nassau BOCES

THE DISTRICT PLAN
FOR
SITE-BASED PLANNING
AND SHARED DECISION MAKING

Revised 5/2026

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INTRODUCTION

In 1991, Commissioner Thomas Sobol promulgated A New Compact for Learning, a philosophy and strategy for improving public elementary, middle and secondary education results in the 1990's. The New Compact is based on the principle that all children can learn and that collaborating on a broad scale, among parents, educators, and others, can significantly improve the educational performance of our children. In 1992, the Regents adopted Commissioner's Regulation 100.11 which was intended to provide parents and teachers with an opportunity to participate with administration in making decisions about educational issues. The following plan was submitted by the Nassau BOCES agency-planning team to meet the requirement of the Commissioner, which called for site-based planning and decision-making to be in place in each school district by July 1, 1994.

Mission

To partner with all Nassau County school districts in providing leadership and the highest quality educational and support services. We are committed to ensuring a successful, challenging, caring and safe environment that enables students of all ages and abilities to achieve their maximum potential.

The Agency-Planning Team

As stipulated in the regulation, the District Superintendent and/or his/her designee is a member of the planning team. In addition, each constituent group required on the planning team selected representatives. The team, by group, is listed below:

- District Superintendent or Designee (1)
- Parents (1)
- Teachers (6)
- Administrators (5)

The planning team described above met on a number of occasions to develop the agency plan. It reached consensus on the issues described below but recognized that much of the work to be done to improve student achievement (which is the reason for shared decision-making requirements) will be done by the site-based teams. One of the first responsibilities of the planning team was to describe the eventual "sites" in which the Nassau BOCES will have site-based teams.

Approval Timeline

February 1998
Revised March 2000
Reviewed February 2002
Revised March 2004
Revised March 2006
Revised March 2008
Reviewed February 2010
Revised February 2012
Revised March 2014
Revised February 2016
Revised May 2018
Reviewed May 2020
Revised May 2020
Revised May 2022
Reviewed May 2023
Revised May 2024
Reviewed May 2025
Revised May 2026

PLAN FOR PARTICIPATION

The structure of shared decision making in the Nassau BOCES shall include a BOCES agency-planning team, as well as site-based teams. The shared decision-making process utilized by the various teams of the Nassau BOCES will operate within the context of the Nassau BOCES mission, strategic goals, and objectives, as well as its comprehensive education plan.

In order for there to be a system-wide approach to sharing decisions, discussing and planning, it is recognized and understood that continual and comprehensive communication will be a regular part of the process. More specifically, the objectives of the strategic plan and work of the agency-planning team will continually be communicated and presented to the site-based teams. Correspondingly, site-based teams will, on an ongoing basis, share their results, discussions, and emerging needs as a regular part of the process. In this manner, the strategic and operational components of the Nassau BOCES are connected, achieving a system-wide approach.

THE BOCES AGENCY-PLANNING TEAM

Purpose

The purposes of the agency-planning team (APT) are as follows:

- to provide advisory feedback to site-based teams on the implementation of the agency-wide plan
- to provide for annual orientation and retraining of all teams
- to summarize for the Nassau BOCES Board and the Nassau BOCES community the membership, actions and accomplishments of the site-based and agency-planning teams
- to provide other assistance and training to the site-based teams upon their request.

Composition

The agency-planning team will consist of representatives of the teachers' bargaining unit, the administrators bargaining unit, parents, as well as central office administrators.

Team Procedural Guidelines

- **Roles and Responsibilities**
  The agency-planning team is encouraged to utilize the roles of coordinator, facilitator, recorder and timekeeper. The team may designate the roles among its members and further, how long each role will be held.

- **Ground Rules**
  The agency-planning team will develop and follow its ground rules, which will reflect the belief system of the organization as indicated in the mission, strategic, goals and objectives.

- **Structures, Procedures and Practices**
  The agency-planning team will meet minimally on a quarterly basis. The meetings shall be open to other members of the school community. The team shall purposely establish an agenda time for community members to address the team.

  Site-based team members shall use an electronic template for the creation of agendas and minutes of the meeting. In addition, an online and PDF version of agendas and minutes of

the meeting will be posted in a prominent location, which is accessible to all constituents. Copies will also be available in the District Superintendent's Office.

Minutes shall reflect the actions by the team, together with a report how the actions will be implemented, when, and by whom.

- **Model for Decision Making**
  The agency-planning team will utilize a consensus decision-making model.

