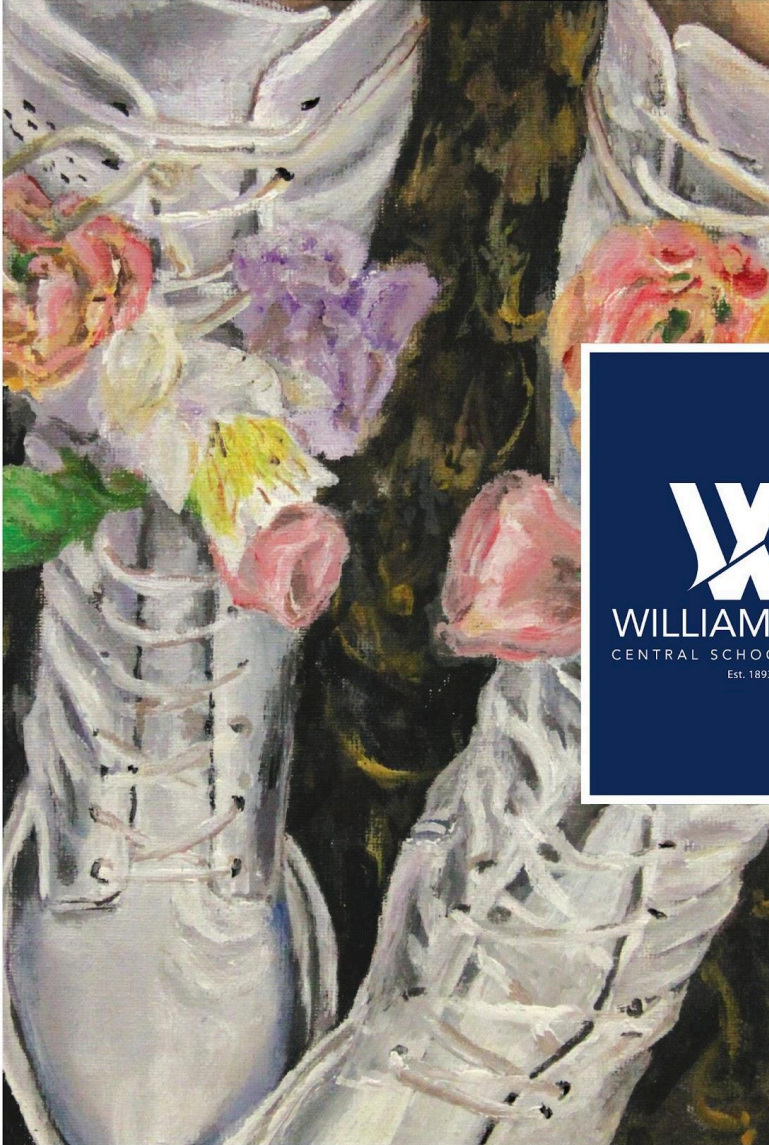




Shared Decision Making



January
2024
Through
January
2026



PLAN FOR PARTICIPATION

In accordance with the New York State Education Department, Commissioner's Regulation 100.11



WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

Plan for Participation

**In accordance with the New York State Education Department (NYSED)
Commissioner's Regulation 100.11**



Adopted by the Board of Education January 4, 1994
Revised January 2024

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Our Mission

The Williamsville Central School District is committed to educational excellence that empowers all students to develop their unique potential and thrive as learners, citizens, and leaders in a diverse global community.

In our commitment to educational excellence, we believe:

- Students are our highest priority.
- All members of our diverse school community are valued and respected.
- A welcoming environment that prioritizes safety, wellness, and belonging is essential.
- Effective partnerships among schools, educators, families, and community, support student learning and well-being.
- All students deserve equitable access to engaging instructional and curricular opportunities to support their success.
- Strong social-emotional competencies enhance learning and success.
- Growth and excellence are to be encouraged, supported, and celebrated.
- Learning is a continuous, lifelong process.

