



School Based Planning
and
Shared Decision Making Plan

2018-2020

Adopted by the Board of Education on November 5, 2018

Purpose

In May 1992, the NYS Board of Regents adopted Commissioner's Regulation 100.11 requiring that every school district adopt a district plan by February 1994. More information may be found on the New York State Education Department's website: <http://www.p12.nysed.gov/ds/SharedDecisionMaking/>.

"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 socioeconomic status, race, sex, language background, or disability"
(Part 100.11 Regulations of the Commissioner of Education).

In addition to the guidelines set forth by the Commissioner's Regulations, Wappingers Central School District is also committed the local initiatives created and implemented by the Board of Education and administration with the purpose of involving all stakeholders of the WCSD.

While our primary goal is to remain aligned with the Commissioner's Regulations Part 100.11, this work will be accomplished through our belief system (Mission and Core Values) to ensure that we continue to increase student achievement in the aspects of academics and social and emotional learning. Such as the diverse stakeholders who have created this document for the WCSD learning community, it is important that each local school have a diverse group of stakeholders from their community to provide them with the opportunity to work collaboratively and respectfully in order to accomplish the goals set forth by the District and each local school.

Wappingers Central School District Shared Decision Making Committee 2018-2020			
CHAIRPERSON	PRINCIPALS <i>Selected by WAA</i>	TEACHERS <i>Selected by WCT</i>	PARENTS <i>Selected by PTA Council</i>

José Carrión <i>Superintendent of Schools</i>	Amy Fazio <i>Fishkill Plains ES</i>	Kerri Bohringer <i>Secondary Teacher</i>	Tara Ashburn
	Lauren Hernandez <i>James S. Evans ES</i>	Jane Dambra <i>Elementary Teacher</i>	Tom Bridgman
	Steve Shuchat <i>Van Wyck Junior HS</i>	Lea LaSusa <i>Elementary Teacher</i>	Lori Jiava
	David Seipp <i>Roy C. Ketcham HS</i>	Ellen Mead <i>Secondary Teacher</i>	LaVern Spencer

