

OCEANSIDE SCHOOL DISTRICT
145 Merle Avenue
Oceanside, New York 11572

SCHOOL BASED PLANNING/SHARED DECISION MAKING PLAN

INTRODUCTION

The following is the Oceanside Union Free School District's 'School Based Planning/Shared Decision Making Plan' as prescribed by the New Compact for Learning, Section 100.11 of the Commissioner's Regulations. This plan was developed in the spirit of the New Compact for Learning with members of each constituent group bringing their unique perspective to the process. The intent of this plan is to provide excellence in education for all children in the school district.

The development of this plan was based on a firm belief in the district's philosophy of education as expressed in the Oceanside Plan for Educational Excellence.

DISTRICT PHILOSOPHY OF EDUCATION

What we do as a school community is an expression of the values and beliefs we hold. These values and beliefs find expression, most explicitly, in the exit behaviors or outcomes—the knowledge, skills and attitudes—we expect of students when they complete their education in Oceanside. Statements of expected exit behavior present the intersection of our beliefs and attitudes about children and those about the nature of the preparation they require to live in the future—as citizens, workers, lifelong learners, and family and community members.

In considering our students, we believe that among all students: talent can be developed, excellence can be attained, mastery can be achieved, and trust and mutual support can be built.

Therefore, the district is committed to assuring that all students who complete their education in Oceanside will:

- have the opportunity to develop a strong sense of self-esteem and self discipline;

- have the opportunity to develop a wide range of cognitive skills, including literacy in reading, writing, culture, appreciation of the arts, technology, computational skills, and public speaking;
- have the opportunity to develop a wide range of practical skills;
- have the opportunity to develop an understanding of the importance and impact of technology on daily living;
- be prepared to think critically and possess problem-solving and decision-making skills appropriate to varied settings;
- have the ability to communicate effectively in his/her own language as well as other languages;
- have concern for others and an appreciation of diversity;
- be prepared to cope with societal challenges and changes to play effective citizenship and leadership roles; and
- know how to learn and be prepared to learn for a lifetime.

These exit behaviors are the basis for the life we envision for each of our graduates as a contributing member of the society.

In fashioning our educational program, we are committed to:

- basing educational decisions on thoughtful analysis and reliable information provided by and shared with all members of the community—administrators, teachers, parents, students, and community members;
- constantly refining our understanding of instruction and learning in order to create effective programs to meet with diverse needs of all students;
- assessing both student learning and district activities on an ongoing and comprehensive basis;
- reducing barriers to success and increasing opportunities for enhanced self-esteem based upon accomplishments and effective organizational structures and services;
- promoting among both staff and students opportunities for growth and achievement; and
- honoring federal and state policies and the best of professional practices.

This plan was formulated with the understanding that in order for its success to be assured, the plan must remain fluid and stay abreast of the changing needs of the students, the faculty, and the community at large.

The plan for implementing this program shall be structured as follows:

1. School Based Planning teams shall be established at each building.
2. A district-wide Team for Educational Articulation shall be established to provide dialogue and continuity for the educational program.
3. The district-wide planning committee, as constituted, will function for two years in order to monitor the progress and to make recommendations to the Board of Education for modification of the plan as necessary.
4. In July of 1996, the district-wide Team for Educational Articulation (*TEA*) will assume the responsibilities for monitoring the operation of the School Based Planning/Shared Decision Making process.

Given this educational and organizational structure, the following is the design for the Oceanside School Based Planning/Shared Decision Making Plan.

I. MANNER AND EXTENT OF INVOLVEMENT OF ALL PARTIES

A. School Based Planning Team

1. Team Membership: parents, teachers, administrators
 - a) Elementary Schools: 2 parents, 2 teachers, 1 administrator
 - b) Middle School: 3 parents, 3 teachers, 2 administrators
 - c) High School: 4 parents, 4 teachers, 2 administrators, 2-4 students – non-voting status
 - d) Others: (students, parents, teachers, administrators, non-instructional staff, members of the business community, higher education, social and cultural organizations): The School Based Planning Team shall call upon these constituencies as needed to provide additional input.
2. Member Selection:
 - a) Parents and teachers can only serve on one building team at a time within the district, with exception.
 - b) Each parent serving on a team must have a child currently attending that school. Teachers must be current members of the building staff.

- c) All members, except principals, will serve no more than two consecutive years on the same building team. In the initial year of service on the building team, one half of each constituency will serve for 1 year only with the following exceptions:

-Middle School: 1st year –one 8th grade parent for one year
-two 7th grade parents for two years

2nd year –two 8th grade parents for one year
-one 7th grade parent for two years

-Full Day Kindergarten Program

housed at School #6: parent – 1 or 2 years
teacher – 2 years

- d) Parents will nominate and elect the representatives from their constituency in each building under the auspices of the PTA.
- e) Teachers will nominate and elect the representatives from their constituency in each building at a regularly scheduled faculty meeting.
- f) Each secondary principal will designate his/her administrative team member.
- g) Every Spring, an election is held for a high school junior to become a member of the School Based Planning team. The junior representative will serve a two year term (junior and senior years). In this way, there are always two student representatives on the team.

