

SCHOOL-BASED SHARED DECISION MAKING PLAN

*Approved by Board of Education
January 24, 1994*

*Approved by New York State Education Department
February 10, 1994*

*Reauthorized by Board of Education
January 22, 1996*

*Reauthorized by Board of Education
January 26, 1998*

*Reauthorized by Board of Education
February 14, 2000*

*Reauthorized by Board of Education
January 26, 2004
All Changes Noted Are Underlined*

*Reauthorized by Board of Education
February 27, 2006
All Changes Noted Are Underlined*

*Reauthorized by Board of Education
January 25, 2010
All Changes Noted Are Underlined*

2.

STATEMENT OF ASSURANCES

I, Richard Little, Jr., President of the Board of Education of Grand Island Central 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 and is attached in its entirety, with amendments underlined; or

RE-CERTIFIED as previously approved by the Commissioner and therefore not attached;

at a public meeting held on January 25, 2010.

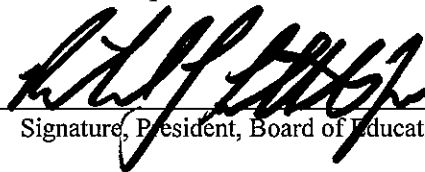
My signature below affirms that the board of education reviewed the district plan previously adopted and submitted to the Commissioner for approval. The amended/re-certified plan was adopted at a public meeting, after consultations with and full participation by the district committee convened for the 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 organization(s) or, where no such organization(s) exists, by their peers under a process developed by the board of education.)

The amended/re-certified plan incorporates all of the components listed in CR 100.11(c). As required by CR 100.11(f), a statement of the plan's success in achieving its objectives is attached. The amended/re-certified plan has been made available to the public, and, for districts with a population of less than 125,000, the plan has been filed with the BOCES District Superintendent.

Richard Little, Jr.

Name, President, Board of Education



Signature, President, Board of Education

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INTRODUCTION

The stakeholders of the Grand Island Central School District are committed to providing the environment and opportunities for all students to realize maximum potential. In an effort to fulfill this commitment, the school community embraces the principles of shared decision making as an appropriate process for making educational decisions.

.....

“To begin with, we must understand that schools alone cannot bring about the improved education results we need. Schools are central to the effort, of course, and school personnel should be held accountable for their work. But increasingly we realize that if children are to learn and develop well, parents must take more responsibility for the education of their children (and must be given the opportunity to do so); higher education, community, educational and cultural institutions, the social services and health communities, and the business community must play an active part; and students themselves must accept some responsibility for their own educational progress.”

A New Compact for Learning
New York State Education Department
1991

The focus of the School-Based Shared Decision Making is student growth and achievement. The school community believes that collaborative decisions, made at the school level, will improve teaching and learning for all of our students.

BELIEFS

We believe that

1. All students can learn.
2. Students learn best when varied teaching methods, learning styles, and organizational patterns are utilized.
3. A secure, safe, and supportive environment is needed for learning.
4. Achieving excellence in education requires a significant and continuing commitment of both financial and human resources.
5. Quality education requires a commitment to best practices and a shared responsibility on the part of school, home, and community.
6. Individuals shall be prepared to become responsible, productive citizens of a global society.
7. The school community will exemplify positive social values through character education and Viking Values.
8. Education must prepare all students to meet the needs of a changing and technological society.
9. High standards of excellence are necessary for student and staff performance.
10. Appropriate measures of accountability maximize student achievement and staff performance.
11. Improving standards of excellence requires a commitment to a visionary plan that is an on-going process requiring adaptability.
12. Students should be encouraged and mentored to develop attitudes of empathy, tolerance, respect for others, and service.
13. A well-rounded and diverse education are integral to student growth and learning.

MISSION STATEMENT

The mission of the Grand Island Schools is to foster academic excellence, personal growth, and social responsibility.

MOTTO

EXCELLENCE IN EDUCATION OUR BRIDGE TO THE FUTURE!

