

**Northern Adirondack Central School District
Ellenburg, New York
District Plan for School-Based Planning and
Shared Decision-Making**

Adopted by the Board of Education: May 7, 2012

District Mission Statement

The mission of the Northern Adirondack Central School District, in partnership with family and community, is to educate students to become lifelong learners and responsible citizens.

Vision Statement

The vision of the Northern Adirondack Central School District is to provide a quality educational experience for students in a safe environment that emphasizes achievement, positive self-esteem and high moral character. School, family, and community will foster the essential foundation to prepare students educationally and socially to succeed in our diverse society.

Core Values

Tolerance
Self-Control
Respect
Responsibility
Citizenship
ol

HISTORY

Commissioner's Regulations Section 100.11 (CR 100.11) requires that every public school district and Board of Cooperative Educational Services (BOCES) develop and adopt a district plan to allow the participation of parents, teachers and administrators in school-based planning and shared decision making. The regulations also require that both local and BOCES boards of education, in collaboration with their respective district committees, biennially review their district-level plan for the participation of parents and teachers in school-based planning and shared decision making. The biennial review focuses on planning aspects of CR 100.11, assesses the overall adequacy of the plan's required components, and addresses successes and obstacles in local and district use of the plan. The biennial review is due February 1, 2010.

PURPOSE

The Regulation states that the purpose of 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, and/or disability.

COMPONENT 1
**THE EDUCATIONAL ISSUES WHICH WILL BE SUBJECT TO COOPERATIVE
PLANNING AND SHARED DECISION-MAKING AT THE BUILDING LEVEL**

The following educational issues can be addressed by shared decision-making teams at the Building Team level. These issues are to be considered as they relate to student performance. The list is not meant to be exhaustive but simply *examples* of the types of issues that may be discussed:

- Resources
- Assessment
- Curriculum
- Building Organization
- Safety/Health
- Professional Growth
- Instructional Strategies
- School Environment
- School-Community Relations
- Other

PARAMETERS:

- Decisions that are made by the building teams must be outside the scope of existing contracts, cannot conflict with law, statutory regulations and Board of Education policies, and must be planned for within the district budget process.
- Implementation of School Based Planning will not limit administrators or the Board from their responsibilities in initiating actions in the above specified areas.
- Actions taken by the team should be supported by research or best current practice.
- Actions that would exceed the authority of the team or any member of the team can be made as recommendations to the Superintendent by the team.

COMPONENT 2
THE MANNER AND EXTENT OF THE EXPECTED
INVOLVEMENT OF ALL PARTIES

The implementation of the District Plan will be the responsibility of the Building Teams as specified by the Plan. These Building Teams will create short-term and long-range goals; seek input; analyze and identify areas needing improvements; develop evaluation plans for the projects undertaken, and prepare an annual progress report. All efforts are to be focused on fostering school improvement and strengthening student performance.

Every two years, the District will convene a District Coordinating Committee whose responsibility is to review the plan, assess its effectiveness, and recommend to the Board any changes that are needed to support and guide the work of the building teams.

BUILDING TEAMS

The designated stakeholders to be included on the Building Teams in the Northern Adirondack School District are the following:

- Teachers
- Administrators
- Parents
- Students (at the secondary level)
- School-Related Personnel (SRP)

The Building Teams are to be configured as follows:

Elementary School

- 2-3 Teachers
- Building Principal
- 1-2 Parents
- 1-2 SRP Representatives

Middle School

- 2-3 Teachers
- Building Principal
- 1-2 Parents
- 1-2 SRP Representatives
- 2-3 Student Representatives

High School

- 2-3 Teachers
- Building Principal
- 1-2 Parents
- 1-2 SRP Representatives
- 2-3 Student Representatives

With the exception of the principal and the students, members will be selected in a manner to be determined by the designated groups. The teachers will be selected by their bargaining unit, the Northern Adirondack Teachers Association (NATA). The Parents will be selected by the PTO and must have a student registered in the school. SRP representatives will be selected by their bargaining unit, the Northern Adirondack CSEA. Two student representatives will be selected by the guidance counselors.

The leadership of each stakeholder group is encouraged to select for service individuals who will be effective in assuming the team member responsibilities listed below. It should be recognized that diversity in selection of team members by the respective groups is highly valued.

TERM OF OFFICE: With the exception of the building principal, building team members will typically serve a term of two years. Team members can serve for up to two consecutive two-year terms, and can be considered again by their stakeholder group for membership after a one-year break in service. Teams and the leadership of the represented groups should work together to stagger the terms, so that there is continuity from year to year.

RESPONSIBILITIES OF TEAM MEMBERS:

- Regularly attend meetings
- Contribute to the process; actively participate
- Clarify, articulate, and pursue the school's vision
- Link building initiatives to District goals
- Represent the interests of the entire school community while ensuring input and feedback from the sponsoring group
- Participate in training, as offered by the District
- Actively support the decisions made by the team and work toward successful implementation
- Focus all activities on improved student achievement

The individual stakeholder group may replace a team member if the group's leadership determines that the individual is not fulfilling his or her responsibilities.