A necessary condition for selection is a signature of a faculty member supporting the student's candidacy. The School Based Planning team recommends that the selection committee obtain statements from the candidates prior to making the selection. The class advisor, student projects advisor, or the principal should be present at the selection.

- h) There will be no alternates at building team meetings.
- i) In the case of long term illness or resignation, the constituency will hold an election to fill the vacancy for the duration of that term.

-If a person resigns from a School Based Planning/Shared Decision Making Team after serving six months or more, a new election will be held and the person elected will finish out the unexpired term. That person can, after completing the unexpired term, run again for at least another two year term.

-If a person resigns from a School Based Planning/Shared Decision Making team and has served for less than six months of a two year term,

a new election will be held and the new team member can only complete the unexpired term and cannot run for another two year term.

j) To avoid conflicts of interest, no full time employee or member of a collective bargaining unit in the district may serve as the parent representative on a building School Based Planning team.

3. Member Roles & Responsibilities

- a) Members will work together in a cooperative effort to address issues which have been defined in this plan so that the quality of education will be improved. All decisions will be reached by consensus.
- b) Members will represent their constituencies in addressing educational issues which have been enumerated as part of the plan.
- c) Members will report back to their constituencies on a regular basis.
- d) Members may bring concerns from their constituents to the team regarding issues which have been defined in the plan.
- e) At the first meeting of the School Based Planning Team, members will review the Plan in preparation for the year-long work.
- f) The principal shall serve as the chairperson of the School Based Planning Team.

4. Meeting Dates, Times, and Records:

- a) The team will meet at least once per month during the school year but may establish additional meeting dates as needed.
- b) Building level meetings will be scheduled at a mutually convenient time for all constituencies without removing teachers from the classroom.
- c) There will be no compensation for serving on building committees.
- d) Minutes will be taken at all meetings, maintained, and made available to all constituencies.

Team for Educational Articulation

1. Team membership: 1 parent, 1 teacher, 1 administrator from each building School Based Planning/Shared Decision Making team to be selected by members of each building team.

2. Member Roles and Responsibilities:

- a) Members will represent their School Based Planning teams in order to address educational issues and provide dialogue for the purpose of maintaining continuity of the district's educational program. All decisions will be reached by consensus.
- b) The Assistant Superintendent for Curriculum, Instruction and Research shall be the district's administration liaison to the Team for Educational Articulation and will serve as the chairperson.

3. Meeting Dates, Times, and Records:

- a) The Team for Educational Articulation will meet at least 1 time per year at mutually convenient times for all constituencies.
- b) Minutes will be taken at all meetings, maintained and made available to all building School Based Planning teams, members of the Board of Education, the president of the AOASDC, the president of the OFT, and the PTA Council president.
- c) There will be no compensation for serving on the Team for Educational Articulation.

II. EDUCATIONAL ISSUES

The following educational issues may be subject to discussion by the building School Based Planning teams within the parameters of the rules and regulations set by the Federal Government, the Government of New York State, the State Education Department, the Commissioner of Education, the policies of the Oceanside Board of Education, and the district administration.

1. HIRING OF STAFF

- teams will provide input into the process of hiring new administrative and teaching staff at the building level

2. BUDGET

-allocation of funding in building

3. CALENDAR

– events in building-programs to support education (assemblies)

4. ELEMENTARY SCHEDULING WITHIN THE DEFINED SCHOOL DAY

5. INSTRUCTIONAL MATERIALS

6. FIELD TRIPS
7. STUDENT EXPECTATIONS/STUDENT DISCIPLINE/SCHOOL CLIMATE
8. STUDENT GROUPING & BUILDING ORGANIZATION
– tracking-departmental vs. self contained – special needs groups (ESL, Gifted, Special Ed)
9. COMMUNITY OUTREACH
– children/families in need of assistance – workshops/programs – volunteer programs
10. SCHOOL/BUSINESS PARTNERSHIP
11. CLUBS – EXTRA AND CO CURRICULAR
12. BUILDING OPERATIONS/PHYSICAL PLANT
– teams will provide input into issues of comfort and room utilization for program implementation
13. STAFF/PARENT/COMMUNITY DEVELOPMENT
14. PROGRAM DEVELOPMENT
15. HEALTH, SAFETY AND SECURITY
16. BUILDING WIDE AND DEPARTMENTAL TEST RESULTS
17. ESTABLISHMENT OF BUILDING GOALS & PRIORITIES
18. INTER BUILDING SHARING – Team for Educational Articulation
19. FUNDRAISING
20. PROJECT SAVE

III. MEANS AND STANDARDS FOR EVALUATING IMPROVEMENT IN STUDENT ACHIEVEMENT

Evaluation as to the extent to which students have progressed or improved will be accomplished utilizing a wide variety of assessment methods.