Introduction

In March 1991, the Board of Regents of the State of New York adopted “A New Compact for Learning” which targeted the improvement of student learning in elementary, middle and secondary public schools during the 1990s. A key feature within the context of the New Compact for Learning was the implementation of mandated, site-based decision making in every school district or Board of Cooperative Educational Services (BOCES). Section 100.11 of the Regulations of the Commissioner of Education governs this mandate and requires that by February 1, 1994, each Board of Education and each BOCES adopt a plan for participation by teachers and parents with administrators and school board members in school-based planning and shared decision making.

In response to Section 100.11, the Board of Education of the Williamsville Central School District authorized a representative committee to formulate a plan for shared decision making within the district. The committee became known as the District Planning Team and began meeting in January 1993. Membership included the Superintendent, three principals, three teachers, three parents, one support staff, one Board of Education member, one student, one SEPTSA parent, and one member from the business community. With the assistance of a professional facilitator, the group developed the plan for participation. The plan was reviewed with stakeholder groups during the month of October 1993 and presented to the Board of Education for review and approval in November 1993.

The implementation of the plan began in February 1994. Thirteen building teams and a district team began meeting and working within the guidelines of the plan. A training cadre was formed to provide support and training in the shared decision making process. By November 1994, each of the building teams had developed a plan to guide their work through the following year. The district team reviewed the building plans and developed its 1995 plan, including mission, goals and objectives for the following year. The Board of Education reviewed and approved the 1995 plan in February 1995.

During 1995, the State Education Department forwarded self assessments for shared decision making teams to complete. The self assessments indicated the need and opportunity to focus on Means and Standards. As a result, a draft Means and Standards for the Williamsville Central School District was developed and circulated for review and comment. As in the previous year, each of the building teams had developed a plan to guide its work through the following year.

1996 was a year of continued work for the building teams and a period of debate around the purpose and direction of the district team. As a result, the district team decided to redraft the Plan for Participation in 1997.

In 2009 the District Shared Decision Making Team revised the plan in order to align it with the Data Team Process implemented in each building. With the required implementation of the New York State Reform Agenda and associated mandates, as well as significant feedback from stakeholders, this plan for participation was further revised in 2012 and 2016. Minor changes were made in 2017 to reflect the process used to identify the high school student representatives (to ensure that student representation is secured prior to the first District SDM meeting) and to provide additional detail regarding parental involvement. In January 2022, the plan was further refined to align with the anticipated adoption of the District's Strategic Plan and ongoing strategic planning processes. Beginning in 2023, with the implementation of the strategic planning process, SDM will be embedded within the structure by design, and schools will be required to utilize the processes therein. Schools will be advised by the District regarding the templates and format to be utilized. In addition, information by each school will be communicated regarding pertinent SDM items related to its building and SDM team (e.g., mission, operating principles, plan changes, meeting dates, communication, successes, challenges, dates, self assessment, and strategic plan and DEI plan related goals/activities.)

The Plan for Participation

- I. The key components to the plan for participation are a definition of Shared Decision Making (SDM) and identification of stakeholder groups who will participate in the decision-making process.

A. **Definition of Shared Decision Making**

Shared Decision Making is a collaborative process of the Williamsville Central School District which invites representative participation from the community and supports the District mission and belief statements.

B. **Principles**

The members of the Shared Decision Making Teams will operate as equal partners. Decisions will be made by consensus.

C. **Purpose**

NYCRR 100.11 refers to shared decision making as a model, and “emphasizes both the involvement and meaningful participation of administrators, teachers, and parents in the process.”