Mission

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

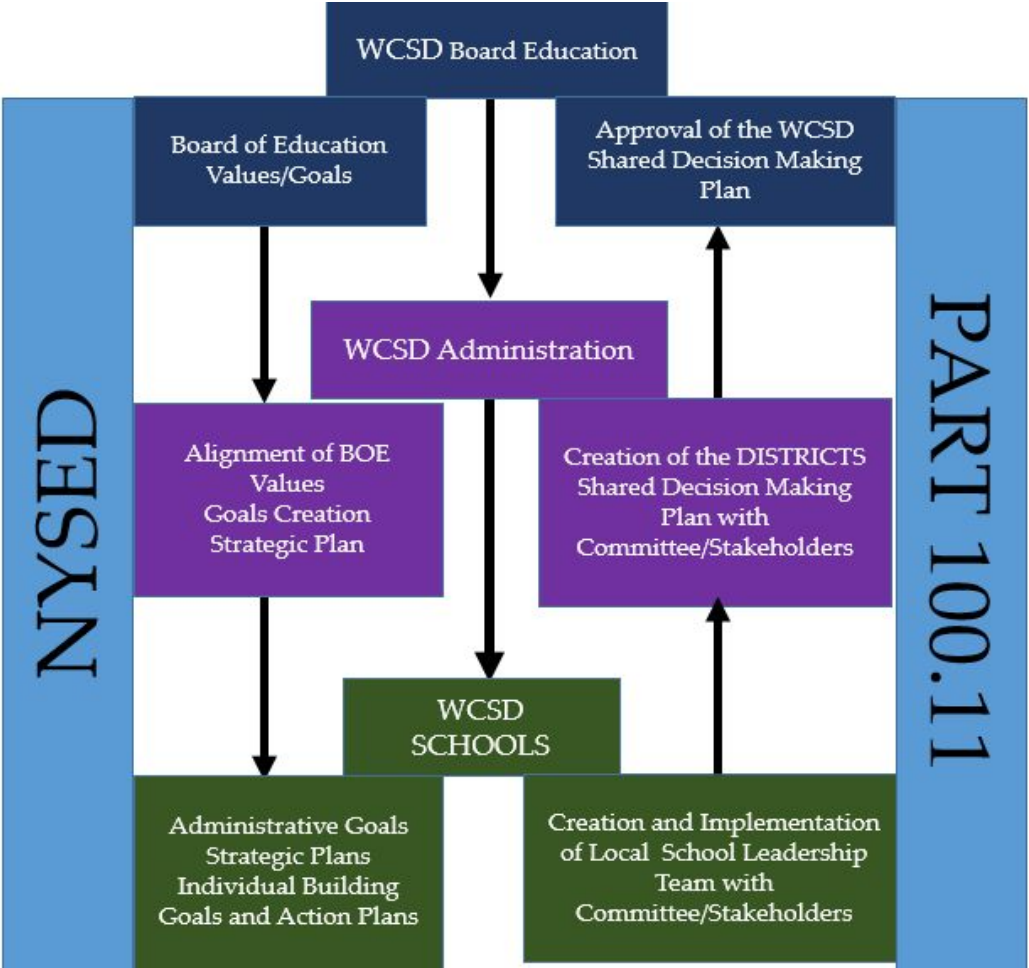
Core Values

We believe that active and continuous learning is essential for individuals and communities to flourish.

We believe embracing diversity in all its forms enriches the human experience. We believe everyone can realize their potential and when they do, both they and the community thrive.

We believe the health and quality of a community are dependent on the responsible contributions of all its members.

We believe the collaboration needed for meaningful change is built on honesty, trust and respect.



SPECIFICATIONS OF THE PLAN FOR PARTICIPATION IN SCHOOL-BASED PLANNING AND SHARED DECISION MAKING

I. The Educational Issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the Board of Education or BOCES, other parties such as students, school district support staff, and community members:

- A. Issues subject to consideration by the School Leadership Team, hereafter referred to as SLT, may:
1. relate to the improvement of student learning, student engagement and/or performance;
 - a. Examples include: programs that address all students, assessing student learning styles, student portfolios, before/after school programs
 2. encourage family involvement
 - a. Examples include: communication, public relations, open houses, parent/teacher conferences, transition from building, parent members on committees, parent workshops.
 3. improve school climate and culture
 - a. Examples include: attendance, discipline, technology, wellness, bullying, staff involvement, Positive Behavioral Interventions and Supports (PBIS)
 4. develop partnerships with community
 - a. Examples include: parents, businesses, institutes of higher education, volunteers, mentoring, character education, career opportunities

All focus areas/priorities developed by the SLT must be within the scope of the building's and district's ability and support the District's Mission and Core Values.

- B. Issues NOT subject to shared decision making are:
1. immediate health and safety issues.
 2. issues that impinge on civil rights.
 3. supervision, evaluation, and discipline of personnel.
 4. issues covered by collective bargaining agreements.
 5. issues affecting other buildings unless consultation with those other buildings occurs and consensus is reached.
 6. issues covered by law, Regents Rules, Commissioner's Regulations, written Board of Education policy, or written district administrative policy.
 7. issues requiring financial resources, unless the resources are approved by the Board of Education.

II. The manner and extent of the expected involvement of all parties:

District Shared Decision Making Committee

Composition

Per Commissioner’s Regulations Part 100.11, the District Shared Decision Making Committee is composed of the “Superintendent of Schools, administrators selected by the district’s administrative 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) selected by school-related parent organizations.” The Wappingers Central School District District Shared Decision Making Committee is composed of the following members:

District Shared Decision Making Team Members
1 Superintendent of Schools
4 Principals (2 Elementary/2 Secondary)
4 Teachers (2 Elementary/2 Secondary)
4 Parents

Term of Office

The length of service will be two years for all members on the District Shared Decision Making Committee except for the person who holds the position of Superintendent of Schools who will serve as a member of this team for as long as it is in existence. The Superintendent will seek the recommendation of the unit presidents to find replacement members. All efforts will be made to fill expired terms with new members. Members who have already served on the District Committee may be asked to renew their term of office only after reasonable efforts have been made to obtain a replacement for the position.

Responsibilities and Organization of the District Shared Decision Making Committee

The District Shared Decision Making Team is responsible for reviewing the School Based Planning and Shared Decision Making Plan every two years. Each year, the District Shared Decision Making Team will assess the process based on a review of data pertaining to student achievement. The District team will analyze feedback to determine if any changes should be made to the Plan.

NOTE: Districts are required to keep the results of the biennial review on file and to submit information about the review to the State Education Department.