- **Training and Support**
  The agency-planning team will participate in training, via in person or through an online video-conferencing platform, and receive updates as needed.

- **Quorum**
  The agency-planning team will decide on what will constitute a quorum for the transition of business.

SITE-BASED TEAMS

Purpose

The site-based team is charged with addressing the specific issues of the site, as well as implementing, where designated, the key objectives of the organization.

Composition

The following have been designated as sites:

Special Education Programs

1. Career Preparatory High School
2. Carman Road School
3. Rosemary Kennedy School
4. Bridge Learning Center (formerly Willet Avenue School)
5. Children's Readiness Center
6. Children's Readiness Center @ Hicksville
7. Center for Community Adjustment
8. Iris Wolfson High School
9. Robert Williams School
10. Seaman Neck
11. Rise School (formerly Jerusalem Avenue School)
12. Preschool @ Barry Tech

Regional Schools and Instructional Programs

1. Long Island High School for the Arts
2. Joseph M. Barry Career & Technical Education Center
3. Gerald R. Claps Career & Technical Education Center (GC Tech)

Additionally, the composition of the site based teams shall be the following:

For programs of 100 or fewer students:

1 administrator
1 parent
2 teachers
1 teacher aide
1 student (secondary programs only)

For programs of 100 but less than 500 students:

2 administrators (each site to include principal)
4 teachers
3 parents
1 teacher aide
1 or 2 students (secondary programs only, based on decision of site-based team)

For programs of 500 or more students:

3 administrators (each site to include principal)
6 teachers
4 parents
2 teacher aides
2 or 3 students (secondary programs only, based on decision of site-based team)

Team Procedural Guidelines

The planning team reached agreement on the following issues:

- **Selection of Team Members** – Team members are selected by constituent group within each site. For example, all teachers are eligible to be selected by constituent group representing teachers; parents by local PTA (when no PTA is in existence, parents would be selected by a process developed by site-based team), and administrators as appropriate per site. Full-time teacher aides will select other teacher aides on each site-based team. Students in secondary programs will be chosen through a process developed by each site-based team based on local criteria.

- **Term of Service on Team -** Each participant will serve up to a two year term which may or may not be renewed. For newly formed teams, participants will be selected for either two or three years based on random, straw selection. This will ensure that there will be some new members, or new terms beginning after the second year.

- **Additional Participants** - It was recognized by the planning team that in addition to those site-based team members required by regulation, the teams, from time to time, might use "ad hoc" participants when discussing specific issues. For instance, on an issue-by-issue basis, a team might invite a social worker or a psychologist to participate in discussions until the issue is resolved. Likewise, people with other areas of expertise might be brought in on an "ad hoc" basis when appropriate.

- **Roles and Responsibilities** - The site-based teams will use the roles of coordinator, facilitator, recorder, and timekeeper. Each site-based team will assign duties and responsibilities to team members after they are constituted. The same will be true of other organizational details, such as numbers of meetings, time, and dates of meetings.

- **Ground Rules** - The site-based team will establish ground rules adhering to the belief system of the organization as indicated by the mission, strategic goals, and objectives.

- **Structures, Procedures and Practices** - Site-based team meetings shall be open to members of the community. The team shall establish an agenda time for community members to address them. In addition, an online and PDF version of agendas and minutes of the meeting will be posted in a prominent location, which is accessible to all constituents. Copies will also be available in the District Superintendent's office for distribution to the agency-planning team.

  Minutes shall reflect the actions by the team, together with a report of how the actions will be implemented, when, and by whom.

  Reports of the team activity will be made available at faculty meetings and PTA meetings.

- Site-based teams are encouraged to form and oversee the work of existing committees that are directly related to the areas for decision making listed in Item VI at the site in order to expand and coordinate the assigned work of the team and create a better understanding of the Shared Decision-Making (SDM) process.

- Site-based teams must not violate collective bargaining, statute, regulation, policy or any other legal document.

- **Model for Decision Making**
  Site-based teams shall use a consensus model to reach agreement. Failing that, Section VII will become operational. It was also agreed that all site-based team members would be trained initially in the process of consensus building prior to the functioning of the teams. Afterward, new members would be trained yearly as they begin their terms on the teams.

- **Training and Support**
  The site-based teams will receive training, via in person or through an online video-conferencing platform, and updates as needed.

- **Quorum**
  The site-based team shall decide what constitutes a quorum for the transaction of business.