The standards upheld by the district are based on district outcomes, goals and objectives generated through work in curriculum development and articulated in the Oceanside Plan for Educational Excellence and other district projects and publications. At the same time, it should be noted that there is an ongoing examination of data to ensure equity or opportunity for student achievement.

IV. ACCOUNTABILITY

The District Wide Planning Committee accepts the tenet that with the exercise of power comes responsibility. One such responsibility is the need for those participating in the School Based Planning/Shared Decision Making process to be accountable to the students in their building, the constituency they represent, as well as to members of the community, the Administration, and the Board of Education. Therefore, each person who serves on the School Based Planning/Shared Decision Making team shall be held accountable for the accomplishment of the specific activities, actions, or decisions the team makes as it seeks to impact and/or attain the objectives of educational improvement set forth annually by the team and the district, and as expressed in the Oceanside Plan for Educational Excellence.

Each June, the School Based Planning/Shared Decision Making team shall prepare a report which measures its accomplishments for the year. The report will be presented to the Superintendent, the Board of Education, and constituencies which it represents. This report will reflect measurement of accomplishments in three dimensions:

1. Goals: What areas did the team address? (school and district goals, school Activities, etc.)
2. Success Indicators
3. Areas to be Addressed

Furthermore, as the School Based Planning/Shared Decision Making teams address their objectives, they will carefully adhere to the following operational procedures:

- a) Every activity of the committee will be carefully planned and shall be recorded in the minutes of the School Based Planning/Shared Decision Making team meetings.
- b) Specific data shall be projected for the initiation and completion of each activity.
- c) Specific team members shall be assigned the task of monitoring the attainment and impact of specific objectives.
- d) The human, financial, and material resources needed to accomplish each objective and task shall be carefully projected.
- e) The expected results brought about by the activity or action of the team will be clearly defined.
- f) Where appropriate, the evaluative criteria and assessment instruments incorporated in the "Means & Standards for Evaluating Improvement in

Student Achievement” section of this plan will be used to determine whether or not the action was carried out as planned, was realistic in its projected expectations, and was sufficiently supported.

If a committee fails to operate in the spirit of the New Compact for Learning, or violates the principles and practices enumerated in the district-wide plan, the Superintendent and the Advisory Team (structure of which is defined in the Dispute Resolution Process) will then meet with the building team. The purpose of such a meeting will be to review the existing situation, gather all relevant data, and make recommendations to the building team.

Once this task is completed, the building level team will be asked to construct a document that will detail actions to be taken by the team members to avoid similar problems in the future.

The document will contain a date by which the Superintendent and the Advisory Team will “check back” with the team to ascertain their level of progress. During this same period of time, the Superintendent and the Advisory Team will keep the Team for Educational Articulation and the Board of Education apprised of his/her work with this team.

If, at the end of the time period, no change has taken place or the issues have not been resolved to the satisfaction of the Superintendent and the Advisory Team, one or more of the constituent groups in the particular building will then be asked to hold an election for the purpose of electing a new member or members to serve on the School Based Planning/Shared Decision Making building team.

Furthermore, to gain a better insight into its effectiveness and to enhance its operation, each school on a periodic basis established by the school district shall submit to an outside review such as “The Middle States” evaluation or “School Quality Review.”

V. DISPUTE RESOLUTION PROCESS

All decisions by the School Based Planning building team should be reached by consensus.

If the building School Based Planning Team cannot reach consensus on an issue other than a matter referring to Board of Education policy, then the principal of the building shall notify the Superintendent of this situation.

The Superintendent shall then inform the PTA Council President, the President of the OFT, and the President of the AOASDC of the situation and will request that each select an active member from his/her constituency from another building School Based Planning team to join with him or her in meeting with the Building School Based Planning team which is having difficulty in coming to consensus on an issue. (This team of 4 will be called the “Advisory Team.”)

If the Advisory team is unable to help the building School Based Planning team to come to consensus on the issue with which it is having difficulty, the issue will be resolved by a decision of the Superintendent of Schools.

If, after considerable deliberation, members of the School Based Planning team cannot reach consensus on issues pertaining to a policy of the Board of Education, the Superintendent of Schools shall be notified and presented with a position paper representing the constituent's point of view. The position paper will then be presented to the Board of Education for their review.

VI. STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT

The School Based Planning/Shared Decision Making committee recognizes that the New Compact has been developed to enhance the participation of various stakeholders in the educational decision making process and to insure equity and access to all programs.

Further, it is recognized that such enhanced participation is to supplement existing parental participation and in no way to supplant ongoing activities such as AIS, Special Education, CSE, CPSE, and Occupational Education.

Therefore, the Assistant Superintendent for Curriculum, Instruction and Research will act as a liaison among various programs in which parents are currently involved and the building level teams.

The purpose of such liaison is to minimize duplication of function and to maximize the distribution of information concerning parent input.

(Revised May 2014)