

GENERAL BROWN CENTRAL SCHOOL DISTRICT  
PLAN FOR COMMISSIONER'S REGULATIONS  
PART 100.11  
SCHOOL BASED PLANNING  
AND  
SHARED DECISION MAKING

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## I. Purpose

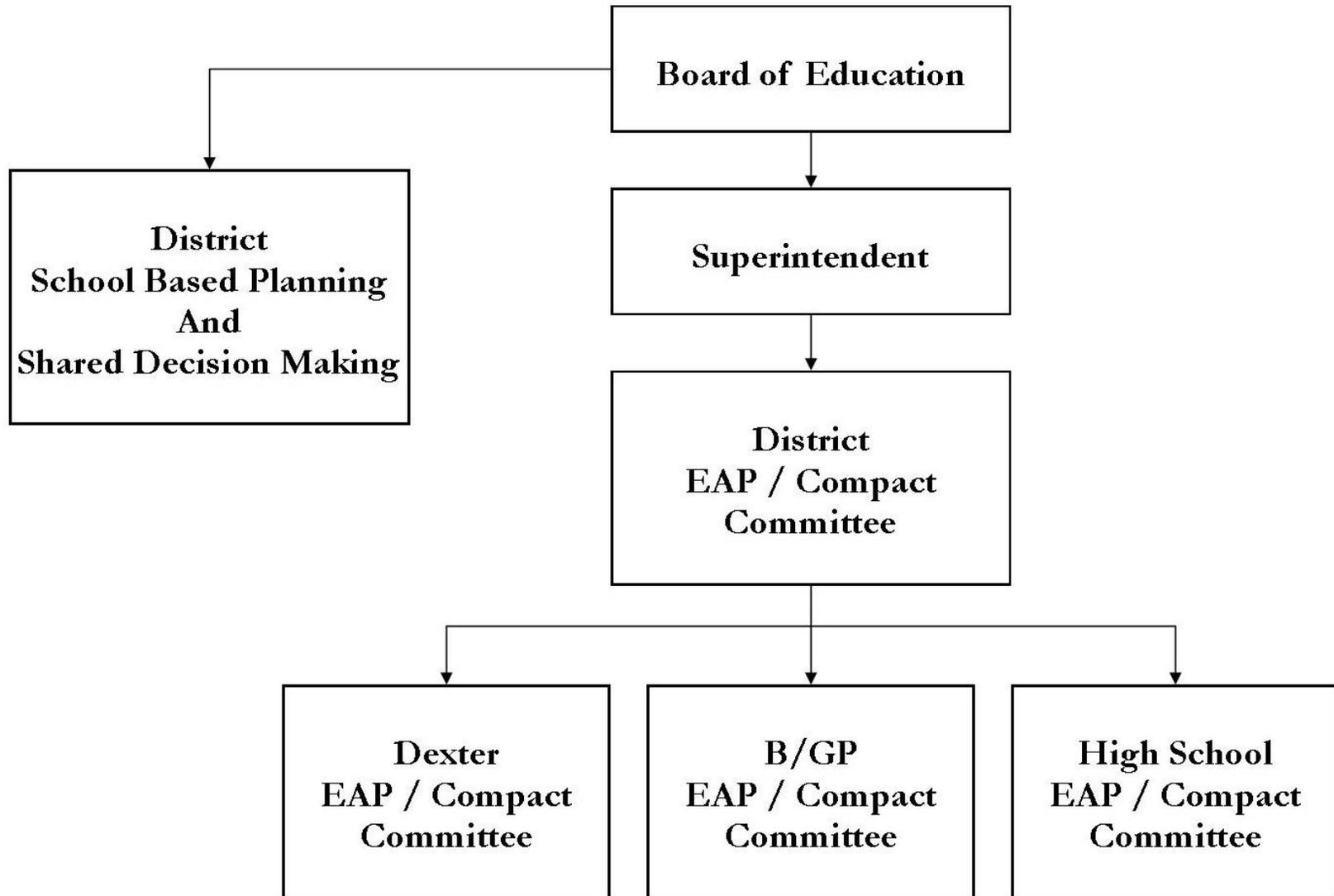
1. School-based planning and shared decision-making shall serve to promote educational excellence for ALL General Brown students.
2. School-based planning and shared decision-making shall serve to seek the input and involvement of all stake holder groups.
3. Parents shall become more actively involved in school-based planning and shared decision-making.

