

Bay Shore Union Free School District

**School-Based Planning
and
Shared Decision-Making**

Adopted June 2014

Reviewed March 28, 2012

Revised August 2006

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District Compact Planning

Introduction

On March 27, 1992, the New York State Board of Regents adopted section 100.11 of the Regulations of the Commissioner of Education. This Regulation requires each public school district board of education and each board of cooperative educational services (BOCES) to develop and adopt, by February 1, 1994, a district plan for the participation by teachers and parents in school-based planning and shared decision-making. The Regulation further specifies that the plan be developed in collaboration with the Board of Education, administrators, teachers, and parents. This document is the m

Definition and Goals

Shared decision-making is a collaborative process by which stakeholders reach decisions through consensus, in an effort to improve the performance of students and support the mission of the Bay Shore Schools.

The Building Goals Committees will seek to identify objectives directly related to state mandates and Board of Education goals and to funnel them through district-wide committees.

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Component 1

Educational Issues That Will Be Subject to the Cooperative Planning and Shared Decision Making at the District Level

The Building Goals Committees are authorized to discuss and provide input into the District Goals Committee on the issues listed below as related to the goals set out in the Comprehensive District Education Plan.

Curriculum, Instruction, and Assessment
Fiscal Considerations
Community Relations

These issues are not considered to be all-inclusive. As issues arise that are deemed to influence student achievement, they may be considered and coordinated through the assistant to the superintendent for curriculum and instruction.
Every effort should be made to define all goals through the Comprehensive District Education Plan at the annual August meeting.

Parameters

Any potential decision that requires funding beyond the normal building/program allocation must be referred to the District Goals Committee and/or District Office and/or Board of Education for possible resolution.

Any decisions that contradict existing Board of Education policies must be approved by the Board.

No decisions may contravene existing contractual stipulations.

Regulations or

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Component 2

Manner and Extent of Expected Involvement of All Parties

Recommended Composition of the Building Goals Committee (BGC):

ELEMENTARY BUILDINGS

1 Administrator
2 Teachers
2 Parents

5

MIDDLE SCHOOL

1 Administrator
3 Teachers
3 Parents

7

HIGH SCHOOL

1 Administrator
3 Teachers
3 Parents

7

Recommended Composition of the District Goals Committee

7 Building Goals Committees
Central Administration
Board of Education
BSCTA President or Designee
BSSAA President or Designee

The Method of Determining BGC Members

The Bay Shore Classroom Teachers Association and the PFA/PTAs shall utilize the same method for determining their Building Goals Committee members. Specifically, one member shall be elected by the

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Component 4

Means By Which All Parties Will Be Held Accountable

Accountability means the acceptance of responsibility for all outcomes of the _____ plan to promote continued improvement of student achievement. BGCs are accountable for making a good faith effort to

shall build evaluation criteria into their plan. The district recognizes that the shared decision-making process takes time, that creating lasting, meaningful change requires both patience and an ongoing commitment to the process.

There is recognition that BGCs, like individual decision-makers, do not always achieve their objectives. Some action plans will not achieve the expected results. The BGCs recognize that there is value in this.

alternatives designed to correct the problem. If shared decision-making is to succeed, committees should turn shortcomings into success and members of the school community need to learn from these experiences. In this sense, BGCs are accountable for their efforts to correct action plans and ultimately to achieve their objectives.

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Component 5

The Process By Which Disputes Will Be Resolved

Review the attributes of an effective committee member

Attributes of an Effective Committee Member

- Good listener
- Dedicated to the cause
- Encourages others to speak their opinions
- Tolerant; willing to compromise
- Knowledgeable
- Open to new ideas
- Flexible
- Has the strength to present unpopular ideas
- Cooperative
- Has a broad perspective
- Willing to eliminate narrow self interest
- Willing to take risks
- Attends regularly
- Follows-up on responsibilities
- Communicates with constituents

The BGCs can bring unresolved, non-consensus issues to the DGC for direction and resolution.

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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

Pursuant to all State and Federal Department of Education regulations, the District commits itself to follow appropriate Federal and State guidelines for the involvement of parents.