

**PLAN for COLLABORATIVE PLANNING
and
SHARED DECISION MAKING
in the
CARLE PLACE UNION FREE SCHOOL DISTRICT**



February 26, 2016

This plan was amended by members of the District Planning Team at the biennial review meeting on January 23, 2002.

The following people were present:

Superintendent of Schools

Dr. Patricia B. Hansen

Assistant Superintendent

Richard Banyon

Principals

**Neil Connolly
Sharon Fougner
Marilyn Manfredi**

Parents

**Kathleen Vergata
Irene Musumeci
Joan Hogan
Pat McHugh
Mary Beth Pisani**

Teachers

**Maryann Mansfield
Jeananne Sullivan
Bart Mullin
Justin Farrell
Maryann McKeon
Maureen Flynn**

Support Staff

Carol Leahy

Student

Kristan Lione

Community Representative

Terry Bendel

Historical Perspective

In order to better prepare all students to meet the challenges of the 21st century, New York State asked its schools to implement “A New Compact for Learning,” a vision statement that challenged schools to restructure around the beliefs that all children can learn and that schools are strengthened through partnerships with all stakeholders. Commissioner’s Regulation 100.11, the regulation on parent and teacher participation, requires school districts to develop a plan for shared decision making and planning at the building level in order to improve student performance.

Toward this end, Carle Place adopted a “More Effective Schools Project District Plan” in February 1992. In that original document the following statements reflected the beliefs, and commitment of the district.

We are proud of our schools and our community and their commitment to education. Together we are doing a good job educating our children. Moreover, we recognize the value of continued growth and *improvement*. Using the effective schools research and the human resources within our community, we will strive cooperatively for the increasing levels of *excellence* that we are confident we will achieve. The students, parents, teachers, staff and administrators of Carle Place accept this challenge. We invite our entire community to join with us to make our good schools even better.

The purpose of this plan is to strengthen the partnership between school and community working together to provide for ALL: Learning, Equity, Teaching, Success, Growth and Opportunity; best expressed in the acronym Let’s Go!

The success of our More Effective Schools project is premised on:

- a) an environment where everyone will come to the task willing and prepared
- b) the acceptance of the Effective Schools finding that ALL children can learn
- c) the commitment of all parties – students, parents, community members, teachers, staff and administrators to work with a common respect, realizing a common agenda and a common resolve
- d) the adherence to district philosophy and goals
- e) the provision of district financial support

On May 17, 1993, a newly configured District Planning Team comprised of 15 members (four parents, one community member, five teachers and five administrators endorsed by their respective organizations and approved by the Board of Education) convened and endorsed the existing Effective Schools Plan as the cornerstone of the shared decision making effort. All agreed to continue to support the Effective Schools model currently used district-wide and maintain the paramount goal of improving student achievement. Meetings held from May 1993

through November 1993 focused on enhancing the original plan to specifically address each of the six components in the Commissioner's Regulation as follows:

- Educational issues the team may consider
- Manner and extent of involvement of all parties
- The means and standards used to evaluate improvement in student achievement
- Accountability
- Conflict resolution process
- State and federal requirement for parent involvement

At the District Planning Team's biennial review meeting held on December 15, 1997, the following reconfiguration was agreed to: The eighteen members of the DPT include five parents, five teachers, five administrators and three people representing the support staff/community/student group endorsed by their respective organizations as duly authorized member of the BPTs. The five parent members will reflect two from the Middle School/High School BPT, two from the Rushmore BPT and one from the Cherry Lane BPT. Similarly, the teacher members will reflect this same ratio. The three people representing the support staff/community/student group will reflect one from each BPT. The administrator members will include the Superintendent of Schools, the Assistant Superintendent or the School Business Administrator and the three building principals.

This newly configured district team will serve for a 2 year period through the next biennial review. They are expected to meet once a year, in January, to facilitate awareness of each building's progress.

It is the hope of the Carle Place District Planning Team that shared decision making at the school building level will enable us to achieve the following goals:

- Insure that all students achieve at their maximum potential
- Help the community feel knowledgeable about our schools
- Identify ways to include the community in the school decision making process
- Build ownership ... i.e., a sense of belonging, since it is the school that binds us
- Create and promote a better understanding of our schools' needs

Components of the Carle Place Plan

I. Educational Issues the Building Teams May Consider:

- Enhancement of the academic program
 - instructional strategies and techniques
 - alternative assessment of student achievement
 - field trips
 - volunteer program
 - innovations/changes with consideration of funding
 - materials and equipment
 - scheduling issues
 - personnel selection process
 - budget development process
- Building concerns
 - instructional strategies and techniques
 - safety/discipline
 - security
 - transportation
 - maintenance
 - routines, procedures
- Communications
 - inter building
 - intra building
 - parent, community and business partnerships
- Continuing education
 - staff/parent development
 - parent/adult education
- Establish ground rules for Building Planning Team operations

Guidelines on Issues:

A. Parameters: In order to support and clarify the work of the Building Teams, the following parameters have been set:

- The Board of Education supports and encourages the concept of shared decision making while maintaining final supervisory authority for all district decisions.
- Building Team work will be confined to discussion of issues that will improve student performance or welfare.
- All decisions must support district mission, goals and beliefs.
- All decisions must be compatible with the knowledge base on teaching and learning, and be responsive to local data regarding student performance.
- Decisions reached by the Building Team must not conflict with existing contracts, laws, commissioner's regulations, and Board of Education policies.
- Building Team recommendations must be within budgetary constraints
- The Board of Education, the Superintendent and his/her designee will retain their right to initiate actions in the specific areas identified for Building Planning Team consideration.

