Each building team should develop a mission statement, which aligns with the district's core beliefs, vision, and mission statement.
2. Curriculum and Instruction–Teaching and Learning
 - Student Engagement
 - Analysis of student performance data
 - Instructional strategies
 - Instructional configuration and course offerings
 - Outcomes and standards
 - Instructional program support
 - Policies and procedures
 - Extra/co-curricular activities
 - Field trips
3. Environment
 - School climate
 - Building management
 - Social issues
 - Building support services
 - Health and safety issues
 - School facilities
 - Demographics
4. Communication
 - Articulation and interaction between and among grade levels, departments, buildings, central office, students, parents, community, and the District Advisory Committee.
 - Parent involvement – home and school communication plan.
5. Human Resources
 - Staff and community education and training
 - Staff and volunteer utilization
6. Financial Resources
 - Allocation of building planning team funds
 - Grant solicitation
 - Fund raising

IV. Manner and Extent of the Involvement by All Parties

A. Elementary Building Teams

Team Members	Definition	Number on Team	Term of Office	Selection Process
Building Administrator	Principal/Assistant Principal	1	2 years Commencing Sept. 1	Process to be determined by the TVSAA members at that site
Teachers	Teachers/Teaching Assistant (T.A.)	4	2 years Commencing Sept. 1	Process to be determined by the TVTA members at that site
Parents	PTA member and a parent of a student attending that school	4	2 years unless that parent no longer has a student enrolled in the school. Commencing Sept. 1	Process to be determined by the PTA/PTO members at that site
School Support Personnel	Any other employee assigned to the building, such as custodial, clerical, nurse, food service, or monitor/special education aide	1	2 years Commencing Sept. 1	Process to be determined by the defined constituent groups at that site
Community Representative	Three Village school district resident and not eligible to be a representative of any other group on any other building team	1	Determined by the building team	Selected by the building team from interested persons

B. Secondary Building Team

Team Members	Definition	Number on Team	Term of Office	Selection Process
Building Administrator	Principal/Assistant Principal/Department Chair	2	2 years Commencing Sept. 1	Process to be determined by the TVSAA members at that site
Teachers	Teachers/Teaching Assistants	4	2 years Commencing Sept.1	Process to be determined by the TVTA members at that site
Parents	<u>Junior High School:</u> PTO/PTSA member and a parent of a student attending the junior high school <u>High School: PTSA</u> member and a parent of a student attending the high school	4	2 years Commencing Sept. 1	Process to be determined by the PTSA/PTO members.
School Support Personnel	Any other employee assigned to the building such as custodial, clerical, nurse, food service, monitor/special education aide, and security	2	2 years Commencing Sept. 1	Process to be determined by the defined constituent groups at that site
Community Representative	Three Village school district resident and not eligible to be a representative of any other group on any other building team	1	Determined by the building team.	Selected by the building team from interested persons
Students High School	Student enrolled in the building	3-6 Minimum one from each grade level; number to be determined by building team	Up to 2 years	Process to be determined by the student governing body at that site
Students Junior High School (Optional)*	Student enrolled in the building	3 Grade level to be determined by the building team	Up to 2 years	Process to be determined by the student governing body at that site

- Optional – at the discretion of the building team

C. Operating Principles for Building Teams

1. No person can be on more than one building team in the district.
2. Each mandated constituency group must be represented at the building team meetings for decision-making purposes. For the purpose of continuity, in the first year, half of the members (except for student and community members) will serve for a one-year term and the remaining members for the stated two-year term. The selection process will be conducted annually. For the purpose of continuity, half of each constituent group (except for student and community members) will be selected annually.
3. Individuals who are employed in the district may not serve as parent or community representatives in the building(s) in which they serve.
4. If there are not sufficient numbers applying, every effort must be made to fill any available seats on the team. Community members may be solicited through newspaper ads, civic associations, chamber of commerce, and the university, among others. After one year, the building team may reduce the number of parents and/or teacher representatives providing their numbers remain equal.
5. If a seat is vacated mid-term, its constituency group for the remainder of the term may fill that seat. If a vacancy continues to exist, every effort must be made to fill the available seat. The work of the building team should continue despite the vacancy.
6. Each building team must meet a minimum of five times each school year. At the first meeting of each year, there will be a review and assessment of the work of the team. It is the obligation of the building teams to review the final report of the prior year's activities, to see to completion any unfinished projects.
7. A record of all persons present and the activities conducted must be taken at each meeting, in addition, recorded as minutes. Minutes must be distributed to all constituent groups and posted on the school website. Meeting dates, times, and location must be publicized to all constituent groups and included in minutes.
8. In general, meetings should be open to the public. The building team may choose from time to time to exclude the public for a portion of the meeting, provided the reason for the exclusion is made public. The extent of observer participation at a public meeting is at the discretion of the building team.
9. Each building team must determine the time and place of meetings in such a way as to encourage the attendance and participation of its members. Meetings may be held before school, during school, after school, or in the evening. If consensus cannot be reached on meeting times, meeting times should rotate.
10. Building teams are encouraged to involve greater segments of the school community by establishing action teams to focus on specific issues on an as-needed basis. The action teams are sub-committees of building teams and are not independent of building teams. The

purpose of an action team is to gather data, not to make decisions. Members of action teams may include individuals from outside the building team. One member of the building team should serve on each action team to facilitate communications and to serve as liaison to the building team.

