



Herricks Public Schools
Education Today Knowledge Forever

School Based Planning & Shared Decision Making Plan for Herricks U.F.S.D.

November 1994

Reviewed: May 3, 2021

MISSION STATEMENT

The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.

PREFACE

On Monday, April 26, 1993, twenty-one members of the community representing the parents, administrators and teachers of the Herricks Union Free School District met to begin the process of creating a School Based Planning and Shared Decision Making Plan. This Plan would both satisfy the mandate of the New Compact for Learning and reflect the uniqueness of Herricks. It was obvious from the onset that this experience would be like no other. We had no precedents for this procedure and no framework in which to operate. We, in essence, were "giving life" to a new process for developing this Plan.

We soon realized that if this was to be accomplished, a cooperative effort was necessary. This required that each member would now become part of a "Team" (a model for our Plan). We shed our attachments to our constituent groups and became universal in our approach, ever mindful of our roles, but global in our perspective. Thus, we became the conduits for communication to and from the community-at-large.

Since consensus was the process by which we decided to proceed, even a single dissent mandated further discussion and sometimes, debate. We scrutinized the language, content and significance of each phrase hoping to insure a broad based application of the Plan.

We have formulated this Plan with the understanding that no plan is perfect and that the "test of time" will determine its effectiveness.

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BOARD OF EDUCATION CHARGE

At its meeting on March 4, 1993 the Board of Education approved the formation of a School Based Planning and Shared Decision Making committee. It was stipulated that membership on this committee should include:

- Seven administrators – the Superintendent and Assistant Superintendent for Instruction would serve as two of the administrators and the Herricks Association of Administrators and Supervisors (HAAS) would select the additional five members.
- Seven teachers – selected by the Herricks Teachers Association (HTA).
- Seven parents – SEPTA and PTA Council would each select a member, and the building units would select the additional five members. Candidates must affirm that they are not employees of the district, not under contract to the district, and have not had significant business with the district.

The Commissioner's Regulation CR100.11 states that the purpose of the school-based planning and shared decision making shall be to improve the educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.

In accordance with the Commissioner's Regulation CR100.11, the charge to this School Based Planning and Shared Decision Making committee was to develop a district plan that would specify:

1. The manner and extent of the expected involvement of all parties.
2. The means by which all parties will be held accountable for their decisions.
3. The "educational issues" which will be subject to cooperative planning and shared decision making at the building level.
4. The means and standards by which all parties shall evaluate improvement in student achievement.
5. 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.
6. The process in which disputes about the educational issues being decided upon will be resolved at the local level.

THE PLAN

Introduction

The School Based Planning and Shared Decision Making Plan has been developed by individuals who represent diverse constituent groups which share the desire to provide an excellent education for all children in the Herricks School District. The development of this Plan has led to the understanding that in order for success to be assured, the participants must remain sensitive to the ever-changing needs of the educational community. Therefore, this Plan provides a mechanism for adapting to these changes.

This Plan has been developed in the spirit of the New Compact for Learning with members of each constituent group bringing their unique perspectives to the process.

The Teams

Composition

- At the elementary level the teams will consist of: 3 parents, 3 teachers, 1 administrator (the principal), 1 support staff, 1 community resident.
- At the secondary level the teams will consist of: 4 parents, 4 teachers, 2 administrators (the principal plus one additional administrator), 2 students, 1 support staff, 1 community resident.
- Employees of the district may not serve on a team as parent representatives. A person who is under contract or has had significant business with the district will not serve on a team.
- Parent representatives must have children in the site school.
- An individual may only serve on one team at any one time.
- The principal will be a permanent member of the team. Student members will serve a one-year term. All other members will serve a two-year term. (Until a rotation system can be implemented, one-third of the two-year members will serve a one-year term; one-third, a two-year term; one-third, a three-year term. Each team will determine its own system of rotation.) There will be no limit to the number of terms a person can serve.

Selection

- Secondary administrators, except for principals, will be elected at a meeting organized by HAAS representatives at each building.
- Teachers will be elected at a meeting organized by HTA representatives at each building.

