

# **EASTPORT-SOUTH MANOR Central School District**

## **PLAN FOR IMPLEMENTING SHARED DECISION MAKING**

**Biennial Review  
District Planning Committee Members  
March 10, 2016**

**Jennifer Morrison Hart, Ed.D., Assistant Superintendent for Curriculum and Instruction**

**John Christie, Ed.D., Principal, Dayton Avenue School**

**Karen Koliadko, Principal, Tuttle Avenue School**

**Jane Ruthkowski, Principal, South Street School**

**Jeannette Keicher, Assistant Principal, Eastport-South Manor Junior-Senior High School**

**James Farrell, Teacher, Eastport-South Manor Junior-Senior High School**

**Katie Orlando, Teacher, Dayton Avenue School**

**Marie Smith, Teacher, Eastport Elementary School**

**Cherise Ruiz, Parent, South Street School**

**Kathleen Frick, Teacher, South Street School**

**EASTPORT-SOUTH MANOR CSD  
DISTRICT PLAN FOR IMPLEMENTING  
SHARED DECISION MAKING**

**INTRODUCTION**

The New York State Board of Regents adopted Section 100.11 of the Regulations of the commission of Education. This Regulation requires each public school district board of education and each board of cooperative education services (BOCES) to develop and adopt a district plan for the participation by teachers and parents in school based planning and shared decision making. The Regulation further specified that the plan be developed in collaboration with the Board of Education, administrators, teachers and parents. In Eastport-South Manor CSD, the District Planning Committee is configured as follows:

**Composition of the District Planning Committee**

5 teachers

1-5 parents

1-5 administrators

Superintendent of Schools or designee

**The district plan must have the following six components:**

1. Educational issues subject to cooperative planning and shared decision making
2. Manner and extent of expected involvement of all parties
3. Means and standards to evaluate student achievement
4. Means by which members will be accountable
5. A dispute resolution process
6. Means of coordinating State and Federal requirements for parental involvement

The purpose of this plan is to improve the educational performance of all students. The implementation will be in accordance with District policy, mission and goals. In order to ensure the success of this plan, it will provide an opportunity for collaboration and decision making and for shared responsibility. This will be accomplished by involving all shareholders in the educational process (i.e. parents, teachers, administrators, community members and students).

## Component 1

*The educational issues which will be subject to cooperative planning and shared decision making by the building committee*

The building committees are empowered to consider issues related to student performance, including but not limited to those on the following list. All of the issues should also relate to the District's and building's vision, mission and goals and implementation of related objectives.

A. Health and Safety

Examples:

- Phone contact for emergency
- Building safety and security procedures and protocols
- Routine procedures
- Food service

B. Parental Involvement

Examples:

- Parents as volunteers

C. School/Classroom procedures

Examples:

- Student handbook items
- School calendar- planning of school events
- Positive Behavioral Interventions and Supports (PBIS)
- After school clubs

D. Budget

Examples:

- Materials and supplies

E. Assessment

Examples:

- Data sharing/review
- Parent/teacher conferences
- Alignment of curriculum/instruction/assessment

F. Curriculum Development

Examples:

- Character Education
- Positive Behavioral Interventions and Supports (PBIS)
- [Internet Safety and 21<sup>st</sup> Century Learning Skills](#)

G. Communications

Examples:

Web pages/Website/Email/Newsletters/Blog  
Vertical and horizontal communications

H. Community participation

Examples:

Volunteers, parents and teachers  
Parent Universities  
Business participation i.e. businesses conduct skills workshops  
Continuing education for community adult education, i.e. night classes,  
auditing, sports program

Issues may be raised and discussed, but not implemented if they conflict with:

- A. Collective bargaining agreements
- B. Staff termination procedures
- C. District and/or Board of Education policy
- D. State Law
- E. Purchased and service contracts

As teams consider issues, they should take into account formulation of goals and objectives, organizational and personnel needs and availability of resources.

## Component 2

*The manner and extent of the expected participation of all parties*

- A. The building committees shall be configured as follows:

Elementary Schools:

1 building administrator  
2-3 teachers  
2-3 parents  
1 representative from the support staff  
1 student (grades 3-6)

Secondary (7-12)

1 building administrator  
2 teachers (separate grade/subject) – (7-8) (9-12)  
2 parents  
1 representative from the support staff  
2 students (chosen by the Student Council) (7-8) (9-12)

- B. Minimum meetings: 1 time a month– time and length to be determined by the individual teams.