TEAM STRUCTURES:

The team will have a Chairperson and Note taker.

Generally, the chair and note taker will each serve for one year. Candidates to fill these vacancies will be selected by the team, by group consensus.

RESPONSIBILITIES OF THE CHAIR:

- Facilitate meetings, guiding the process
- Ensure that all ideas are heard
- Clarify ground rules/group norms with the team and help team members adhere to these norms
- Keep time
- Attend to meeting logistics (room availability, supplies, etc.)

- Assist team members in working through conflicts
- Help the team to develop agendas at each meeting for next meeting
- Collaborate on any modified agendas with the principal
- Ensure that there is clarity regarding meeting follow-up/action planning
- Ensure that the team has a plan to communicate with all stakeholders
- Ensure that each team member has a copy of this plan by the end of September

RESPONSIBILITIES OF THE NOTETAKER:

- Take meeting notes that include the date, who was present, major items discussed, proposed and finalized decisions, and next steps
- Ensure that approved meeting notes are sent to team members, and the superintendent
- Keep attendance records
- Have available notes and action plans from previous meetings

The Building Teams will use consensus as their method of making decisions.

Consensus is a systematic process used by a group to make decisions that everyone can support. Decisions are to be made by consensus and not by a vote of the membership of the Building Teams. Consensus signifies:

- That all members accept the decision in principle after having had the opportunity to fully voice his/her opinion on the issue(s);
- That the complete decision may not be 100% aligned with a team member's wishes;
- That failure to voice an opinion on a decision allows for acceptance of the point under discussion;
- That the decision is the property of the entire team, not simply those who support it strongly;
- That no one personally will be singled out for supporting or rejecting the decision;
- That all will support the decision and will not oppose its implementation.

All meetings will be open to stakeholder groups and the public. Meeting notifications will be published through the school newsletter and website.

DISTRICT COORDINATING COMMITTEE

The purpose of the District Coordinating Committee is to conduct the biennial review of the 100.11 plan and any other needed revisions, as convened by the Superintendent. The designated stakeholders to be included on the district Coordinating Committee of the Northern Adirondack School District and the committee's configuration are as follows:

- Superintendent (or designee)
- President of the District Administrators Association (or designee) plus one additional designee
- President of the Teachers' Bargaining Unit (NATA President) or designee, plus one additional designee
- President of the SRP Bargaining Unit (SRP President) or designee, plus one additional designee

- President of the PTO (or designee), plus one additional designee
- President of the BOE (or designee), plus one additional designee
- Students (2) will be recommended by the guidance counselors

COMPONENT 3
THE MEANS AND STANDARDS BY WHICH ALL PARTIES SHALL
EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT

Student performance, related to the decisions reached by the Building Teams, will be based on achievement evidence. That desired achievement will be based on the following criteria:

- The New York State School Report Card and State Assessments
- Northern Adirondack School District Goals
- Other performance measures which may include student attendance, dropout rate, acceptance rates at 2 & 4 year colleges, school and departmental exams, participation rates in athletics, music, and other co-curricular activities, etc.

In order to understand the various indicators of student performance, the Building Teams will have opportunities to review test data and other measures that are appropriate to measure student learning.

COMPONENT 4
THE MEANS WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE
FOR THE DECISIONS WHICH THEY SHARE IN MAKING

Each Team member will observe the rules and responsibilities inherent in a consensus-making environment. Those rules and responsibilities include, but are not limited to:

- Demonstrable mutual respect
- Effective listening
- Open mindedness
- Regular and punctual attendance
- Commitment to the goal of improving student achievement
- Willingness to compromise
- Candidness
- Focus on ideas
- Acknowledgment and celebration of success
- Effective communication

Each team will be accountable for monitoring the effectiveness of its decisions. In order to accomplish this, each team will:

- establish goals at the beginning of each year, and specify indicators of success
- self-evaluate the team's work in light of the goals that the team set for the year
- assess the team's success in fostering the improved educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, and/or disability.
- prepare an annual report that describes the team's activities and accomplishments for the year.

COMPONENT 5
THE PROCESS WHEREBY DISPUTES PRESENTED BY THE PARTICIPATING
PARTIES ABOUT THE EDUCATIONAL ISSUES BEING DECIDED UPON
WILL BE RESOLVED AT THE LOCAL LEVEL

Consensus is the mechanism for decision making. All members are to strive to reach consensus through cooperation, active listening, and openness to all ideas. In the event that the Building Teams cannot reach consensus on a decision, the team may select from the following options:

- Defer an issue to a subsequent meeting
- Obtain additional information
- Seek further input from research sources
- Table the issue
- Slow down; restate areas of agreement; clarify the areas of disagreement
- Narrow the list of possibilities
- Seek to identify new solutions

(NOTE: For issues on which consensus cannot be reached, and all of the above strategies have been exhausted, the decision reverts to the principal.)

COMPONENT 6
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

Chapter I and II (Remedial and Compensatory Education), Occupational Education, Special Education and other similar programs will remain under the auspices of the District Office. Building Teams commit themselves to following appropriate Federal and State regulations for the involvement of parents.