

Dutchess County
Board of Cooperative Educational Services

PLAN FOR
SITE-BASED PLANNING
AND
SHARED DECISION MAKING

January 19, 1994

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INTRODUCTION

On March 27, 1992, the New York State Board of Regents adopted Section 100.11 of the Regulations of the Commissioner of Education. This regulation requires each public school district and BOCES to develop and adopt, by February 1, 1994, a plan for participation by teachers, parents and administrators in site-based planning and shared decision making. Further, the regulation requires that the plan be developed in collaboration with the District Superintendent, administrators, teachers and parents.

At the August 24, 1993, meeting of the BOCES Board, the following change to the District Superintendent was adopted:

“The Dutchess County Board of Cooperative Educational Services Board hereby directs the District Superintendent to establish a BOCES Planning Committee which will work collaboratively with the Board to develop a plan for program-based planning and shared decision-making as required by Commissioner’s Regulation 100.11. The purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the school, regardless of such factors as socio-economic status, race, ethnicity, gender, language background, and/or disability.”

A BOCES Planning Committee comprised of the District Superintendent, administrators, teachers and parents was established and deliberations commenced in September 1993. The Planning Committee utilized a consensus model to develop the attached plan for shared decision making and site-based planning for the Dutchess County BOCES.

I. EDUCATIONAL ISSUES

The educational issues subject to cooperative planning and shared decision-making at the site level shall meet the following criteria:

- A. Be directly related to the improvement of student achievement. Some issues should fall within the parameters defined by the Effective Schools characteristics. Issues and examples are as follows:
 1. Safe and Orderly Environment
 - Guidelines for behavior management
 2. Clear School Mission for Instruction/Outcome Based Education
 - Curriculum
 - Materials
 - Equipment
 - Textbook(s)
 - Grading practices
 - Career awareness, planning and preparation
 - Implementation and integration
 3. Instructional Leadership
 - Guidelines for component district
 - Guidelines for parents
 - Guidelines for community
 - Guidelines for intra-BOCES
 4. High Expectations for Success
 5. Opportunity to Learn and Student Time-On-Task
 - Guidelines for staff development training opportunities
 - Guidelines for extra curricula activities
 - Suggestions for scheduling/site
 6. Frequent monitoring of student progress
 7. Home and School/Relations
 - Guidelines for parent involvement

B. Require coordination with contract and/or administrative committees such as:

1. Curriculum
2. Discipline
3. Staff Development
4. Scheduling

C. Not impact on:

1. Health concerns
2. Safety
3. General welfare of students and/or adults
4. Civil rights
5. Ethics
6. State and Federal law
7. Commissioner's Regulations
8. Board Policy
9. The operation and maintenance of other buildings and facilities in the BOCES
10. BOCES-wide programs or services
11. Finances beyond that which are allotted to the building team
12. Collective bargaining issues (process or agreements)
13. Plant operations

II. MANNER AND EXTENT

A. Site Teams

1. Three Site Teams shall be established to represent the following BOCES programs:
 - (a) Alternative High School Programs
 - (b) Special Education/Alternative Programs K-8
 - (c) Technical Programs
2. The size of each Site Team shall not be less than 7 nor more than 15.
3. Membership of each Site Team shall include the following:
 - (a) Core Site Team membership shall include the following 7 members:
 - (1) 2 administrators
 - (2) 2 parents or 1 parent/1 community member
 - (3) 2 teachers
 - (4) 1 aide/assistant/interpreter

(b) The Core Site Team may expand the team to include additional members which may come from the following groups:

- (1) Support staff (clerical and maintenance)
- (2) Community/private sector/public sector
- (3) Administrators
- (4) Parents
- (5) Teachers
- (6) Aides/assistants/interpreters
- (7) Students

(c) Additional members to the Site Team shall be selected by a process determined by the Core Site Team from the groups indicated in paragraph (b) above.

4. Selection of team members:

- (a) Site Team teacher members will be selected by the teachers from each of the respective 3 BOCES programs. A teacher team member must be from that respective site.
- (b) Site Team administrator members will be selected by the administrators from each of the respective 3 BOCES programs. An administrative team member must be from that respective site.
- (c) Site Team parent members will be selected by the parent organizations of each of the 3 BOCES programs having a parent organization. If there is no parent organization, the Core Site Team shall assure appropriate parent representation.
- (d) Site Team aides/ assistants/interpreter members will be selected by the aides/assistants/interpreters from each of the respective 3 BOCES programs. Aide/assistant/interpreter must be from that respective site.
- (e) Site Team community/private or public sector member(s) will be selected by the Core Site Team from that respective site.