C. Training

District should sponsor both initial and ongoing training as needed.

D. Communication

Outgoing information from team:

- minutes will be taken and posted
- individual members will take information back to constituents
- District newsletter or other sources

Incoming issues to the team:

- through team members and district and building personnel

- E. Subcommittees can be formed to research and collect information (fact finding) on specific topics and report findings to the building team

- F. Decision making will be done by consensus\* of every member with all active shareholder groups represented.

\*Consensus: I will support the decision and do what I can to make it work. I had an opportunity to be involved in the decision and I understand that silence implies consent.

- G. There will be 7-9 members on each team (See A). Diversity is ensured because of the different stakeholder groups represented.

H. Term

- 2 year (staggered) term for all members except student, 1 year student term
- In establishing the initial team the parents and teachers will start with either a one or two year term to be determined at the beginning.
- Terms will be October 1st to September 30th
- There is no limit to the amount of terms a member may serve consecutively.

I. Each stakeholder group will select their representative(s). After the second consecutive absence of a team member, the team will notify the stakeholder group who will designate a replacement no later than the next scheduled meeting. If any member of the elementary or secondary teams changes status\*, the team must go back to the stakeholder group for new representation.

\* change in status – loss of affiliation of stakeholder group.

J. The chair will be selected by the team for one year term. Duties of the chair include: collect correspondence from the District, share with team and integrate with team concerns; help the team to develop agendas at each meeting for next meeting; collaborate on any modified agendas with the principal; ensure that the team has a plan to communicate with all stakeholders; facilitate meeting discussions, and ensure that each team member has a copy of this plan by the end of September. The Chair position shall not be filled by the same stakeholder group for two consecutive terms. The secretary will be selected on a voluntary basis. Duties of the secretary include: take, post and distribute minutes of all meetings to team members and monitor attendance.

K. The District Planning Committee will: conduct a biennial review; make modifications to the plan; make decisions that impact on other levels (more than 1 team); and participate in the dispute resolution procedure, if needed (see Component 5, step 9).

L. All Building Team meetings will be open to stakeholder groups and the public. All visitors to SDM meetings shall be non-participating observers. Meeting agendas will be posted in appropriate places.

M. The dual role of Board of Education member and building team member is not encouraged; it may lead to conflict of interest problems.

### **Component 3**

*The means and standards by which all parties shall evaluate improvement in student achievement*

Student performance, related to the decisions reached by the Building Teams, will be based on achievement evidence. That desired achievement will be based on the following criteria:

- The New York State School Report Card and State Assessments
- ESM Board of Education District goals
- Other performance measures which may include student attendance, graduation rate, acceptance rates at 2 & 4 year colleges, school and departmental exams, participation rates in athletics, music, and other co-curricular activities, etc..

In order to understand the various indicators of student performance, the Building Teams will have opportunities to review test data and other measures that are appropriate to measure student learning.

#### **Component 4**

*The means by which all parties will be held accountable for the decisions which they share in making*

- A. Accountability is the responsibility of the team for its decisions and recommendations. Teams are expected to develop and plan a process to achieve goals that also specify the resources needed.
- B. When there is consensus among the members, the whole team will share the responsibility.
- C. The team will be accountable to the Administration, the Board of Education and the State.
- D. All group members will actively participate in the decision making process and be a part of a consensus, thus all groups will own their decisions.
- E. Each decision/recommendation should have both evaluative and timeline components which may include outside resources if it is deemed beneficial by the team. The team should use the evaluative component to assess the effectiveness of its decisions and modify implementation decisions if necessary.
- F. Communication will invite response and input through:
  - a. Minutes that will be posted
  - b. Team members who will take information back to constituents and place on agenda
  - c. District newsletter, website, or other sources
  - d. Teams are encouraged to prepare agenda in advance
- G. Every issue and recommendation brought to the team should address student performance and achievement.
- H. The District Planning Committee will issue a biennial statement summarizing the effectiveness of their actions, including future recommendations, as necessary.
- I. Members should consider “best current knowledge” when making decisions when applicable.
- J. Any team member who does not fulfill his roles and responsibilities will be replaced by his constituency.