The Superintendent will serve as the Chair of the District Shared Decision Making Committee.

1. Establish the frequency and dates of its meeting(s) at a time and place that ensures the greatest participation from all members.
2. Conduct its meetings in compliance with Open Meetings Law.
3. A quorum of 50% plus one of the total membership must be present to convene the District Shared Decision Making Committee.
4. Collectively review and submit a District Plan for Shared Decision Making for approval to the Board of Education on a biennial basis and in accordance with the Commissioner’s Regulations in Section 100.11.
5. Plan and provide at least one annual training and support session for SLT members regarding each SLT’s selection of a priority/focus area(s). New members of SLTs will be encouraged to attend this session.
6. Clarify any portion of the District plan, if requested by an SLT.
7. Recommend to the Board of Education any amendments to the District plan the committee deems appropriate.
8. Guests may be invited by the Committee to provide input on a specific topic of discussion.
9. Implement a communication network (ex. the use of a district website link) to disseminate the agenda and minutes of District Shared Decision Making Committee meetings.

Building-level School Leadership Team

Composition

The building principals are responsible for initiating the process leading to the formation of building-level School Leadership Teams. All reasonable efforts should be made to fill each member position. A minimum of four (4) members, preferably from different constituency groups, are required to convene a building-level School Leadership Team meeting. The following table shows the recommended composition of building-level School Leadership Teams:

School Leadership Team Members
1 Principal
2 WCT Members
2 Support Staff (CSEA, WFW, WCA, WTAA, WFEA, WRPNA, STEPS, WOU)
2 Parents
2 High School Students for high school based teams only Optional: Up to 2 Students for K-8 based teams only

Sub-committees may be used to increase constituent involvement and to focus efforts on a particular goal. If people outside of the group are to be involved in sub-committee work or to attend the building-level school leadership team meetings, a vote of the majority (half the total membership plus one) of the SLT membership is necessary. In addition, a vote of the majority of the subcommittee is required to affirm that they agree to work in support of a particular goal.

Term of Office

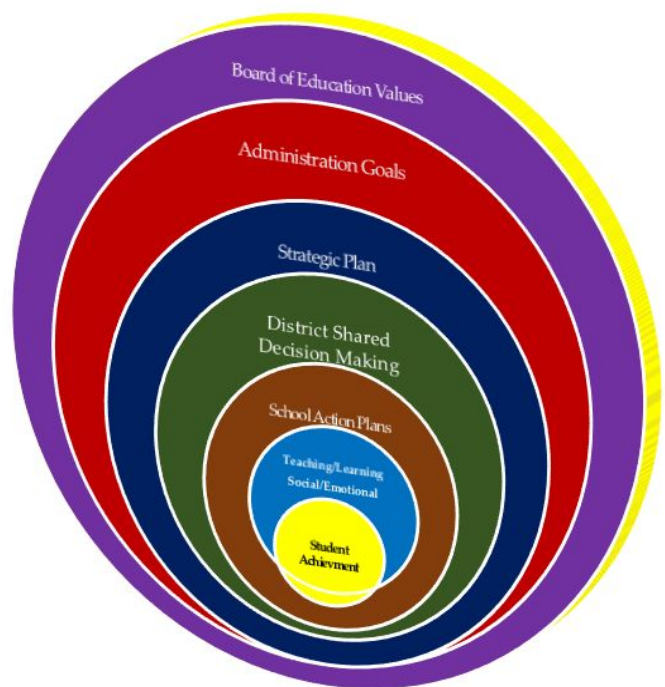
The length of service will be two years for all members except the person who holds the position of Principal who will serve as a member of this team for as long as it is in existence. All efforts will be made to fill expired terms with new members. Members who have already served on the SLT may be asked to renew their term of office only after reasonable efforts have been made to obtain a replacement for the position. In the event of a member resignation, the affected constituent group should replace the member who resigns as soon as possible. The SLT will continue to function throughout this process.

Meetings

The frequency and dates of meetings will be determined by the School Leadership Team and will take place on a date and time that ensures the greatest participation of all members. The Principal will serve as Chair of the School Leadership Team. The Chair will assign a member to record minutes of the meeting. An agenda, minutes, and a sign-in sheet will be kept on file. Building-level School Leadership Team meetings are not open to the public. The building-level action plans are developed by consensus of the SLT. SLT's are not decision making bodies and do not supersede Education Law, provisions of existing collective bargaining agreements, the Board of Education (policy) or the duties of the Superintendent or administrative responsibilities (regulation).