## II. Definitions

- Commissioner's Regulation – Regulations of the New York State Commissioner of Education have the force and effect of law.
- Commissioner's Regulation Part 100 are the policies, guidelines and procedures for the operation of elementary, middle and secondary education in New York State.
- Section 100.11 became effective May 15, 1992. Participation of parents and teachers in school-based planning and shared decision making.
  - a. Purpose. 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.
- A new Compact for Learning – comprehensive plan of the Board of Regents and Commissioner of Education for improving public elementary, middle and secondary education in New York State.
- Building Excellence and Accountability (EAP) / Compact for Learning Committee – Each General Brown building will have a committee consisting of parents, teachers, instructional support staff and building administration. Committee members will be selected by their peers.
- District EAP / Compact for Learning Committee – A district committee consisting of a chairperson appointed by the Superintendent, all building administrators, seven (7) teachers (two teachers selected by their peers from each building and the President of the General Brown Teachers Association), parents from each building and instructional support staff.
- District school-based planning and shared decision-making committee – A committee of parents, teachers, Board of Education and administration working to develop the required plan for Section 100.11. It is an ad-hoc or temporary committee appointed by the Board of Education to develop the plan for section 100.11. This committee would be reconvened to review, evaluate and modify this plan at least annually.
- Selected by peers – refers to the process of stakeholder groups selecting their representatives for committees.

III.

### STRUCTURE FOR SCHOOL BASED PLANNING AND SHARED DECISION MAKING



#### IV. Manner and Extent of Committee Involvement

- Each building committee will consist of representation of at least a minimum of two (2) parent members, three (3) teacher members, one (1) instructional support member (non-teaching) and administrative member(s). The exact committee membership configuration for each building will be determined by the needs of the building committee.
- The committee membership will be submitted by May 15 each year to the Superintendent of Schools.
- Parent members(s) of each building committee will be selected by the building parent organization. One high school parent will be selected by Dexter BABS and one high school parent will be selected by the Brownville/Glen Park PTO.
- Teacher member(s) will be selected by the already approved selection procedure implemented by the building.
- Non-teacher member(s) will be selected by the already approved selection procedure implemented by the building.
- Each building administrator(s) will participate as a building team member. Member terms and rotation schedule will be consistent with the existing structure for each building team.

#### V. Roles and responsibilities of committee members

1. Ensure that committee efforts and plans are:
  - Focused on improving student learning and success
  - Consistent with the school district mission
  - Directly related to the school
  - Based exclusively on issues generated by and/or submitted to the school committee in a manner which identifies and explains how the issue is:
    - Directly related to a topic which has been approved as subject to shared decision making;
    - Focused on student learning and success;
    - Related to the school district mission;
    - Worthwhile of committee time and attention
2. In addressing issues, committees should include in their deliberations and recommendations:
  - A history of the particular issue and what has been done to date in an effort to address the issue;

- At least one recommendation for what might be done to address the issue;
  - At least one assessment strategy to evaluate the impact of recommended action on student learning and success;
  - Board policy;
  - All relevant State and Federal laws and regulation
3. Interact in a productive and encouraging manner with committee members
  4. Assess the impact of committee decisions on student learning and success
  5. Encourage communication and involvement between and among committees and stakeholder groups
  6. Establish ad-hoc sub-committees as appropriate to assist the committee
  7. Attend all committee meetings except as excused by the committee chairperson, with at least 48 hours notice of anticipated absence given to the chairperson, whenever possible
  8. Assist the committee in maintaining a focus on issues directly related to student learning and success, and/or ideas and practices which can help set conditions for improved student learning and success which are within the direct control of that school
- VI. Relationship between the district and building EAP/Compact for Learning Committees
- The District EAP/Compact Committee will consist of parents, teachers and administrators from each of the building committees.
  - The District Committee will work to:
    - Implement the General Brown standards of excellence
    - Promote educational excellence for ALL General Brown students
    - Coordinated activities of the building committees
    - Oversee district in-service
    - Set annual goals for itself and the building committees
  - Each Building Committee will provide to the District Committee by September 1:
    - Annual goals
    - Membership