D. **Spirit of Shared Decision Making**



E. Identification of Stakeholder Groups within the District

1. Parent – adult with child(ren) currently enrolled in the school (not a District staff member)
2. Instructional and Student Services Personnel – NYS certified or licensed District staff member located at the District level
3. Building Administrator – NYS certified District administrator from our schools
4. Support Staff – to include clerical, custodial, food service or teaching assistants
5. Business/Community Member – any adult living or working in the school attendance area
6. Student – student enrolled in District high schools
7. District Administration – NYS certified or licensed District administrator from our organization

II. District Shared Decision Making Team (DSDMT)

A. Purpose

The District Shared Decision Making Team has responsibility for coordinating, facilitating, and supporting Shared Decision Making. In order to accomplish this purpose, the District team will:

1. Lead and/or revise the Plan for Participation.
2. Using the established checklist, review building SDM Plans consistent with the Plan for Participation.
3. Continually promote awareness, interest, and support for Shared Decision Making.
4. Support communication among the District Team, building teams, and stakeholder groups.
5. Facilitate technical assistance and guidance to building teams, as needed.

B. Membership

Membership represents a representative group of stakeholders who agree to facilitate Shared Decision Making within the District.

The District Shared Decision Making Team will set up a procedure for assuring staggered terms by its members. Each term will be three years. Student members will be selected for up to three years, not extending beyond the student's graduation.

Membership on the District Shared Decision Making Team will be selected by the following:

Number of Members	Selected By
1 Superintendent of Schools	Position
1 Asst. Superintendent for Instruction	Position
3 Building Administrators	Williamsville Administrators Association
3 Teachers	Williamsville Teachers Association
3 Parents	Parent Teacher Association
1 SEPTSA Parent	Special Education Parent Teacher Student Association
1 High School Student	High School Principals (by high school, on a rotational basis)
1 Business/Community	Ad hoc committee of Community Representatives
1 Support Staff	Collaboration – Williamsville Association of Educational Related Personnel; Williamsville Transportation Association; Civil Service Employees Association Local

C. Procedural Guidelines

The District Shared Decision Making Team will use the following guidelines:

1. The District team will revisit its Mission Statement and Operational Principles on an annual basis.
2. The District team will operate according to its purpose within those areas designated for Shared Decision Making and consistent with established laws, regulations, policies and contracts.

D. Accountability

The District Shared Decision Making Team is responsible for carrying out its outlined purposes. The District team will report results to the Board of Education by February 1 of each year. This report will contain the following items:

1. Information on the completion of the school's current year's SDM plans/The District Team's review of the plans for compliance.

The District SDM team is empowered to support Shared Decision Making within the District and may, accordingly, on an annual basis recommend structural changes regarding the Plan for Participation. The District Shared Decision Making Team is not empowered to alter any decisions made by building SDM teams.

III. Timelines and Agenda for District Meetings*

September	Hold first District team meeting of the new school year; review members and memberships discuss and establish meeting dates and review timelines and responsibilities; discuss upcoming meeting dates.
November 15	Receive Shared Decision Making Plans
November-December	Review and discuss SDM Plans; recommend team training for the following year, as needed
June	Complete end-of year activities; Receive recommendations from schools regarding their SDM Teams and contact persons

**other meetings may be scheduled, as needed; dates may be adjusted, as needed*

IV. Building Shared Decision Making Teams (BSDMT)

A. Purpose

The building team has the responsibility to design a shared decision making plan (using the process, template, format and content/plan information prescribed by the District). In order to accomplish this the team will use the established process:

1. Prepare, lead, and manage building SDM processes and information.
2. Build support for decisions and facilitate their implementation.
3. Communicate areas of focus and progress with stakeholders, as appropriate.
4. Foster throughout the building innovation, creative thinking, and meaningful problem solving through a team approach.
5. Continually assess and improve the functioning and effectiveness of the building SDM team.
6. Collaborate with existing building and District committees and personnel within the district, PTAs, and building committees.

B. Membership

The building team will set up a procedure for assuring staggered terms for its members. Each term will be three years (except for student members who rotate yearly). Individual building plans are always reviewed by a District team member who is not a sitting member of that particular building's SDM team.