VISION STATEMENT

The Grand Island School District provides education of the highest quality which enables students to:

- Develop their abilities and talents and channel them for the good of themselves and the community.
- Secure knowledge of themselves, the community, the nation, and the global society.
- Appreciate and engage in a broad range of artistic endeavors.
- Establish healthy relationships with others characterized by respect and compassion.
- Enjoy healthy and satisfying personal and professional lives.
- Be responsible citizens.
- Achieve academic excellence, leading to a passion for lifelong learning.
- Accept responsibility for environmental conservation.

PRINCIPLES OF SHARED DECISION MAKING

IT IS ESSENTIAL THAT TEAM MEMBERS

- ... have an equal voice.
- ... share responsibility equally.
- ... be committed to the common goal of ensuring student success.
- ... express ideas and viewpoints without fear of retribution.
- ... accept the consensus decision making process.
- ... support team decisions.
- ... respect and utilize the expertise of other team members.
- ... be thoroughly prepared and informed on the issues.
- ... be committed to communication with and input from their constituents.
- ... understand that authority and decision making require responsibility and accountability.
- ... exhibit behaviors and actions consistent with team decision.

BUILDING TEAMS

I. FUNCTION

- A. The purpose of the Building Teams is to maximize student performance.
- B. In order to maximize student performance, the teams will implement long-range plans of the Building Teams.

II. TEAM MEMBER

- *Works to accomplish the team task.
- *Voices opinions.
- *Shares information.
- *Listens to others to understand their point of view.
- *Trusts team members.
- *Maintains confidentiality regarding sensitive issues.

III. ROLES AND RESPONSIBILITIES

A. **Leader**

- *Directs and focuses the team on task.
- *Helps the team to achieve “Desires Outcomes.”
- *Coordinates with other task holders.

B. **Facilitator**

- *Helps team follow the process.
- *Assists in building and maintaining productive climate and open communication.
- *Uses “Focus Check.”
- *Reviews tools and techniques.

C. **Recorder**

- *Captures and documents the Building Team’s output during session.
(*May use newsprint, transparencies, or other media.*)

D. **Time Keeper**

- *Tracks time and offers on-going alerts. (*Usually time is called at half intervals.*)

BUILDING TEAMS (continued)

E. Minutes Taker

*Records/summaries the Building Team's output and distributed to members within 48 hours.

*Keeps track of terms of office of members.

F. Observer

*Operates as an "External Consultant."

*Steps outside and observes/tallies specific aspects of the Building Team's work and process.

IV. TEAM OPERATION

A. Time

1. Regularly scheduled meeting at an agreed upon location at least once a month.
2. Team determines frequency of additional meetings and formation of sub-committees.
3. Meetings will have an agenda and an agreed upon time frame.
4. Reasonable release time will be given as needed.

B. Training

1. Each member of Building Teams will receive on-site training at the beginning of his/her term.

C. Building Plan

Each Building Team will be responsible for developing a long-range plan that supplements and complements the Comprehensive District Education Plan.

D. Funding

Each building should provide adequate funding for their site-based team in order to accomplish the building goals.

BUILDING TEAMS (continued)

V. MEMBERSHIP

A. Team Structure

1. Elementary

Principal	1
Teachers	3
School-related Personnel	1
Parents	2
Community Representative	1

TOTAL 8

2. Middle School

Principal	<u>1</u>
Teachers	3
School-related Personnel	1
Parents	<u>2</u>
Community Representative	1
Students	2

TOTAL 10

2. High School

Principal and Assistant Principal	<u>2</u>
Teachers	<u>9</u>
School-related Personnel	<u>1</u>
Parents	1
Community Representative	2

TOTAL 15

B. Length of Service

1. The principal's term is permanent. The term may also be filled by the assistant principal.
2. All other team members will serve for two years.
3. Half the terms will expire each year.
4. Terms of office will be from September to August.
5. Training will take place during the summer.
6. The minutes taker will be responsible for keeping track of the terms of office for each member.

