

PLAN FOR PARTICIPATION BY TEACHERS AND PARENTS IN SCHOOL-BASED
PLANNING AND SHARED DECISION MAKING
COMMISSIONER'S REGULATION 100.11

Newfield Central School District

With the implementation of the New Compact for Learning in New York State schools, the Board of Regents has adopted a regulation designed to give parents and teachers a larger role in school based planning and shared decision making with administrators and school board members.

This enhanced role of parents and teachers in shared decision making (SDM) in relation to school based planning was intended to improve our students' educational performance.

"By February 1, 1994, each public school district board of education and each board of cooperative educational services (BOCES) shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school based planning and shared decision making." (Commissioner's Regulation 100.11)

A committee was formed in the Newfield Central School District, representing administrators, teachers, parents, support staff, and students to draw up a plan for the establishment of Inquiry Teams and to set guiding principles and procedural outlines from which the Inquiry Teams can begin work.

EDUCATIONAL ISSUES

Guiding Principles:

- Issues should be relevant to the Newfield Schools.
- Issues should be related to the improvement of student performance.
- Issues must be realistic; able to be managed by Inquiry Teams.
- Recommendations must be legal, not contrary to law, regulation, negotiated agreements or Board Policy.
- Budget should be a consideration prior to making a recommendation.
- People who are affected by the decision should be involved; those with expertise should be consulted.
- Priority issues should be determined by Inquiry Teams through consensus.

The following is a list of educational issues which may be subject to cooperative planning and shared decision making at the Pre-K – Grade 5, Grade 6 - 8, and 9-12 Inquiry Teams. This list consists of examples and is not meant to be exhaustive. Other issues may arise that are important to Inquiry Teams.

1. Curriculum Development; New Programs
2. Staff Development
3. Teaching Materials/Methods

4. Assessment (programs, student performance, etc.)
5. Access to New Educational Opportunities, e.g. School-Business Partnerships, Grants, Enrichment
6. Technology/Resources
7. Student Outcomes: Skills, Attitudes) Knowledge, Conduct) Behavior, Discipline
8. Extracurricular Activities
9. Parent Involvement
10. Communications
11. Physical Plant/Maintenance/Use of Space
12. Staff and Pupil Safety/Health

THE MANNER AND EXTENT OF INVOLVEMENT OF ALL PARTIES

Guiding Principles:

- Teams should reflect diversity.
- Teams should be empowered to determine their schedules.
- Team members are expected to be committed to the task of improving student achievement.
- Team members are responsible for communicating to their constituents.
- Inquiry Team meetings are subject to the Open Meeting Law. Other members of the community are welcome to attend and observe.
- Inquiry Teams recognize that they serve in an advisory capacity only.

There will be 3 Inquiry Teams:

- Elementary School
- Middle School
- High School

Each Inquiry Team will consist of the following members:

- One Administrator
- Up to 3 Teachers
- Up to 3 Parents/Community representatives (at least 2 being parents), not employed by the District
- Up to 2 Students (high school team only)
- Up to 1 Support Staff

Team Membership:

- The Teachers' Association determines the teacher selection procedure.
- The administrative representative will be the Principal.
- The Employees' Association determines the support staff selection procedure.
- The PTA will select from among willing parent/community volunteers.
- The Student Council will select students who volunteer.

Terms of Membership:

Terms of membership will be two years. For the initial Inquiry Team, at least one representative from each constituency of more than one member will serve a one year term to assure that some experienced and some new members will always be present.

Team Training:

The District will provide Inquiry Teams with training in the nature of the Plan and group process skills (such as communication, listening, problem solving, and consensus decision making).

Decision Making:

Team members are expected to be committed to the process of reaching consensus on recommendations about educational issues. Consensus is a level of comfort at which all members of the team agree to support a decision.

Progress of the Team and all decisions made will be communicated to the Board of Education on a routine basis (see section B on accountability).

THE MEANS/STANDARDS TO EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT**Guiding Principles**

- Achievement should be related to Newfield Exit Outcomes.
- Achievement is broader than just "academic achievement."
- Achievement should be determined by measurable (data) (criteria).
- Site Teams have flexibility in determining measurable criteria.

The District maintains data and other information that, when assembled and compiled, can be used by the Inquiry Teams to assess programs, improve instruction, and enhance the PreK-12 educational experience.