B. The district Planning Team identified issues that should not be considered by the Building Planning Teams:

- Adoption of the proposed budget
- Adoption of a contingency budget
- Initial probationary appointments
- Tenure determinations
- Decisions on whether to apply for Excellence in Teaching funds
- Waiver of no-strike provision of Taylor Law
- Quality and character of retirement benefits under retirement systems
- Access of school board or its members to personnel files
- Resubmission of proposition following voter rejection
- Power to levy taxes
- The placement of students in specific grades, including advancement and/or retention
- The assignment of academic credit or grades
- The establishment of school attendance zones
- The closing of school buildings
- Contractual issues

- Evaluation of staff
- Appointment and placement of staff (staff assignment)
- Purchasing and service contracts
- Certain crisis situations
- Job responsibilities

II. Manner and Extent of Involvement of All Parties:

Building Planning Teams will consist of the building principals and equal representation from three groups – parents, teachers, and a third group comprised of community members, students (where appropriate) and non-instructional support staff.

After membership of the Building Planning Team has been established, each team will embark upon a program of district sponsored inservice education that will assist in the smooth implementation of its function. Inservice education topics will include but need not be limited to the following.

- Consensus building
- Conflict resolution
- Building effective group relations
- Communication skills

In addition, similar training will be offered as new members are rotated onto the teams.

A video tape will be created to explain the concept of Shared Decision making and to depict the responsibilities of the Building Planning Teams. This video will be made available to prospective team members as well as to new members who rotate onto the teams each year.

Each building team member, with the exception of the principal, will serve a two (2) year term and may not exceed two terms. It is suggested that no member serve on more than one building team at any one time. A staggered rotation process will be maintained to ensure continuity of membership on the team. Building team members will determine the selection process of the chairperson and record and identify their duties.

Each Building Planning Team will determine, by consensus, the time and day of their meetings, provided that:

- there is no interruption of the educational program
- there is no additional cost to the school district

An attendance policy should be created for each building team. Minutes of meetings must be sent to each of the other building planning teams, the Superintendent of Schools and the president of each PTA prior to the convening of the next meeting.

III. The Means and Standards Used to Evaluate Improvement in Student Achievement:

The primary goal for each building in the Carle Place Union Free School District is:

The instructional program will be effective as defined by a combination of all the following:

- a. ALL students at each grade level, will demonstrate minimum academic mastery as defined in the standards for monitoring the goals.
- b. In a disaggregated analysis, there will be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of specified conditions of an equitable learning climate.
- c. The above two conditions will have been obtained for a minimum of three consecutive years.

Should a building not be effective according to the criteria of the primary goal and its implementing definitions, then the following definition of school improvement will be used until the building attains effectiveness.

- a. There shall be an annual increase in the proportion of students demonstrating minimum academic mastery,
and
- b. There will be an annual decrease in the proportion of students demonstrating minimum academic mastery as a function of the conditions of an equitable learning climate.

STANDARDS FOR MONITORING THE GOALS

THE PRIMARY GOAL

The assessment of student achievement will follow New York State guidelines with regard to new assessments and regents exams.

THE EXCELLENCE GOAL

In addition to the primary goal, there will be an increase in the percentage of students who demonstrate superior academic achievement by scoring at the mastery level on State assessments.

IV. Accountability:

An accountability system includes commitments, policies and practices based on mutual respect that are designed to accomplish stated goals.

The Building Planning Team will regularly evaluate its work as to whether it has led to actions that: are good for students, improve student performance, and have been accomplished in a timely and responsible manner.

As decisions are made, the Building Planning Team will seek to determine the degree to which each of the four approved areas of decision making (see educational issues, page 3) has been effectively addressed by the Team.

V. Conflict Resolution Process:

Phase I: Seek Time Out

One or more participants will ask members to hold further discussion and listen to concerns raised by one or more members regarding an issue.

A notetaker will be selected in order to assure that thoughts are captured accurately and consistently.

Phase II: Define Terms, Gather Information

During this phase, the issue will be clarified and the anticipated spectrum of related concerns will be established.

Members will share concerns, check boundaries, write down concerns and pass them along to others and generate a clear set of divergent and convergent thoughts regarding the issue(s) in dispute.