Membership on the building SDM team will be as follows:

<u>For Elementary Schools, Grades K-4</u>	
<u>Members</u>	<u>Selected By</u>
Parents *	Building Parent Teacher Association/Council
Instructional Staff *	Building Williamsville Teacher Association
Building Principal	By Position
Support Staff **	Collaboration by Building Representatives/ Election Process
Business/Community Member **	Ad Hoc Committee of Community Representatives
<u>For Middle Schools, Grades 5-8</u>	
Same as K – 4	
<u>For High Schools, Grades 9-12</u>	
High School Student **	High School
Recent Graduate **	Building Team

* Minimum of two required

** Recommended but not required for participation

C. Procedural Guidelines

1. Each building SDM team will revisit its Mission Statement and Operational Principles on an annual basis.
2. Teams should collect and use available information to identify goals and develop yearly plans.
3. Building SDM teams will operate and make decisions within those parameters established by the District team and consistent with established laws, regulations, policies, and contracts. Variances may be sought from the appropriate governing agency.
4. It is understood that decisions will be made by consensus.
5. Each building team will conduct an annual self assessment.

D. Accountability

Each building Shared Decision Making team will accept responsibility for carrying out its outlined purposes. Further, building teams are required to function in a manner consistent with the guidelines outlined in this document.

V. Training

A. Definition and Purpose

Training will be provided for the following, as needed:

1. Training all new team members
2. Assisting in the development of procedural guidelines and SDM teams' plans
3. Providing supportive service to SDM teams

As needed, training activities will be scheduled in collaboration with the District Team and/or District Administration.

VI. Areas for Decision Making

Building SDM teams may consider the following areas to support:

- A. Mission statements
- B. Educational goals
- C. School wellness and character education efforts
- D. Home, school, and community partnerships

It is incumbent upon teams to use appropriate discretion and sensitivity in all discussions. Furthermore, personally-identifiable information and personnel matters shall not be disclosed or discussed.

When concerns or issues arise from stakeholders or stakeholder groups, the prescribed method of resolution will be to follow through with the appropriate team, whether building or District level. The dispute resolution process is not intended to be an appeals process.

VII. State/Federal Guidelines for Parental Involvement

The Williamsville Central School District conducts various programs that receive funding through state or Federal sources.

Title I

Title I is a Federally-funded program to address the educational needs of economically-disadvantaged students. Family engagement and involvement are required and essential components of Title I. Families have the opportunity to provide their input and ideas with regard to the Title I program. Schools develop parent and family involvement activities designed to further engage family members in the educational program and to provide them with strategies and resources to be used at home with students. Any barriers or challenges to education should be identified and addressed.

Special Education

The Williamsville Central School District is committed to providing all students with a free and appropriate public education (FAPE). To meet the needs of a diverse population, the District offers special education programs and supports, access to supplementary aids and services, and alternative instructional strategies.

Special Education consists of specially designed instruction for students who have been identified by the District Committee on Special Education (CSE) as having a disability that interferes with learning and/or educational progress. A multidisciplinary team of professionals and parents/persons in parental relation are responsible for determining eligibility, coordinating evaluations, and recommending programs or services within the least restrictive environment (LRE). At least once annually, the CSE meets to recommend the continuation, modification, or termination of the provision of special education programs and supports. Parents/persons in parental relation are strongly encouraged to attend these meetings, typically held at the child's school of attendance.

The Shared Decision Making Teams will not interfere with parental involvement as mandated by Federal or state legislation or regulation.

VIII. Implementation Timelines

April	Begin recruiting process for new members
Spring/Summer	Team self-assessment New team members selected Notification of team chair name and contact information to District Team Chair Building teams work
September	Building teams work New members trained (as needed)
September- November 15	Building teams develop SDM Plans
November 15	Building teams submit SDM Plans
November 15- December 15	District team Reviews building SDM plans
January- February (Biennially)	District team chair reports to the Board of Education, including a statement of compliance. Plan for Participation changes recommended to BOE, if necessary.

*With the implementation of the strategic planning process, schools are required to utilize the processes and templates therein. In addition, information by each school will be communicated regarding pertinent SDM items related to its building and SDM team, as required/requested.