TEAM TRAINING AND SUPPORT

Each team shall have access to training, via in person or through an online video-conferencing platform, and support which will ensure the effective functioning of the team. Additionally, copies of the agency-wide plan shall be made available by (a) distribution to each member of the staff, and (b) notice to parents and students of the availability of the plan at all the Nassau BOCES locations. Thereafter, the plan shall be delivered to each newly hired staff member.

The District Superintendent and/or his/her designee will meet with all shared decision- making teams and district administration to review changes in the Agency Plan and indicate the need to provide support for its implementation.

AREAS FOR DECISION MAKING

Site-based teams will be specifically charged with responsibility for consensus-based decision making in the following areas:

- Allocation of materials and equipment as per the Nassau BOCES Board-approved budgets
- Allocation of staff within the Nassau BOCES Board-approved budgetary guidelines
- Student instructional objectives

    - curriculum and program development at the program/building level
    - textbook review
    - student outcomes and means of assessing them
    - scheduling

- Staff Development
- Health and Safety
- Student Discipline

Site-based teams may also provide input on issues not identified above. Site-based teams, when dealing with issues that may impact other sites, are encouraged to seek guidance and clarification from the agency-planning team, central administration, and/or the other site-based teams involved. In order to ensure appropriate articulation and instructional program consistency, site-based teams in the same or overlapping program areas shall, at the request of department leadership, meet and confer on issues related to the instructional program.

DISPUTE RESOLUTION

Disputes in site-based teams will be resolved in the following ways:

- If consensus cannot be reached by the site-based team, the team may (a) request dispute resolution assistance from the agency-planning team if the dispute emanates from team processes, or (b) bring the issue to the appropriate departmental level if the dispute emanates from other than team processes.

- If consensus continues to be unable to be reached, the process or issue will be brought to the District Superintendent.

- If consensus continues to be unable to be reached, the process will be brought to the Nassau BOCES Board.

- Disputes not resolved at the Nassau BOCES Board level will be resolved in accordance with the provisions of law.

- For any request by a team seeking assistance in reaching consensus, the department level, the District Superintendent, or the Nassau BOCES Board shall provide such assistance within two weeks of receipt of the request.

- If consensus is reached by a team, the decision must not violate a collective bargaining agreement, statute, regulation, policy, or any other legal document; such decision may be reviewed by the agency-planning team.

- If the agency-planning team cannot reach consensus on whether or not a violation has occurred, the issue will be brought to the District Superintendent; if still unresolved at the District Superintendent level, it will be brought to the Nassau BOCES Board; if still unresolved at the Nassau BOCES Board level, the issue will be addressed by the provisions provided by law.

ACCOUNTABILITY

Team Responsibilities for Communication

- Distribute minutes of each meeting to constituent groups
- Report of team activity at faculty and PTA meetings
- Memos sent to staff not directly involved in site-based planning
- Site-based team activities which culminate in new directions or methodologies at sites will be shared with all constituencies
- Send copies of agenda and minutes to Department Heads who will forward to the facilitator for distribution to agency-planning team

MEANS AND STANDARDS - STUDENT ACHIEVEMENT

The agency-planning committee recognized that due to the special nature of students within each of the two operating departments of the Nassau BOCES (Special Education and Regional Schools and Instructional Programs), methods and techniques of assessing student achievement would necessarily need to be devised on a department-by-department basis.

Performance-based assessment has been used extensively within the context of career and technical education and industry for many years. Individualized Education Programs (IEPs) have been used in Special Education since the advent of Public Law 94-142. Portfolios are an integral part of student assessment at the Long Island High School for the Arts. In addition to this advantage, Nassau BOCES has an extensive staff development program which has access to many of the leading educational thinkers, writers and researchers who are helping to rewrite curriculum and assessment strategies for today's schools. Those resources will be made available to each of the Nassau BOCES site-based teams as needed. Finally, site-based teams will continue to consider standardized tests, teacher-made tests and those tests developed by the State Education Department when appropriate and necessary.

STATE/FEDERAL GUIDELINES FOR PARENTAL INVOLVEMENT

The manner in which all Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall agency plan. The Planning Committee has met the requirements listed above through the active involvement of parents selected by their peers. In addition, site-based teams will take into account all parental involvement requirements as mandated by Chapter 1, PSEN, and PCEN**,** as well as specific requirements relating to Special Education and Regional Schools and Instructional Programs.