11. Building teams shall not discuss confidential matters.
12. Building team members shall serve in an unpaid capacity.
13. A copy of the plan shall be provided to all Building Team members and reviewed at the first meeting of the year, subsequent to training.
14. A final report of activities conducted must be completed annually and publicized to all constituent groups. A copy must be sent to the Assistant Superintendent for Educational Services.

V. Means and Standards by which the Parties will Evaluate Improvement in Student Achievement and Engagement

Building teams shall discuss, implement, and provide means to evaluate the set standards of performance for graduation and for program and grade level outcomes as established by the district. The building teams may increase expectations based on site standards or needs. The efforts of the building teams should be consistent with the emphasis on New York State Standards.

Means to evaluate student achievement and engagement shall include, but not be limited to, surveys, focus groups, performance on standardized, district, grade level, and/or unit tests, alternative assessments, as well as student demonstrations of other desirable qualities (perseverance, sensitivity to others, creativity, civic responsibility) which may not easily be measured by conventional means.

VI. Means by which the Parties will be Held Accountable for the Decisions They Share in Making

A. Responsibilities of the building team

- Building teams are responsible for evaluating the effectiveness of their own operation as well as the impact of their decisions. Each team will submit an annual report to the superintendent and their buildings, which would be available to the leadership of each constituent group.
- Building teams will reconsider past decisions when evidence would indicate a need to do so.
- Building teams are responsible to the district for the implementation of the district plan.
- Minutes must be taken and shared with constituent groups in a timely manner. Attendance of each member must be included in the minutes. The recording secretary

will provide a copy of the minutes to the building principal, PTA president, building rep. and post to the building website.

- Building teams are accountable for promoting continual improvement in student performance.

B. Responsibilities of the building team members

- All building team members must bring information from the team to their constituent groups and from their constituent groups to team meetings.
- Building team members are accountable to their constituent groups and the building team itself.
- Open and honest participation, constructive and creative problem-solving and regular attendance and punctuality are expected of all team members.
- Building team members must bring to the team evidence that suggests a decision should be reconsidered.
- Building team members are required to attend annual training.

C. Responsibilities of the constituent groups

- Constituent groups are responsible for determining the process by which their representatives become members of building teams.
- In instances where a building team member fails to meet his/her responsibilities, the procedure outlined below should serve as a guide for resolution.
 - It is the responsibility of the building team to agree that a member is not meeting his/her responsibilities and to discuss the issue with that person.
 - If the issue is not resolved, it is the responsibility of the building team to inform the constituent group.
 - It is then the responsibility of the constituent group to resolve the situation. Such resolution may result in the removal of the member from the building team.

D. Responsibilities of the school district

Support from the district in facilitating and maintaining the plan is essential to its success. The district agrees to support activities, which are essential to a successful school-based decision-making process. This must include the allocation of funds to support the implementation of the plan and the continued functioning of the building teams. By October 15, the district will provide training opportunities annually for each building

team. This training, which will address team dynamics, will be available to all members and required for all new members.

VII. Process by which Conflicts will be Resolved

If a building team cannot reach consensus, a conflict exists. The team must make every effort to resolve the conflict on its own. The following process shall be used to resolve conflicts:

- Analyze the conflict and clearly articulate the root causes for the conflict.
- Postpone the decision and schedule a time to return to it. In the intervening period, members may collect any information, which might assist the team in resolving the conflict, including the information gained by discussing the matter with constituent groups or experts in the field. A subcommittee may be formed to consider alternative ways to resolve the conflict.
- Brainstorm possible solutions.
- Seek to reach consensus on the solution closest to a win/win position.
When a decision must be made by a certain date and the building team cannot achieve a consensus, the persons who would otherwise have made the decision if the team did not exist must make the decision. It is understood that the decision maker(s) must receive and consider input from anyone on the team who chooses to provide such input. If the team controls the timeline on the decision and consensus still cannot be reached, the team must go on to another issue. The subject of the conflict can be re-visited at any time.

VIII. Manner in which other State and Federal Requirements for Parent Involvement in Planning and Decision-Making will be Coordinated and Met by the Plan

Certain state and federal programs require parental involvement that may exceed the level of parental involvement described in this plan. In all cases, where required parental involvement is greater than that provided in the district plan, that greater involvement shall be the minimum allowed.

IX. District Advisory Committee

The District Advisory Committee will meet semi-annually and on an as-needed basis in order to answer questions, disseminate information, clarify the plan and its intent, act as a resource for training, solicit input for the revision process and resolve building level conflict regarding the implementation of the plan. The District Advisory Committee will be responsible for the implementation and revision of the plan.

Approved 1/11/94 Board of Education

Approved 1/26/94 New York State Education Department

Amended and approved 1/23/96, 3/10/98, 3/14/00,

2/12/02, 3/24/04, 5/9/06, 3/11/08, 1/26/ 2010, 12/12/18 Board of Education