BUILDING TEAMS (continued)

C. Elections

1. Each constituent group must conduct an election to determine its team representatives by June 15.
2. Volunteers will be sought whenever needed.

D. Quorum

1. Seventy-five percent (75%) of the members of the building team must be in attendance

AND

3 out of 5 stakeholder groups at the elementary level and 4 out of 6 stakeholder groups at the secondary level must be represented to constitute a quorum necessary to transact the business of the building team.

2. The team may develop a plan to determine an alternate quorum to handle emergency situations.

SHARED DECISION MAKING MATRIX

Building Parameters Definitions

NB. THE SUPERINTENDENT AND THE BOARD OF EDUCATION HAVE THE ULTIMATE RESPONSIBILITY FOR THE OPERATION AND MANAGEMENT OF SCHOOLS BASED UPON THE COMMISSIONER'S REGULATIONS AND EDUCATION LAW.

Parameters	Parents	Students*	Support Staff	Community	Teacher	Building Administration	Building Team
<i>ASSESSMENT</i> A means of determining the effectiveness of the building team.	I	I	I	I	I	I	R
<i>BUDGET</i> A process for the allocation of monetary resources.	I	I	I	I	I	R	D
<i>CLIMATE</i> A secure and supportive environment conducive to quality teaching and learning.	I	R	I	I	R	R	R
<i>COMMUNICATION</i> An open and on-going dialogue among all stakeholders.	I	I	I	I	I	I	R
<i>CURRICULUM</i> The process of development, implementation, and assessment of the instruction which reflects the District's Goals and Exit Outcomes.	I	I	I	I	R	R	R

*Middle and High School Teams Only

SHARED DECISION MAKING MATRIX

Building Parameters Definitions (Continued)

Parameters	Parents	Students*	Support Staff	Community	Teacher	Building Administration	Building Team
<i>DISCIPLINE</i> The establishment and maintenance of standards of conduct for students.	R	R	R	R	R	R	R
<i>FACILITIES</i> The development of buildings and property which enhance teaching and learning.	I	I	I	I	I	R	R
<i>INSTRUCTION</i> The day-to-day teaching and learning activities focusing on District Goals and Exit Outcomes.	I	I	I	I	R	R	I
<i>INSTRUCTIONAL RESOURCES</i> The technology, supplies, materials, and human services which support the learning process.	I	I	I	I	R	R	R
<i>SCHEDULING</i> The planning and organizing of time, space, and people based upon the educational needs of all students.	I	I	I	I	I	R	R

*Middle and High School Teams Only

SHARED DECISION MAKING MATRIX

Building Parameters Definitions (Continued)

Parameters	Parents	Students*	Support Staff	Community	Teacher	Building Administration	Building Team
<i>STAFFING</i> The identification of staffing needs and the participation in the interviewing and selection process..	I	I	I	I	I	I	I
<i>STAFF DEVELOPMENT</i> An on-going educational process of personal and professional growth which supports teaching and learning..	I	I	I	I	I	I	R

*Middle and High School Teams Only

KEY: I = Provide information, knowledge, and facts toward the solution.

D = Decision Making and Input: A process for resolving issues.

R = Responsibility, Decision-making and Input: Accountability for task.

ACCOUNTABILITY FOR DECISIONS

A. Support for Decisions

1. The school building team will make all decisions regarding issues by consensus.
2. All building team members are expected to fully support all of the decisions made by the team, even if the decision was not the first choice of the individual member.

B. Communication

1. Each building team member is expected to have on-going, two-way communication with his/her stakeholder group, to seek input prior to decisions being made, and to share the final decisions and their implications.
2. Each team will design a feedback system appropriate for its school.

C. Evaluation

1. Each building team will be responsible for developing a plan for self assessment consistent with maximizing student performance.
2. Student achievements should be assessed using means and standards cited on page 14.
3. The school building team will be responsible for monitoring the expected and unexpected results of its building plan.