5. Terms

- (a) Site Team members shall serve for a two (2) year term.

Members may be re-elected for additional two year terms.

If a member leaves or resigns from a term of office, the individual's replacement shall serve for the balance of the term.

6. Primary role responsibility of the Site Teams is improvement of student performance. This will be accomplished through:
 - (a) Development, implementation, monitoring and evaluation of a plan for improvement of student performance, following the guidelines of identified educational issues in section 1A of this plan.
 - (b) Communication with the appropriate stakeholders in such areas as educational issues, decisions, results, etc.
 - (c) Establishment of ground rules for the maintenance and operation of the team.
7. Criteria for membership. Each team member shall:
 - (a) Put all the needs and interests of students first and foremost in all the decision making activities
 - (b) Put all personal needs and interests aside while participating in Team activities
 - (c) Attend all meetings
 - (d) Be a good communicator
 - (e) Be proactive and positive
 - (f) Have a good sense of the culture within sites/programs
 - (g) Be willing to undergo all training provided by the Board
 - (h) Carry out his/her responsibilities as a team member for the benefit of children attending the BOCES educational program
 - (I) Express the views of the group he/she has been chosen to represent
 - (j) Make decisions based upon his/her own values/beliefs
 - (k) Serve willingly

III. MEANS AND STANDARDS TO EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT

The site teams are responsible for developing the means and standards for evaluating student achievement using the following criteria:

- A. Improvement of student achievement shall be evaluated through the following where applicable:
 - NYS Learning Standards
 - The Compact for Learning
 - Course and/or program and IEP goals

- Standards of excellence set by the BOCES and site-based standards established at each BOCES site that will reflect BOCES-wide standards
- Student portfolio presentation of accomplishments
- Regents Goals and Bill of Rights for Children
- Community and marketplace expectations
- Regional, State and/or national benchmarks
- National Skills Standards

B. The above will be a collaborative effort, where applicable, with:

- Parents/guardians
- Component school districts
- Higher education
- Business, industry and labor
- Other BOCES buildings or programs

IV. ACCOUNTABILITY FOR DECISIONS

- A. Each site team shall work in a consensus decision-making mode and shall be held accountable for the following practices:
1. All meetings must be open to those site stakeholders wishing to attend.
 2. Each Site Team must develop a format for their meeting agendas and minutes of their meetings. These documents shall be distributed to team members. Additionally, agenda and minutes shall be posted.
 3. Team members must actively seek input from stakeholders in a timely manner. In addition, team members must actively communicate proposals, recommendations, and/or decisions to stakeholders in a timely manner. Site Teams shall annually survey their stakeholders regarding their perceptions of the site-based decision making process.
 4. Site Team activities must be communicated throughout the BOCES.

5. At least once a year, teams must assess the success of their shared decision-making and site-based planning processes. These assessments must be based on data pertaining to improvement in student achievement.
6. Site Teams should meet at least on a quarterly basis and file a copy of their meeting minutes with the District Superintendent. The District Superintendent will transmit a report annually to the BOCES Board.
7. Site Teams shall develop a process by which site team member(s) may be removed from the team and conditions which would warrant such action.

B. Each site team member shall be held accountable to:

1. Respect the opinions and perspective of other site team members.
2. Actively participate in and support consensus decisions. (Support is defined as each site team member working to fully and successfully implement the decisions and to explain them, in a positive manner, to stakeholders).
3. Handle issues that require confidentiality in an appropriate manner.

V. DISPUTE RESOLUTION

All disputes shall be resolved at the site level, thus empowering the teams. Disputes resulting from an inability to reach a decision on an educational issue shall be resolved in the following ways.

- A. Within two weeks, those opposing a decision must present alternative solutions and ideas that have not yet been considered by the group.
- B. If consensus is not reached following presentation of alternatives, after a two week period, the issue will be tabled until such time as a Site team member(s) reintroduces the issue.

VI. COORDINATION OF PARENT INVOLVEMENT

Certain state and federal programs (eg. Chapter 1, PCEN, Special Education and Occupational Education) may require parental involvement that exceeds the level of parental involvement described in this plan. In all cases where required parental involvement is greater than that provided in the BOCES Plan, that greater involvement shall be minimum allowed.