## VII. Committee Operations

### 1. Decision making will be by consensus

Consensus, in the context of shared decision making for our school improvement committees, is defined as a plan developed through shared involvement of committee members which each committee member can “live with” and which will be supported by each member of the committee.

### 2. A few hours of training for new committee members will be provided

Such training will include but not necessarily be limited to the mission and organization of our school district, shared decision making in the context of the *New Compact for Learning*, roles and responsibilities of committee members, particular information regarding the school involved and an awareness of our program improvement initiatives in recent years.

The Superintendent will arrange for training as needed.

### 3. Committee Chairperson

Each committee will have a chairperson who will be responsible for delegating or performing the following committee tasks:

- Developing agendas;
- Facilitating committee meetings;
- Recording minutes of committee attendance and decisions;
- Sending minutes and agendas to committee members and the facilitator of the District Council;
- Sharing minutes and agendas with appropriate others;
- Refreshments and room arrangements

Chairpersons will be determined by consensus of the committee and are to be selected from the group of people comprising the committee.

Chairpersons of each committee may be invited on a periodic basis to share information about committee decisions and work in process with the District Council

### 4. Committee Meeting Dates and Times

Committees are expected to meet at least four times per year with at least one meeting during each ten week “quarter” of the school calendar.

Specific dates and times are to be decided by the committee. The initial meeting date and time for any school committee will be set by the chairperson, with input of each

member of the committee, via telephone, face-to-face or written method of communication.

### XIII. Focus on Student Achievement

- It is the responsibility of each committee to maintain a focus on issues directly related to student learning and success.
- Ideas and practices which can help set conditions for improved student learning and success *which are within the direct control of that school* should be encouraged and be a focus of committee shared decision making.
- Shared decision making by committees should include discussion of student performance expectations related to:
  - Course and/or program goals
  - Standards of excellence set by the Board of Education
  - Student portfolio presentation of accomplishments
  - Regents Goals and Bill of Rights for Children
  - Community and marketplace expectations
  - Perceptions of quality work and education
  - Regional, State and/or National benchmarks
  - Collaborative efforts with:
    - parents/guardians
    - component school districts
    - higher education
    - business, industry and labor
    - other school district buildings or programs

### VIII. Regulatory Issues

#### 1. Context of Shared Decisions

It remains the responsibility of each school, with cooperation of the school district central administration, to ensure that all Federal and State laws, rules, regulations and policies, as well as all Board of Education policies, bargaining agreements, and rules are followed as required in regards to that school.

#### 2. Impact on other Buildings, Departments or Programs

Decisions from committees which impact on other schools within the district are to be forwarded to the appropriate other committee(s), administrator(s) and the facilitator of the District Council for review and discussion.

IX. Educational issues subject to school-based planning and shared decision-making

1. Instruction/curriculum
2. Student assessment
3. Student responsibility
4. Classroom management
5. Non-traditional instruction
6. Staff recruitment
7. Communication

X. Dispute Resolution

1. First level

Any committee member perceiving an inability of the committee to plan or make decisions pertaining to issues identified as subject to shared decision making is to share that concern with the committee's chairperson.

2. Second level

Any committee member perceiving the situation has not been addressed appropriately after due consideration by the committee's chairperson may present the concern to the District Council through the Council's facilitator.

3. Third level

Any committee member perceiving the situation has not been addressed appropriately after due consideration by the committee's chairperson as well as the District Council may present the concern to the Board of Education through the Superintendent of Schools.

4. Fourth level

Any committee member perceiving the situation has not been addressed appropriately after due consideration by the committee's chairperson, the District Council and the Board of Education may present the concern to the Commissioner of Education.