- Parents will be elected at a meeting organized by the PTA/PTSA at each building.
- Support staff will be elected at a meeting organized by HTA representatives at each building.
- Students at the secondary level will be elected by the student body of their respective schools.
- The community representative for each building team will be selected by lottery (when needed) conducted by the Coordinating Council. Community members may not have children between the ages of 3 through 21. Residents may submit up to three ballots, one each for the elementary, middle and high school levels. If participating in the elementary lottery, the resident must determine in which one elementary team lottery he/she wishes to participate.

The lottery will be conducted as follows:

- The order of the lottery (elementary, middle, high school level) will be determined by a random drawing.
- If a resident has submitted his/her name for more than one level, once selected for a team, he/she is no longer eligible to serve at another level.
- Should the need arise to replace a member of the School Based Planning and Shared Decision Making Team, the group responsible for his/her selection will elect a representative to complete the remainder of the term. There will be no alternates.

Schedule/Procedures

- School Based Planning and Shared Decision Making teams will be required to meet a minimum of once each quarter while school is in session, but as often as they deem necessary.
- Each team will work out procedures, chairperson (stationary or rotating), minutes, time, etc.
- Meeting times cannot disrupt instructional time; they will be established at the building level.

The Decision Making Process

Decision Making Process for each team will include:

1. **Shared Decision Making** – the cooperative and deliberate process in which each committee member has an equal voice to initiate, discuss, analyze, and resolve or make recommendations for the resolution of educational issues by consensus.
2. **Decision by Consensus** – a systematic process used by a group to make decisions which everyone in the group will support. A decision by consensus has been reached when:
 - a. Each individual with a differing point of view has exercised his/her responsibility to express those views with the group.
 - b. Each participant agrees that s/he has had an equal opportunity to influence the decision.
 - c. No one raises an objection when there is a call for approval of the decision by consensus.
 - d. All team members agree to support the decision although it may not be everyone's first choice.
 - e. Everyone is committed to the decision as if it were the first choice of all team members.
3. **Accountability** – Each team is accountable to the community at large for planning, accomplishing, and the disseminating of information regarding the team's decisions and goals through established channels of communication.

"Accountability" describes the relationship of each team to its public for clearly defined goals, effective measures of progress towards these goals, and final evaluation of their implementation.

Each individual serving on a team is responsible to the team to be a partner in seeking consensus. The team is collectively, not individually, accountable for the recognition of successes and the recommendation of appropriate modifications to attain the stated goals.

Criteria for Decision Making

- A decision can be made only if a member of the team has the authority to implement the decision.
- Resources can only be allocated or expended if the team has the resources at its disposal.
- Decisions or expenditures exceeding the team's authority should be formulated into the recommendations to be submitted to those with authority to implement.

Educational Issues Subject to School Based Planning and Shared Decision Making at the Building Level

The School Based Planning and Shared Decision Making team is empowered to consider, recommend, and/or decide a variety of educational issues. The following five categories represent a sampling of educational issues that are appropriate for such deliberations. This sampling should not preclude the team from exploring issues not delineated below. Likewise, the examples listed below each category are only illustrative of what may be deliberated.

1. Home/School/Community Partnership

Calendar of activities	School goals
Communications	Student outcomes
Fund raising	Volunteer programs
Parent education	

2. Instruction

Instructional programs
Student assessment methods (e.g. grading, examinations, etc.)
Supplemental materials, programs, activities
(e.g. cultural arts, field trips, speakers, assemblies, etc.)
Textbooks and instructional materials

3. Program and Staff Development

Choice of assemblies	Professional development
Conference attendance	Recommendation of district goals
Duties	Recruitment and interviewing personnel
Field trips	Teacher mentors
Items for faculty meetings	

4. Facilities

Aesthetics	Health and safety
Americans with Disabilities Act	Maintenance
Budgeting	Parking and traffic
Communications networks	Playgrounds
Environmental issues	Security and vandalism
Equipment	Utilization
Grounds	

5. Policies and Procedures

Assignment of suites	Lunchroom issues
Attendance	Parent conferences
Behavior standards	Recruitment and interviewing
Eligibility	Personnel
Field trips	Scheduling
Fund raising	Use of facilities
Grading	