Roles and Responsibilities

- Analyze building academic needs
- Analyze the social and emotional programs and initiatives based on evidence and data
- Develop one to four priorities consistent with the Mission of the District and the Strategic Plan
- Review current research and gather data on the building's academic achievement
- Implement the shared decision making process through the use of consensus



- Plan and submit the School Leadership Team Checklist (see Appendix A) to the Superintendent of Schools (or designee) by June 1 of the school year
- Optional Planning Tools: Review and complete the Action Plan Outline (see Appendix B) and the SLT Action Plan (see Appendix C)
- If financial resources are needed, contact Central Office Staff with detailed action plan documentation from the SLT for funding options from current sources or complete the budget document provided by the Business Office during the budget planning process for funding for the next school year
- Complete and submit the Assessment of SLT Action Plan (see Appendix D) to the Superintendent of Schools (or designee) by June 1 of the school year
- Inform the Superintendent (or designee) of any necessary changes or amendments to the approved District Shared Decision Making Plan
- Celebrate accomplishments

Accountability

The schools will utilize the local plans of action created by the administration to address academic achievement as well as social and emotional growth by completing and/or submitting the following:

- Highlight success around student achievement (academic, social, emotional)
- Checklist points whether goals or local building-initiatives were met (see Appendix A)
- When applicable, submit estimated or definitive numbers of parental involvement and/or engagement participation (i.e. Parent Teacher Conferences, Parent University, Open Houses)
- Include all stakeholders who were part of completing the building-level action plan, as indicated in Appendix D
- Reflection/assessment piece to revise and/or recreate specific goals that can increase student achievement (Appendix D)

Process

1. Define a Focus/Priority
 - a. SLT generates and documents (through reports and brainstorming) their local “knowledge” and understanding around the focus area
 - b. Develop a clarifying question(s) to guide the focus
 - c. Identify areas that require research
 - d. Review district priorities
 - e. Relate to school’s interests, concerns, and relevance
2. Collect and Analyze Data
 - a. What does the data tell us?
 - b. Are there variables to consider?
 - c. What outcome do we want to reach?
 - d. Compare anticipated and actual outcomes based on data and feedback
3. Design and Implement
 - a. Finalize area of focus
 - b. Provide rationale

- c. Evidence supported by data
- d. Action Steps
- e. Anticipated Outcomes
- f. Assessment

III. The means and standards by which all parties shall evaluate improvement in student achievement:

- A. Both qualitative and quantitative data will be used in assessing the success of goal/priority made by the SLT on learner outcomes.
- B. Any of the following may be considered to evaluate improvement in student achievement. This list may include but not be limited to:
 - 1. School report card
 - 2. Standardized tests
 - 3. Norm or criterion referenced tests
 - 4. Post-high school studies and surveys
 - 5. Other local/state/national measures
 - 6. Teacher made tests/final course results
 - 7. Behavior and attendance records
 - 8. Longitudinal studies
 - 9. Participation in co-curricular activities

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

- A. No single member of a SLT shall be held individually accountable for the work of the SLT.
- B. The SLT members shall collectively be accountable to the school community and to the constituencies that selected them.
- C. The constituencies have the right to replace an individual member of a SLT upon the expiration of his or her term or if the position becomes vacant.
- D. A member of a SLT who continuously disrupts the consensus process may be removed from the committee by majority vote of that SLT and approval of the Superintendent (or designee). The replacement will be designated by the constituency affected.

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

Teams members are expected to commit their time to researching topics, studying data, and reviewing industry best practice. Team members should work together toward their goal by consensus. Consensus is “a generally accepted opinion or decision among a group of people” (source: definition in the Cambridge Dictionary). Although the final outcome is not necessarily everyone’s first choice, enough individuals are comfortable with the outcome and can support it in a positive manner. The SLT is accountable for their work.

If the SLT cannot reach consensus about any aspect of an educational issue it is addressing, then the steps listed below should be followed:

- A. Review, redefine and clarify the problem.
- B. Consult outside resource who is knowledgeable or has some expertise on the topic.
- C. Table the disputed issue for one meeting to gain additional information or seek advice from constituency groups
- D. If the dispute is not resolved at the next meeting, then:
 1. The issue may be tabled for the remainder of the school year, or
 2. The group, by consensus, can seek mediation. Mediators may be selected by consensus of the SLT or the Superintendent (or designee) may be asked to select a mediator for the team.
- E. If mediation cannot resolve the dispute, then the issue must be tabled for the remainder of the school year.

