

PLAN FOR PARTICIPATION OF TEACHERS AND PARENTS IN SCHOOL-BASED PLANNING AND SHARED DECISION MAKING

COMMISSIONER'S REGULATION 100.11

South Seneca Central School District

Introduction

This plan follows the guidelines set forth in Commissioner's Regulations 100.11. In implementing this Plan, three teams will be established to facilitate the process of Shared Decision Making in South Seneca. An Elementary School Team, A Middle School Team, and a High School Team will be formed. The teams will operate as outlined in this document and share equal status in the decision making process. The School District will provide appropriate training for all team members. Included in this Plan are sections 1-8 as follows:

1. Educational Issues Subject to Shared Decision Making
2. Building Teams
3. Guidelines for Decision Making
4. Process for Dealing with Selected Issues
5. The Means and Standards to Evaluate Improvement in Student Achievement
6. The Means by which all Parties will be held accountable for decisions
7. The process for local resolution of disputes about educational issues
8. State and Federal requirements for the involvement of parents

South Seneca Central School District is committed to shared decision-making, and this plan shall remain in effect, subject to biennial review by the building teams and approved by the Board of Education, even if shared decision making is no longer mandated by the Commissioner.

1. EDUCATIONAL ISSUES SUBJECT TO SHARED DECISION MAKING

The following is a list of issues, which are subject to shared decision making at the building team level:

Academic Intervention Services
Accountability
Communication
Computer Education
Coordination of Curriculum
Extra Curricular/Co-Curricular
Gifted/Talented Education
Grants/Funding

Grouping of students e.g. tracking, multi-age, heterogeneous, class size, special education, and inclusion

Health/Safety

Instructional Methods

Interdisciplinary Curriculum

Multicultural Education

Parent/School Interrelationships

Peer Tutoring

Professional Development

Standards for Student Learning

Student Assessment

Student Conduct

Student Scheduling

Use of Community Resources

Variations

Volunteers

Other topics as decided by the building teams

2. BUILDING TEAMS

Role of the Building Teams

- Help support other building teams on request, including conflict resolution
- Address educational issues subject to shared decision making at their building level
- Communicate with other team, the public, and the Board of Education
- Review, evaluate, and make recommendations biennially regarding revision of the District Plan

There will be three Building Teams: 1 Elementary (K-5) and 1 Middle (6-8) and one High (9-12)

Each team will consist of:

- 4 faculty members
- 4 parents
- 1 Building administrator
- 1 support staff member
- 1 community representative
- Ad Hoc members as necessary

For each issue under consideration, the Building Team will decide who else needs to be included in the discussion and in what capacity. The student councils will be advised of the agenda prior to the meeting and offered the opportunity to discuss the issue in the capacity that the Building Team determines.

Building Team Selection

In appointing members, each stakeholder group should take into account the diversity of that group.

- The community representative to both teams will be selected by The Board of Education with input from the Building Team, parent and community groups. Whenever possible, the community representative will not be a member of other stakeholders groups.
- The faculty representatives to both teams will be selected by the South Seneca Teachers' Association.
- The support staff representative to both teams will be selected by the South Seneca Employees' Association. It is not necessary for the representatives selected to be a member of the organization.
- The parent representatives of both teams will be selected as follows: Parent representatives from all teams will nominate new or replacement members who will then be elected by ballot of parents. In making nominations for new or replacement members, parent representatives shall consult with existing parent groups.

Terms of Service

Terms of service will be two years in length. Each team is responsible to update members' terms of service at the beginning of each year. Members may apply for reappointment.

Meetings

Meetings will be held once a month or more or less often as needed. Six members will constitute a quorum as long as three stakeholder groups are represented. At each meeting, teams will use an agenda, a recorder, and a facilitator. A portion of each meeting will be set aside for public input and discussion. At the conclusion of the meeting, the facilitator will be selected and the agenda established for the next meeting.

Reporting

One role of all the teams will be to communicate with each other. Teams will provide minutes to other teams. A copy of the minutes will be available at the District Office.

3. GUIDELINES FOR DECISION MAKING

- a. Teams are expected to use the consensus process for reaching decisions.
- b. Teams should establish ground rules to facilitate consensus.
- c. Decisions may not be contrary to Education Law, Commissioner's Regulations, Board Policy or negotiated agreements, but recommendations for changes can be made.

4. PROCESS FOR DEALING WITH SELECTED ISSUES

- a. Each issue should be a goal/outcome relating to student achievement.
- b. Parties impacted by the issues shall be involved in the process.
- c. A written action plan for the decision should include:

Timeline

Implementation Plan

Cost estimates

Responsibility for tasks

Evaluation Plan

Other factors as needed

5. THE MEANS AND STANDARDS TO EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT

Teams have flexibility in choosing the means and data for measuring achievement. The following list of measures might be considered by Building Teams:

Authentic/Performance Assessments

- Portfolios
- Exhibitions
- Peer Assessments
- Self-Assessments
- Anecdotal Records

Classroom Tests and Observations

Standardized Tests

Other

- Parent perceptions
- Data on suspensions, dropouts, etc.

It is expected that teams will establish percentages, benchmarks, criteria, or procedures according to the issue under consideration, and then seek remedies.

6. THE MEANS BY WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE FOR THE DECISIONS WHICH THEY SHARE IN MAKING

- Decisions by teams are subject to appropriate review and evaluation by the Superintendent and Board of Education.
- Members of each team are accountable to each other and to the groups they represent.
- Accountability includes responsibility for communication as described in Section 2 of this plan.
- Decisions made on issues that do not conflict with school law, negotiated agreements, Board policy or other areas of Board responsibility may be implemented independently by the teams.
- Recommendations made on issues that pertain to school law, negotiated agreements, Board policy or other areas of Board responsibility shall be referred for consideration to the Board of Education, the superintendent, or other appropriate affected parties.
- No actions can be taken in violation of the Shared Decision Making Plan.

7. PROCESS FOR LOCAL RESOLUTION OF DISPUTES ABOUT EDUCATIONAL ISSUES BEING DECIDED

Terms should resolve the issue within the team. It may be necessary to:

- i. Research the issue, obtain additional information and present it again.
- ii. Bring in a neutral party, if necessary, to help resolve the issue.
- iii. Involve another team (Secondary, Elementary).
- iv. Generate an alternative solution and get consensus on it.
- v. Postpone or abandon the issue.

8. STATE AND FEDERAL REQUIREMENTS FOR THE INVOLVEMENT OF PARENTS

South Seneca Central School will continue to comply with parental involvement guidelines and adhere to changes mandated by the State and Federal requirements. Where state and/or federal regulations require the involvement of parents representing specific groups, they will be participants in discussions, deliberations, and decisions made by Building Teams. This will be particularly important where those decisions might affect the performance of pupils in state and/or federally supported programs, such as Drug Free Schools, the No Child Left Behind Act, and Special Education.

9. OTHER CONSIDERATIONS

If the district fails to provide for consultation, participation, review, implementation, etc. an aggrieved party (ies) may file an appeal to the Commissioner under Section 310 of the Education Law.

The plan will be revised by the Building Teams and reviewed every two years, after seeking endorsement by the stakeholder groups. Recommendations for revisions from each of the building teams will be submitted to the Board of Education. This amended or recertified Plan will be submitted every two years to the Commissioner of Education.