Areas Not Open to School Based Planning and Shared Decision Making Team

- Class size
- Current purchase and maintenance contracts
- District calendar
- Employee contractual issues
- Employee discipline matters
- Employment, Dismissal and Tenure
- Individual personnel matters
- Salaries
- Individual student matters
- Issues in conflict with other buildings
- Issues in conflict with policy and regulation of School Board and/or State Education Department
- Staff assignments
- Staffing

Means and Standards for Evaluating Improvements in Student Achievement

The purpose of Site Based Planning and Shared Decision Making Teams is to improve the instruction of its students. In attempting to meet that primary goal, the team will define a problem and agree upon a solution. In carrying forth this process, the team should also establish a standard by which to measure the success of its goal. Standards for measurements are multiple. Among the assessment methods that should be considered are:

- Classroom-teacher testing
- Student grades (which may include performance on classroom assignments, participation, and effort)
- Mid-term and final examinations
- Portfolio assessment
- Student performance on projects/activities
- Standardized, norm referenced tests, such as NWEA
- New York State tests
- Scholastic Aptitude Test , American College Test scores and PISA for Schools Assessment
- Individual diagnostic/prescriptive tests such as those used with special education and ESL students
- College Board Achievement Tests and Advanced Placement Tests
- Parent surveys
- Student surveys
- District-wide analysis of programs and efforts
- Dropout rate
- Outcomes for elementary, middle school, and high school level

State and Federal Requirements for Parental Involvement

Parental involvement is required in preparing Federal and State grants. Parents advise in the development of the grant's design, objectives, activities, budget, and review student outcomes.

The parental involvement (as required in State and Federal grants) and the actions of the School Based Planning and Shared Decision Making team will take place as follows:

1. The district will continue to convene parent advisory groups and/or facilitate parent involvement as required in the various Federal/State grants.
2. School Based Planning and Shared Decision Making teams shall communicate with appropriate parent advisory groups prior to acting on educational issues that may have an impact on Federal/State grant requirements.

Standing Committees

The district has many standing committees (Curriculum, Cultural Arts, etc.) and may create others as the need arises. When making recommendations or proposals, the School Based Planning and Shared Decision Making team is expected to bring such proposals and recommendations to the appropriate committee for review and discussion.

Dispute Resolution

The teams are compelled by the Plan to make decisions by consensus and each team is responsible for resolving its own disputes. Should, however, there be irreconcilable differences, the team will appeal to the Coordinating Council for mediation and resolution.

School Based Planning and Shared Decision Making Coordinating Council

This Council has been formed to:

- Conduct lottery, when needed, for community members on building teams.
- Coordinate and monitor training for building team members.
- Clarify the intent of the Plan.
- Offer as a last resort:
 - mediation to resolve disputes
 - outside mediation, if necessary
- Serve as a conduit for communication among the teams and between the committees and the Superintendent.
- Add one member chosen by each building team to evaluate the Plan and make recommendations to the Board of Education as necessary.

Members:

President of HTA or elected delegate*
President of HAAS or elected delegate*
President of PTA Council or elected delegate*
Superintendent or designee

**If the president is unable or chooses not to serve, an election by the respective group will be held to determine the delegate.*

Requirements for Membership:

1. All members must have had at least one year of prior experience on either the district or building team committee.
2. Elected delegates will serve one-year terms and may be re-elected.
3. A member cannot simultaneously serve on a building team committee and the Coordinating Council.

Schedule/Procedures

- Meetings will be scheduled bi-monthly beginning in September. The meetings will be convened as needed.
- The spring meeting will be for the purpose of evaluating the plan and conducting the community member lottery. This meeting will be scheduled according to the regulations set by New York State for submission of the biennial review.
- The decision making process will include:
 - shared decision making
 - decision by consensus
 - accountability
- Central Administration will provide secretarial services.

HERRICKS PUBLIC SCHOOLS



**COORDINATING COUNCIL OF THE
SCHOOL BASED PLANNING
AND
SHARED DECISION MAKING PLAN**

2021-2022

**K. ELIZABETH GUERCIN
ASSISTANT SUPERINTENDENT FOR INSTRUCTION**

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