VI. 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:

- A. The Superintendent (or designee) shall communicate to all SLTs information about the operating federal/state programs that require parental involvement.
- B. SLT training shall include information relevant to parental involvement required by federal/state funded programs.
- C. When analyzing educational issues, the SLT will take into consideration the resources, instructional and programmatic needs of students served by federal/state funded programs to assure a coherent, integrated continuity of service.



APPENDIX A: School Leadership Team Checklist.
(PLEASE SUBMIT ELECTRONICALLY BY JUNE 1 OF THE SCHOOL YEAR TO THE SUPERINTENDENT OF SCHOOLS)

School: _____	Date Completed: _____
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Teaching and Learning (check only those that apply)	
	Improve student learning
	Improve student engagement
	Improve student performance
	Other (Building Specific) _____
	Other (Building Specific) _____
	Other (Building Specific) _____
Social Emotional Learning (check only those that apply)	
	Encourage family involvement
	Improve school climate and culture
	Develop partnerships with community
	Other (Building Specific) _____
	Other (Building Specific) _____
	Other (Building Specific) _____
Check the following items to confirm these issues were NOT a subject of consideration for the building-level SLT action plan	
	Immediate health and safety issues
	Issues that impinge on civil rights
	Supervision, evaluation, and discipline of personnel
	Issues covered by collective bargaining agreements
	Issues affecting other buildings unless consultation with those other buildings occurs and consensus is reached
	Issues covered by law, Regents Rules, Commissioner’s Regulations, written Board of Education policy, or written district administrative regulations.
	Issues requiring financial resources, unless those resources are approved by the Board of Education

APPENDIX B: Action Plan Outline (OPTIONAL)

Identify up to four priorities and describe the approach, implementation and how you will determine the effectiveness of the project.

Approach

- What is the process or plan to address each improvement priority?
- Who is responsible?
- How will progress toward each improvement priority be measured?
- How will the plan be refined as needed along the way?
- How will progress measures be established to measure results?

Implementation

- How will the plan be communicated to all stakeholders?
- What steps will be taken to insure understanding of and an ability to implement the plan?
- Who is responsible?
- How many active participants will be engaged in the plan?

Reflection

- How will the plan make a difference in student performance?
- For whom and over what period of time?
- How will teachers/administrators know that student learning has improved?

PRIORITY #_____

Approach:
Implementation:
Reflection:

APPENDIX C: SLT Action Plan (OPTIONAL)

(School)

(Date)

Project:

Summary:

1. Student outcome or district goal(s) the plan hopes to influence:

2. Detailed descriptive narrative of the project, including a timeline and names of persons responsible for implementing each phase and activity of the focus area.

3. Term: Beginning Date _____
Ending Date _____

4. Method(s) of assessing success:

Appendix D: Assessment of School Leadership Team Action Plan
(PLEASE SUBMIT ELECTRONICALLY BY JUNE 1 OF THE SCHOOL YEAR TO THE SUPERINTENDENT OF SCHOOLS)

School:

Date:

Project:

Assessment Narrative and Results

Please address the following questions as part of the narrative:

- Was the project implemented in accordance with the original plan? If there were adjustments, please describe.

- How many students, teachers, parents, and/or others actively engaged in the project?

- Was the project successful in achieving its original goals?

- By what measures?

- Did the project make a difference in student performance?

- For whom and how?

- If the project could be improved or more effective in the future, what recommendations should be planned and/or implemented?

Names and signatures of SLT members with representative role title.

SLT MEMBER NAME (please print)	MEMBER SIGNATURE	REPRESENTATIVE ROLE (parent, teacher, administrator, other)

If the project has impact on another building(s), consultation and consensus must be reached with the other building(s). The signature(s) of the chairperson(s) of the Building SLTs in the impacted building(s) below indicate that consultation and consensus between the building(s) has occurred.

_____, School Leadership Team Chairperson at _____

_____, School Leadership Team Chairperson at _____

_____, School Leadership Team Chairperson at _____

SLT Chairperson's Approval:

Principal

Date