BIENNIAL REVIEW

- Section 100.11 of Commissioner's Regulations requires BOCES boards of education, in collaboration with their respective district committees, to biennially review the district-level plan for the participation of parents and teachers in school-based planning and shared decision making. The Biennial Review assesses the overall adequacy of the plan's required components and addresses successes and obstacles in local and district use of the plan. Districts are required to review the plan in its entirety, and to make changes to those portions that no longer reflect the needs of the plan.

- The Biennial Review (see appendix for form) focuses on planning aspects of CR 100.11 as well as the overall adequacy of the plan.

    - Part 1, the BOCES Information Sheet, identifies the district and indicates endorsement of the plan by the required constituency groups.
    - Part 2, the Statement of Success, addresses the adequacy of each of the 6 required components of the plan.
    - Part 3, the Statement of Assurances, indicates approval of the Shared Decision-Making Plan and assessments of its success by the President of the Board of Education.

- Once stakeholders have determined their responses to the biennial review, complete all three parts and obtain the signatures of all stakeholder representatives. The form must be kept on file and available for review in the BOCES District Superintendent's office.

- BOCES is required to submit documentation of the Biennial Review to the State Education Department. Once Parts 1, 2, and 3 have been completed and approved by the board of education, the District Superintendent or his/her designee will complete and submit the review report form available at: http://www.nysed.gov/student-support-services/form/biennial-review-shared-decision-making

- Amended plans must be kept on file in the District Superintendent's office. BOCES no longer needs to submit their amended plans to the New York State Department of Education

BIENNIAL REVIEW OF SHARED DECISION-MAKING CR 100.11

Part 1. BOCES Information Sheet

The New York State Department of Education has digitized this form and requires the Agency to complete it online when the plan has been updated and approved by the Board. Click the link below to complete the form and print a copy of the confirmation form.

Link: http://www.nysed.gov/student-support-services/form/biennial-review-shared-decision-making

BOCES:	Nassau BOCES
Address:	71 Clinton Road, Garden City, NY 11530
BEDS Code (12 Digits):	289000000000
Person Submitting Form:	Susan McNulty
Title:	Associate Superintendent for Educational Services
Telephone:	516-396-2287
E-mail Address:	smcnulty@nasboces.org

Endorsements Received:	**Signatures:**
Administrators	Susan McNulty, Associate Superintendent, Educational Services; Joanna Malament, Associate Superintendent, Operations; Judith Hynes, Associate Director, RSIP; Samuel McAleese, Interim Acting Assistant Director; Nafesa Khan, Assistant Principal, RSIP
Teachers	Lori Gross, Teacher, SE, NABCOT President; Jocelyn Reeves, Teacher, SE; Jonathan Gaare, Teacher, RSIP; Vincent Carvelli, Teacher, RSIP; Michelle Taff, Teacher, SE; Diana Schneider, Guidance Counselor, SE
School-Related Parent Organizations	Jeannette DeAngelo

Part 2. Statement of Success: Required Components

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making					X
Involvement of All Parties					X
Means and Standards Used to Evaluate Improvement of Student Achievement					X
Accountability for Decisions					X
Dispute Resolution Process					X
Coordination of State and Federal Requirements for Parental Involvement					X

Part 3. Statement of Assurances

I, _____, President of the Board of
(Print or Type Name)

Education of Nassau BOCES, do assure that BOCES' plan for the participation of teachers and parents with administrators and school board members in school-based planning and shared decision making was amended at a public meeting held on _____.
(Date)

Electronic submission affirms that the Board of Education reviewed the district plan previously adopted and submitted to the Commissioner for approval. The amended plan was adopted at a public meeting, after consultations with and full participation by the district committee convened for the purpose of the biennial review as required by CR 100.1(b), (d), and (f), and after seeking the endorsement of the following representatives of the committee:

- Nassau BOCES District Superintendent;
- Administrators selected, where represented, by the administrators' collective bargaining organization;
- Teachers selected by the teachers' collective bargaining organization; and,
- Parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district [or BOCES] selected by a school-related parent organization(s) or, where no such organization(s) exists, by their peers under a process developed by the board of education.)

The amended plan incorporates all of the components listed in CR 100.11 (c). As required by CR 100.11 (f) the attached statement of success reflects the six required parts of the plan and the planning success indicators. The amended plan has been made available to the public and has been filed with the Nassau BOCES District Superintendent.

_____Signature,
President, Nassau BOCES Board of Education Date