SAYVILLE SCHOOLS SHARED DECISION MAKING FOR SITE-BASED TEAMS

I. PHILOSOPHICAL STATEMENT

Our mission is to provide all of our students with educational opportunities which will empower them to reach or exceed our district standards of excellence and enable them to be productive and responsible citizens who can succeed in our rapidly changing world.

II. PURPOSE OF SITE-BASED TEAMS

The purpose of the site-based team is to implement a shared decision making process which will result in the creation of innovative approaches, practices and programs that improve student outcomes.

Site-based management is to allow for a dynamic, collective process based on trust and mutual respect by which building teams address the building mission statement.

The primary purpose of the Site-Based Team is to work collaboratively to guide school improvement activities by analyzing needs and initiating school-wide discussion of these issues. The site-based team does not govern. The responsibility for making decisions is to be shared with all stakeholders.

Site-based teams will have the authority to make decisions and be accountable in the following areas as they relate to established site-based goals:

o   To develop a mission statement for the school which is consistent with the District Mission.
o   Developing goals for improving student achievement.
o   Setting goals for the building that are consistent with district goals and Regents goals. Building goals should focus on student achievement and/or enhancing the school environment.

> To analyze the needs of the building through the assessment of school data, standardized and state test results, to determine how effectively the school is serving its entire population and if specific goals are being attained.
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> Site-based teams are responsible for developing a thoughtful process for determining and assessing student achievement. The means for assessing students may include, but are not limited to, the use of standardized results (e.g., Comprehensive Assessment Report, achievement tests, percentage of students enrolled in Regents courses and achievement of mastery in a given subject.) In addition, site-based teams may also include a system of student performance based outcome measures in determining the standards of excellence for the school.

To develop plans for achieving established goals, making sure such plans meet these standards:

•   Plans must incorporate an effective evaluation design to measure achievement of desired learning outcome.

- Teams will be held accountable for measurable outcomes and the shared decision making process at each site must be evaluated on an ongoing basis.
- Plans must have been developed in consultation with school staff, parents and other affected stakeholders.

To implement plans after the following criteria have been met:
- The team has facilitated the involvement of all relative constituencies.
- The site-based team has reached consensus on the plan.
- Implementation of the plan must be in the domain of the site-based team.
- The plan must clearly include objectives to achieve standards and include a timeline for implementation, resources needed, and evaluation measures.

The plans may include the following:
- Selecting and providing programs for student enrichment.
- Planning building educational programs with the approval of the Superintendent of Schools.
- Planning class and departmental field trips.
- Planning building curricular projects.
- Selecting staff for attendance at conferences.
- Providing a school environment that is conducive to student learning with the building site-based teams referring health and safety issues to the District Safety Committee.
- Establishing criteria and planning programs that will result in improved student achievement with the use of budgeted funds to address building objectives. These funds will be allocated by the Superintendent of Schools annually with Board of Education approval.
- Planning and providing site staff development programs.
- Establishing a linkage with the business community for the purpose of improving educational programs.
- Planning parent/teacher events including Go-To-School Night, Parent-Teacher Conferences, and student programs.
- Developing the year's school activity calendar for individual buildings.
- Planning student orientation programs.
- Planning after-school student enrichment activities.

- **OTHER**

  - Probationary Building Level Instructional/Administrative Staff Selection. Building teams will meet prior to interviews to discuss the criteria for staff selection. Administrators will be responsible for the initial screening. Site-based chairpersons will be notified of the forthcoming interview schedule. The site-based interviewing team [parent(s), teacher(s), administrator(s)] will interview candidates and complete a form on each candidate indicating strengths and weaknesses. The site-based team will forward acceptable candidates to the Superintendent of Schools. In the event that candidates are unacceptable, the Superintendent will notify the site-based team to resume the process.

- Making another decision associated with improving learning with the approval of the Superintendent of Schools and/or the Board of Education.

The aforementioned does not preclude the site-based teams providing advice and recommendation on the full spectrum of activities associated with the teaching/learning process.

Decisions that are made by building teams must be outside the scope of existing contracts and cannot conflict with law, statutory regulations and Board of Education policies and be within budgetary authority of the building team to implement.

Sharing authority with site-based teams in specific areas (e.g. developing objectives, selecting staff development programs, developing curricula) will not prevent administrators or the Board of Education from their responsibility of initiating actions in the specific areas identified for site-based decisions.

III. STRUCTURE OF SITE-BASED TEAMS
A. Configuration of Membership
Participation on the site-based team represents a voluntary professional function for all members of these committees - teachers, administrators and parents. In addition, the high school team will include student representation.