The Inquiry Teams shall use test data to establish baseline information that can be arranged and used for future comparison to identify areas where additional resources and/or efforts are necessary.

The Inquiry Teams will develop a method for establishing a baseline to study pupil performance data including, but not limited to, dropout rates, suspensions, attendance data, child abuse referrals, etc.

Means/Standards:

- New York State Outcomes/Local Outcomes
Parent Surveys

- Standardized Tests
- Other Assessments: Portfolios, Structured Observations, Hands On Tasks, Student Self-Evaluations Attendance at Postsecondary Institutions
- Criterion Referenced Tests
- Extra-Curricular Participation (in and out of school)

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

Guiding Principles

Inquiry Teams are accountable for the recommendations they make. That includes making the public aware of the recommendations and agreeing to review the decision in the future to evaluate its impact and to revise it if necessary.

Accountability means responsibility to report/communicate publicly and to the group by minutes, reports, publications (ex. Newfield News, District Newsletter). Team members are accountable to other members of the Team.

Accountability is inherent in the process of shared decision making. Inquiry Team members become accountable to, responsible for, and committed to a common set of goals and objectives. This commitment and a seriousness of purpose are the vehicles for internalized self-imposed accountability.

PROCESS FOR LOCAL RESOLUTION OF DISPUTES ABOUT EDUCATIONAL ISSUES BEING DECIDED

Guiding Principles

This Plan is committed to consensus as the basis for shared decision making. If disputes arise, a mediator will be selected by the Inquiry Team from a list of district trained staff members.

STATE AND FEDERAL REQUIREMENTS FOR THE INVOLVEMENT OF PARENTS

Newfield 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, they will be participants in discussions, deliberations, and decisions made by Inquiry Teams. This will be particularly important where those decisions might affect the performance of pupils in state and/or federally supported programs, such as Chapter I, Drug Free Schools, and IDEA/Special Education.

OTHER CONSIDERATIONS

The original plan was adopted at a public meeting after seeking endorsement by the designated representatives. This plan will be posted on the district website within 30 days of approval by the Board of Education.

If the District fails to provide for consultation/participation/review /implementation, an aggrieved party may file an appeal to the Commissioner under Section 310 of the Education Law.

The Plan will be reviewed every two (2) years by the Board and an amended or recertified Plan will be posted on the District website.

2016 Review done by:

Mark Jasinski, Administrator

Tracy Wall, Teacher

Scott Mosley, Teacher

Suzanne Taylor, Parent

Roxanne King, Community Member

Thomas Delfino, Community Member

Approved by BOE: February 13, 2016

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.

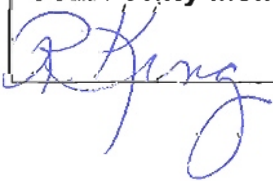
COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making		✓			
Involvement of All Parties		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

**2015 BIENNIAL REVIEW OF SHARED DECISION MAKING
CR 100.11**

Part 1. DISTRICT/BOCES INFORMATION SHEET

School District/BOCES:	Newfield Central School District
Address:	247 Main Street Newfield, New York 14867
BEDS Code (12 Digits):	
Person Submitting Form: <i>(Print or Type Name)</i>	Mark Jasinski
Title:	Director of Curriculum and Instruction
Telephone:	(607) 564-9955 ext. 1221
E-mail Address:	mjasinski@newfieldschools.org

Endorsements Received:	Signatures:
Administrators	
Teachers	
School-Related Parent Organizations	
Community Members	



Part 3. STATEMENT OF ASSURANCES

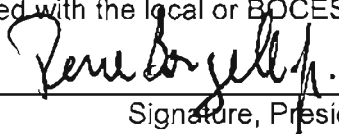
I, Rene Borgella, President of the Board of
(Print or Type Name)

Education of Newfield 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 amended at a public meeting held on February 4, 2016.
(Date)

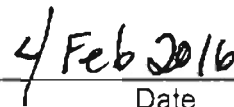
Electronic submission affirms that the board of education reviewed the district plan previously
adopted and submitted to the Commissioner for approval. The amended plan was adopted at a
public meeting, after consultations with and full participation by the district committee convened for
the purpose 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 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 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