

Croton-Harmon Union Free School District

Shared Decision Making Plan 2023-2024



Board of Education Approval: July 13, 2023

Introduction

The Commissioner's Regulations (100.11) require that each public school district board of education and each board of cooperative educational services (BOCES) shall 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. Such district plan shall be developed in collaboration with a committee composed of the superintendent of schools, administrators selected by the district's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in school-based planning and shared decision making may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers.

Purpose of a Shared Decision Making Plan

Commissioner's Regulation Part 100.11 outlines the participation of parents and teachers in school-based planning and shared decision making. The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.

The Croton-Harmon School District is committed to...

- Challenging all children with high expectations
- Including parents and the wider community as partners in this endeavor
- Fostering a climate of mutual respect
- Having teachers play a strategic role in students' education
- Developing skills that will enable students to meet responsibly the challenges that lie ahead of them

The Croton-Harmon Vision, Mission and Goals

The District is committed to ensuring that all members of the Croton-Harmon learning community will demonstrate an enduring curiosity, engage in the pursuit of inspiration, and develop the habits of mind to promote personal growth and the well-being of society. To accomplish this, the District considers its efforts against the highest possible quality standards in three specific areas: Learning Standards, Quality Systems, and Infrastructure.

Learning Standards gauge students' substantive education and ability. NYSED has identified standards in various academic disciplines, as well as the habits of mind we value, such as critical thinking and problem solving. Learning Standards are defined by New York State's Learning Standards and also exist at the national level, and in many academic areas there are international standards. The Croton-Harmon School District takes strategic steps to be a world-class school system by striving to incorporate several indicators of a world-class school system into our learning program:

- > All subjects are taught through projects/problems within and across grade levels;
- > Students have internships and community opportunities;

- Students have mentors and guidance through their academic programs;
- Students have voice in governance and the school environment;
- Students have choice and a broad, flexible curriculum;
- Students have the opportunity to produce authentic work that is meaningful or useful to others;
- Student engage in a disciplined learning process that produces multiple drafts before completing a final product;
- Students should be exposed to local and global perspectives in the curricula;
- Students should have international partners and exposure to languages and cultures other than their own.

The 2023-24 will see the implementation of our district’s new Vision Map. This context necessitates this Professional Learning Plan to maintain a degree of flexibility to address newly identified district goals. We anticipate that these goals will be a natural outgrowth of the Guiding Questions posed during the 2022-23 school year:

- How will Croton-Harmon Schools develop into a future-driven school system?
- How will we create opportunities for thoughtful risk taking by students and educators in the pursuit of joy, interest, and passion in our schools?
- How will we promote meaningful connection and engagement with all members of our school community and nurture a supportive environment that actively works through an equity lens?
- How will we identify and implement effective approaches to ensure connection and engagement with our school district's families whose first or primary language is other than English?

The district goals as stated in the new Vision Map include:

1. **Pursuit of Passion and Exploration:** Empower ourselves and each other to pursue purposeful, courageous exploration of our interests and passions to enhance learning, personal fulfillment, and community connections.
2. **Reimagine Schooling:** Reimagine the school experience by identifying and dismantling existing institutional and structural barriers in order to promote curiosity, growth, and innovation.
3. **Culture of Well-Being:** To create a culture that fosters the emotional, intellectual, and social well-being of every member of our school district’s learning community.

Plan for Participation in School Based Planning and Shared Decision Making

According to Commissioner’s Regulation Part 100.11, the plan for participation in school-based planning and shared decision making shall specify:

Section A - Educational Issues Subject to Cooperative Planning: In the Croton-Harmon School District there is a Building Planning Council (BPC) in each school. BPC will be the vehicle we use for 100.11 (Participation of parents and teachers in school-based planning and shared decision making). BPCs will consist of administrators, teachers, students (where developmentally appropriate), Board of Education representative, and parents.

The following are a list of suggested topics for BPC: grading practices (reporting student

progress-communication/conferencing); code of conduct; policy; social/emotional learning; technology; program of study. There may be other topics that the principal may want to consider.

BPCs will use the consensus decision-making process to arrive at decisions. Consensus is defined as a form of agreement in which all members are willing to go along with the team's decision and agree to do so without sabotaging the decision. The administrator must agree with the decision in order for it to move forward.

Section B - Involvement of Parties: Each BPC will specify its own procedures. All meetings will have an agenda and someone will take minutes at the meeting. The agenda and minutes will be circulated to all BPC members and the Administrative Council.

Members of the BPC should be good communicators, willing to make a time commitment to meetings and follow up actions, be able to set aside personal agendas and believe in the District Mission and Vision. If someone is invited to attend a BPC meeting, the person will not be able to vote on BPC matters.

Members of the BPC commit to always putting the needs of students first.

Section C - Means to Evaluate Student Achievement: At times, members of the BPC will be discussing student achievement data. Various forms of data are used in these discussions, such as, but not limited to: RenStar Data; NYS 3-8 Assessment Data in ELA/Math; NYS Regents Data; Advanced Placement Exam Data; Teacher Information (Summative/Formative Assessment); Report Cards; Progress Reports.

Section D - BPC Responsibility and Accountability: BPC members are responsible for communication with their various stakeholder groups. It is important to share the information from the BPC meetings. This can be done using a variety of means, such as, verbal/written communications, presentations, and gathering feedback. Teacher BPC members must share information with the faculty of their schools. It is important for BPC members to share the consensual decision making of the group and not their individual thoughts.

Section E - Dispute Resolution: The dispute resolution process will apply only to those disputes arising from the inability to reach consensus pertaining to the agreed upon educational issues in Section 1 of this plan.

The steps in the dispute resolution process are as follows:

1. By the majority vote of the team, a qualified outside mediator will be called upon to assist in resolving the conflict. The Superintendent will select the mediator.
2. If mediation is not successful, the team will refer the matter to the Superintendent for final resolution.

Section F - State and Federal Requirements for Parental Involvement: Students who receive mandated Special Education services will remain under the auspices of central administration and the District commits itself to following appropriate Federal and State regulations for the involvement of parents.