The core of the site-based team will include teachers, parents and the building administrator(s).Each team and parent constituency will consist of 5-8 members, the equal number of members to be determined by the site-based team. This determination will be made by the last meeting of the school year.

Each site-based team is strongly encouraged to involve other stakeholders on their site-based teams, including but not limited to, students, members of the business community and members of the non-represented employee groups. The number of these additional stakeholders and their involvement is to be decided by the individual site-based team.

B. Manner of Appointment
Each constituency would determine its representatives to the site-based teams.

C. Duration of Appointment
Members would serve on the site-based teams for two years and when a vacancy occurs during the term of appointment, the constituency group would select a replacement within 60 days to serve a new two-year term.

D. Schedule of Meetings
This function is delegated to the individual site-based teams. If consensus cannot be reached by the site-based team on the schedule of meetings, then each constituency will determine a third of the meeting times.

E. Number of Meetings Annually
The site-based teams should meet monthly during the school year but in no event should they meet less than four times annually.

F. Selection of Chairperson
There should be three co-chairs for each site-based team. The various constituency groups would select a chairperson to represent them by the first meeting of the school year. The individuals would serve a one-year term.

G. Open Meeting Forum
Scheduled meetings of all the site-based teams will be open to the public and all other stakeholders. To help accomplish this goal, dates and times will be conspicuously posted a week prior to the scheduled meetings. At the time of the posting, agenda items will be listed and constituency members will be required to forward suggested agenda items to their respective chairperson prior to the meeting's notice. Even though other stakeholders may be present, only officially sanctioned members of the site-based team may take action on agenda items.

IV. CONFLICT RESOLUTION
When a site-based team decides it cannot come to agreement on an issue and there is strong objection by a member of that team, a conflict exists. At that point an outside impartial team will meet with the site-based team. This impartial team will be comprised of a member of each constituency and will provide advice to the site-based team. If after considering the advice of the impartial team strong objection continues, the following action will resolve the conflict:

1. Alternative solution to issue agreed to by site-based team.
or
2. Issue is tabled.

The impartial team referred to above would be chosen by each constituency chairperson of the site-based team where the conflict exists. In the event that conflict occurs, the Superintendent of Schools will be notified of such conflict and its resolution.

Consensus does not exist when one or more of the members strongly opposes action being considered.

V. ACCOUNTABILITY
The paramount mission of the site-based team is to improve student achievement. If a situation develops where a site-based team consistently fails to address the improvement of learning or fails to function within the principles of the site-based management plan adopted by the Board of Education, the Superintendent of Schools will encourage the site-based team to develop an improvement plan. The leadership of each constituency group represented on the site-based team will also meet with the Superintendent of Schools to review the problem and recommend solutions. If the problem remains unresolved after substantial effort by the district and constituency group leadership, the Board of Education may recall the site-based team, in part or in its entirety, and ask the constituency groups to appoint a new member or members. The school district will assume the responsibility for providing some training for site-based team members

so that there is a clear understanding of their individual accountability function as a member of the site-based team. This training will be planned in conjunction with the District Steering Committee. Each team will be responsible for sharing written goals at a District Steering Committee meeting during the fall of each year.

VI. COMMUNICATIONS

Site-based teams will report actions taken in the form of minutes to the Assistant Superintendents of School (Administration and Business) within seven days of such action. The Superintendent of Schools will include a summary of site-based activities (Analysis of Building Objectives) in the Annual Report to the Board of Education. Each constituency group will develop a system for informing their own members of the site-based team activities.

VII. ROLE OF THE DISTRICT STEERING COMMITTEE

A district steering committee will function as a means of articulating activities of the building site-based teams. The steering committee shall be comprised of two members of each constituency chosen by the constituency. The steering committee will meet twice annually or on a needs basis as determined by the District Steering Committee and such meetings will be chaired on a rotating basis (parents, teachers, administrators, and central office). The district steering committee's function is to provide a forum to improve communications between site-based teams and provide an opportunity to discuss achievements and problems associated at the building level.

VIII. PLAN REVIEW AND PROCEDURES FOR REVISION

In accordance with provision outlined in Commissioner's Regulations Section 100.11 the policy for school-based planning and shared decision making shall be reviewed biennially by the Board of Education. Any amendment shall be developed under procedures outlined in the regulations. The biennial review will include a statement regarding the plan's past success in achieving its objectives as well as any proposed amendment to be considered by the Board of Education. A report shall be filed with an office of the State Education Department by February 1 of each year in which such biennial review takes place, commencing with February 1, 1996.

IX. The Superintendent of Schools will establish a process for monitoring the implementation of the board policy and will report any recommendations for modifying the policy to the Board of Education.