## Component 5

*The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level*

In the event that the committee cannot reach consensus on a proposed course of action, the committee will commence the process identified below:

- Step I: No Consensus
- Step II: Seek Additional Data
- Step III: Discussion
- Step IV: Review (Outcome and Goals)
- Step V: No Consensus
- Step VI: Experimental Phase (Requires a quantitative/qualitative design)
- Step VII: Assess outcomes
- Step VIII: Discussion
- Step IX: Mediation- District Planning Committee
- Step X: Seek Additional Data
- Step XI: Repeat Steps II-IX

However, if at the end of the process, the committee is still in disagreement and the time limit is exhausted, the dispute will be directed to the administration for closure.

## **Component 6**

*The manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall 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 provided in the District Plan, that greater involvement shall be the minimum allowed.

Whenever federal and state programs require parental involvement, the shared decision making framework will be utilized. Shared Decision Making Teams shall facilitate input, communication and involvement that will lead to compliance.

Whenever possible, building committees will be asked to nominate or recommend people to participate in meeting federal or state requirements for parental involvement.

**2016 BIENNIAL REVIEW OF SHARED DECISION MAKING  
CR 100.11**

**Part 1. DISTRICT/BOCES INFORMATION SHEET**

<b>School District/BOCES:</b>	Eastport-South Manor CSD
<b>Address:</b>	149 Dayton Avenue Manorville, NY 11949
<b>BEDS Code (12 Digits):</b>	580912060000
<b>Person Submitting Form: (Print or Type Name)</b>	Jennifer Morrison Hart, Ed.D.
<b>Title:</b>	Assistant Superintendent for Curriculum and Instruction
<b>Telephone:</b>	( 631 ) 801-3020
<b>E-mail Address:</b>	hartj@esmonline.org

**Part 2. STATEMENT OF SUCCESS: Required Components**

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

<b>COMPONENT AREAS</b>	<b>A. Not Addressed or Not Implemented</b>	<b>B. Inconsistent Implementation and Success</b>	<b>C. Minimal Implementation and Success</b>	<b>D. Moderate Implementation and Success</b>	<b>E. Consistent Implementation and Success</b>
Educational Issues Subject to Shared Decision Making					X
Involvement of All Parties					X
Means and Standards Used to Evaluate Improvement of Student Achievement					X
Accountability for Decisions					X
Dispute Resolution Process					X
Coordination of State and Federal Requirements for Parental Involvement					X

**Part 3. STATEMENT OF ASSURANCES**

I, Ken Cooke, President of the Board of  
*(Print or Type Name)*

Education of Eastport-South Manor School District (or BOCES), do assure that the district's (or BOCES') plan for the participation of teachers and parents with administrators and school board members in school-based planning and shared decision making was (check one):

AMENDED and has been submitted with amendments underlined to the State Education Department; or

RECERTIFIED as previously approved by the Commissioner and therefore not attached;

at a public meeting held on \_\_\_\_\_.  
*(Date)*

Electronic submission affirms that the board of education reviewed the district plan previously adopted and submitted to the Commissioner for approval. The amended/recertified plan was adopted at a public meeting, after consultations with and full participation by the district committee convened for the purpose of the biennial review as required by CR 100.1(b), (d), and (f), and after seeking the endorsement of the following representatives of the committee:

- the superintendent of schools (or BOCES district superintendent);
- administrators selected, where represented, by the administrators' collective bargaining organization;
- teachers selected by the teachers' collective bargaining organization; and,
- parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district [or BOCES] selected by a school-related parent organization(s) or, where no such organization(s) exists, by their peers under a process developed by the board of education.)

The amended/recertified plan incorporates all of the components listed in CR 100.11 (c). As required by CR 100.11 (f) the attached statement of success reflects the six required parts of the plan and the planning success indicators. The amended/recertified plan has been made available to the public, and has been filed with the local or BOCES District Superintendent.

\_\_\_\_\_  
Signature, President, Board of Education

\_\_\_\_\_  
Date