

District Plan for Shared Decision Making

Developed and Implemented by the
Hyde Park Central School District

Presented to the Hyde Park Central School District Board of Education

Greer Rychcik, Ed.D.
Superintendent of Schools
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New York State Education Law Part 100.11 requires each district to develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making. The plan for participation must specify:

1. the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. the manner and extent of the expected involvement of all parties;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
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.

In the Hyde Park Central School District, there are several committees that exemplify the intent of this regulation. These include the District Leadership Team, and Building Leadership Teams (BLT) in each school, the Professional Development Council (PDC), and the District SAVE Committee. The following is a summary of the district's plan and its structure for addressing each of the elements of New York State Education Law 100.11.

District Leadership Team

- This team includes administrators and teachers from every school, parents, representatives from the bargaining units, community members, high school students and board members. The team meets monthly.
- It is the responsibility of this committee to craft mission/vision statements for the district, to create the strategic plan, and to monitor its implementation. Instructional goals, financial considerations, and facilities planning will be connected and linked to the Strategic Coherence Plan.
- An annual assessment report is presented to the board of education which includes a summary of achievement data, student demographics, graduation and dropout rates. These data are also shared with teachers at the building level through regular faculty and department meetings.
- This team may divide into ad-hoc subcommittees as needed.

Building Leadership Teams:

- Every school has a BLT comprised of the building principal, teachers, support staff, and parents. Each team has approximately 5 to 8 members depending on building size, and normally has a proportional ratio of teachers, support staff, and parents. The two parent representatives are selected by the school's PTA. A community member on each team is also encouraged. Professional educators, including the principal, typically comprise approximately 50 percent of the team. At the secondary level, student members are highly recommended.
- The building principal serves as the instructional leader of the BLT and assumes primary responsibility for implementing the action plan and decisions made by the BLT. The principal may be the facilitator, co-facilitator or BLT participant, with facilitation responsibilities conducted by other members of the team. Facilitators are carefully chosen for the ability to conduct meetings in a focused, open and deliberative way.
- Building Level Teams consider the following district resources when developing goals and action plans: strategic coherence plan, professional development plan (PDP), academic intervention services (AIS) plan, the technology plan, and board of education goals.

Additionally, the building's academic achievement data are used to create appropriate goals and objectives. Each BLT establishes at least one academic goal and one that aligns with other district priorities or board of education goals.

Evaluation of Improvement in Student Achievement:

- The District Leadership Team and the instructional administrators are responsible for analyzing achievement data on a regular basis. The results of this analysis are used to set goals and accompanying action plans. The committee also reviews the implementation of the action plans associated with district goals and makes modifications to the plan as needed.

Accountability:

- Parent Involvement & Engagement Surveys are conducted, and the results are publicly shared with the BLTs. Determination of when and how often surveys will be conducted will be made by the DLT.
- Each BLT submits an annual summary of activities completed by the respective teams. These plans indicate successes and barriers to success relative to each goal and activity included in the team's plan.
- Meetings of the District Leadership Team are summarized for the board of education on a monthly basis.
- Each principal is a member of the school's PTA and attends meetings regularly.
- Every year, the BOE holds one regular meeting in each of the six buildings. The principal presents an annual report when the BOE meets at their location.

Dispute Resolution:

- The district's emphasis on hierarchy through BOE policy 1400 provides the framework for creating a dispute resolution structure for our shared-decision making teams. "The Board of Education recognizes the right of community citizens to register individual or group concerns regarding instruction, district programs, and materials, operations, and/or staff members. The goal of this district is to resolve such concerns as close to their origin as possible." See BOE Policy 1400 at: www.hydeparkschools.org.

State and Federal Requirements:

- Hyde Park Central School District receives Title I funds and so is required by law to comply with regulations regarding parent involvement. These regulations are reviewed regularly to ensure that district plans are in compliance. This includes the opportunity for parents to participate in the creation of the Title I grant application, the availability of parent training activities and parent notification of the district's accountability status when necessary. The annual June Title I meeting will be published in the district calendar.

Communication:

- The District has prepared a parent guide to the report card.
- Meet the Staff nights and curriculum nights are scheduled each year.
- Newsletters, SchoolMessenger, Facebook and the website are utilized to keep parents informed about academics, extra-curricular activities, the budget, and health and wellness initiatives.

The district continues to build on the excellent work that was begun several years ago in the area of shared decision-making. This document provides a structure for addressing the requirements identified in NYS Education Law Part 100.11 and will guide future teams in their efforts to build community, strengthen schools and improve student performance.