D. Team Member

1. Is accountable to the students, the team, and the stakeholder group he/she represents.
2. Has a responsibility to publicly support and work for the successful implementation of all decisions reached by the team.
3. Must make all decisions and recommendations within the parameters of maximizing student performance.
4. If a team member repeatedly fails to meet his/her responsibilities, then the team may request that a different team member be chosen by the appropriate stakeholder group (ex: missing meetings).

DISPUTE RESOLUTION PROCESS

A. Dispute Resolution

1. A “dispute” will have occurred when a decision, by consensus, cannot be reached in a timely manner by the team.
2. The dispute resolution process will apply only to those disputes arising from the inability to plan and make decisions related to the agreed upon educational issues/parameters outlines in the Shared Decision Making Matrix.
3. Concerns that shall not be dealt with via this process...
 - a. School Board Policy
 - b. Collective Bargaining Agreements
 - c. State/Federal Law
 - d. Regents Regulations
 - e. Areas not addressed in the Shared Decision Making Matrix

B. Dispute Resolution Process

1. If the school building team cannot reach a decision, the matter will be held over and be an agenda item for the next meeting.
2. If a decision still cannot be reached, the team may declare an “impasse” and request outside assistance.
3. The team will be bound by the decision of the outside resource person (i.e., a non-team member).

DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

<u>Needs</u> (State or Local in Priority Order)	<u>Root Causes</u>	<u>Rationale for Needs Selected</u>
<u>ELA</u> 1. There is no significant upward trend in the last four years on ELA test scores from grade 4. 2. There is a significant gap between students with special needs and students not designated with special needs with respect to the percent of students scoring at a level 3 or 4 in grades 4 and 8. 3. There is a significant gap between students with special needs and students not designated with special needs with respect to the percent of high school students scoring 65-100 on the Regents Comprehensive English exam. 4. An item analysis revealed that students in grades 4 and 8 exhibit difficulty in the areas of drawing conclusions and making inferences.	1. No consistent writing program across the district. 2. Critical thinking skills are taught differently or infrequently. Lack of integration of ELA reading and writing instruction across all content areas. 3. There is a difference between regular education and special education with respect to the pace of instruction. 4. Critical thinking skills are taught differently and infrequently. Lack of integration of ELA reading and writing instruction across all content areas.	1. In order for students to be successful in the ELA assessment at the elementary level, 94% of the grade 4 population must achieve a level 3 or higher. 2. Regardless of special needs status, NCLB requires that all students must achieve a level 3 or higher by the year 2014. 3. Regardless of special needs status, NYS requires that all students must attempt the Regents Comprehensive English exam in order to graduate. All students (100%) have access to a demanding exam. 4. Teachers need to promote higher level thinking skills in students to not only comprehend information but also be able to analyze, synthesize, and manipulate it

DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

<u>Needs</u> (State or Local in Priority Order)	<u>Root Causes</u>	<u>Rationale for Needs Selected</u>
<p><u>Math</u></p> <p>1. Assessments results (gaps to 94%)</p> <p style="padding-left: 20px;">a) Math 4, avg gap of 10% past 3 years.</p> <p style="padding-left: 20px;">b) Math 8, avg gap of 22% past 3 years.</p> <p style="padding-left: 20px;">a) Math A, avg gap of 15% past 2 years.</p> <p>2. General education passing percentage vs. that of students with disabilities:</p> <p style="padding-left: 20px;">a) Math 4, avg diff of 51% last 4 years.</p> <p style="padding-left: 20px;">b) Math 8, avg diff of 51% last 4 years.</p> <p style="padding-left: 20px;">a) Math A, avg diff of 35% last 2 years.</p> <p>3. Grand Island has been outperformed by Erie 1 BOCES in the area of mathematical reasoning, as follows:</p>	<p>1. Lack of literacy skills – special education and general education students.</p> <p>2. Special education teachers responsible for teaching math curriculum (MS/HS).</p> <p>3. Lack of quality math professional development.</p>	<p>1. These assessments include all students. They are an integral part of our district's accountability under NCLB. Math A is a requirement for high school graduation.</p> <p>2. Students with disabilities (SWD's) are a subgroup of significant size and these achievement gaps are very large.</p> <p>3. The revised NYS core curriculum will take the skills and content included in the Key Idea of Mathematical Reasoning and thread them throughout the entire curriculum.</p>

DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

<u>Needs</u> (State or Local in Priority Order)	<u>Root Causes</u>	<u>Rationale for Needs Selected</u>
<p><u>Science</u></p> <p>1. Physical Setting/Earth Science: Gen Ed students pass % vs. SWD pass % has an avg diff of 35% over the last 4 years (00-01 to 03-04).</p> <p>2. Grade 2 science test – avg pass % of 85% (-8% gap) over last 5 years (99-00 to 03-04).</p> <p>3. Grade 4 science test – Gen Ed students pass % vs. SWD pass % has an avg diff of 38% over the last 4 years (00-01 to 03-04).</p> <p>4. Grade 8 science test - Gen Ed students pass % vs. SWD pass % has an avg diff of 19% over the last 3 years (01-02 to 03-04).</p>	<p>1. Prior teacher preparation.</p> <p>2. and 3. Minimum science required for elementary teachers.</p> <p>2. and 3. No common curriculum.</p> <p>2. and 3. No common laboratory for elementary school.</p>	<p>1. This test is, in effect, the graduation requirement for all students in Grand Island high school.</p> <p>2. This was a consistent gap for the first 4 years mentioned, although an increase to 92% passing occurred in 03-04.</p> <p>3. Both Gen Ed students and SWD's not passing this test are identified for and receiving support and/or AIS services.</p> <p>4. Both Gen Ed students and SWD's not passing this test are identified for and receiving support and/or AIS services.</p>

DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

<u>Needs</u> (State or Local in Priority Order)	<u>Root Causes</u>	<u>Rationale for Needs Selected</u>
<p><u>Social studies</u></p> <p>1. -13% gap in grade 8 test trend, away from benchmark.</p> <p>2. -2% gap in grade 10 test trend, towards benchmark.</p> <p>3. -2% gap in grade 5 test trend, away from benchmark.</p>	<p>1. Lack of incentive for students to do well, at end of testing session, 2-day test (NYSED schedule).</p> <p>2. a. Breadth and depth of curriculum over 2-year period. b. Implementation of collaborative process is problematic (collaborative staff training, planning time, class size). c. Lack of sufficient remuneration for summer staff development. d. Lack of clear understanding of the collaborative process. e. Class size a problem in terms of schedules and number of teacher periods.</p>	<p>1. Weaknesses in multiple choice – geography; will infuse it into every unit – minority groups; specific content area to be addressed.</p> <p>2. School report card data; cohort data indicates a +2% success factor. However, DBQ essay scores compared to scaffolding credit needs minor improvement – two years of material and 5,000 years of history covered; three-fold increase in number of CSE students since 2000.</p> <p>3. Exam considerably more difficult; multiple choice more challenging; grading rubrics less forgiving.</p>

DEFINITIONS OF TERMS

Assessment -- A systematic process utilized to determine the effectiveness of the team and its decisions.

Authority -- Power vested in the team by virtue of its role and responsibilities.

Beliefs -- Fundamental convictions or values.

Building Teams -- Teams of stakeholders who are responsible and accountable for the development of plans to maximize student performance.

CDEP -- Comprehensive District Education Plan.

Community Representative -- An individual who is a community member not currently employed by the school district.

Communication -- A means of providing input and feedback between the building team and its constituents.

Consensus -- A systematic process used by a group to make decisions that everyone can accept.

Decision Making -- A process for resolving issues.

Input -- Provide information, knowledge, and facts toward the solution.

Parent -- An individual who currently has a child in attendance at the building site.

Responsibility -- Accountability for a task.

Shared Decision Making -- A process in which stakeholders identify issues, develop plans, and assess activities designed to maximize student performance.

Site Based Management -- A decision making process which decentralizes authority through the active involvement of stakeholder representatives.

Stakeholder -- Any person or group with an interest and investment in the success of students, the schools, and the educational system.