Phase III: Establish zones of Discussion: Agreement / Disagreement / Uncertainty

Members will use one or more of the following strategies to create zones of relative agreement, disagreement and/or uncertainty:

- a) return to constituent groups for input
- b) call in an expert in the related field
- c) get further information through research that may include checking with other schools that have struggled with the same concept, and implemented related ideas
- d) seek consensus by determining the extent to which each member can accept and publicly support the disputed course of action
- e) table the discussion for an agreed-upon period of time, without further planned action, and revisit the item as scheduled

Phase IV: Refer to the Superintendent for a Binding Decision

VI. State and Federal Requirements for Parental Involvement:

State and federal requirements for the involvement of parents in planning and decision making have been met through the active involvement of parents, selected by the Carle Place Central Council of PTA, in all stages of the development of this plan.

Members of the Building Planning Team will work collaboratively with the principal to insure that all parent and teacher participation which is mandated in other areas, including Special Education, Chapter I, ESL and Bilingual, is coordinated with the efforts of the team and that parents of those populations are aware of and have a voice in the work of each Building Planning Team.

GLOSSARY OF TERMS

Associations and Bargaining Groups – the following groups will endorse members on the Building Planning Teams: The Carle Place Teachers Association, the Cherry Lane PTA, the Rushmore PTA, the Middle School/High School PTSA, SEPTA, the Athletic Booster Club, the Student Organization, Carle Place Educational Support Staff Association, Local 424/UPSEU, Carle Place Maintenance and Operations Unit, Local 424/UPSEU, and the Carle Place Food Service, Cafeteria Aides and Playground Aides Association.

Consensus – a process in which all participants involved in decision making reach agreement on a given issue.

Disaggregation – a process whereby the data for a group is divided into two or more sub-groups, and the data for one sub-group is compared to the other sub-groups.

Equitable Learning Climate – the beliefs and attitudes about gender and socio-economic status reflected in the school’s institutional patterns and behavioral practices that enhance student achievement.

Minimum Academic Mastery – students who achieve this will be predictably successful in the next grade or subject in this or in any other school district throughout the nation, based upon performance on a standardized achievement (norm or criterion referenced) test or comparable alternative measures.

Socio-Economic Status – to be determined by the mother’s level of formal education. If the mother’s formal education level is not available, then that of the father will be used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) in the household in which the child is residing shall be used.

APPENDIX A

CORRELATES

CHARACTERISTICS OF EFFECTIVE SCHOOLS

Effective Schools research has highlighted characteristics which are integral to effective planning and implementation of a school improvement process. These include but are not limited to: (1) academic goals, (2) clearly defined curricula, (3) monitoring of student progress, (4) teacher/staff effectiveness, (5) administrative leadership, (6) rewards and incentives, (7) order and discipline, (8) opportunities for student responsibility and participation, (9) parent and community involvement, (10) positive school climate and (11) planning process. Criteria which can best measure these eleven components have been suggested:

1. Academic Goals – Academic goals are derived from comprehensive district-wide needs assessments. Goals are clearly defined and displayed; staff, students and community members are aware of district/building goals. Goals have been further redefined through the development of measurable objectives. There are high expectations for student and staff achievement.
2. Clearly Defined Curricula – Goals and objectives are developed and listed in priority order according to district and building guidelines, selected or approved by staff, sequenced to facilitate student learning and organized into units or lessons. Timelines for instruction have been established. Resources and activities have been identified and are appropriate for curriculum content.
3. Monitoring of Student Progress – Procedures have been established for pupil monitoring; assessments are coordinated. Testing results, grade reports, attendance records and other established measures of pupil performance are used to spot potential problems; summaries of such results are shared with all staff who assist in developing action alternatives. Changes are made in instructional programs and school procedures to meet identified needs.

4. Teacher/Staff Effectiveness – District goals reflect an ongoing concern for improving effectiveness of teachers and other staff; resources have been allocated to support effectiveness activities. There are procedures to assure ongoing staff development and in-service; such staff development is the result of comprehensive needs assessment of all district staff and is aimed at improving academic excellence.

5. Administrative Leadership – District and building administrators portray learning as the most important reason for being in school. Administrators have a clear understanding of the school's mission/goals and are able to state them in direct, concrete terms. Building leaders know and can apply teaching and learning principles and can provide meaningful evaluation of teacher performance. Learning time is protected from disruption. Administrators are themselves models of academic excellence. The building principal has a pervasive presence in the building which contributes to the overall climate in the school.

6. Rewards and Incentives – District and building administrators have established systems of incentives and rewards to encourage excellence in performance; excellence in achievement and behavior in parents and other community members and are used consistently. Staff members provide parents or guardians with information and techniques for helping students learn. Procedures have been established which allow for frequent communication between teachers and parents or guardians; communications should include written and oral feedback of both concerns and strengths. Attendance by parents and other community members at school board meetings should be encouraged; meetings should allow for dialogue between board members and audience. Ad hoc community committees, comprising parents, teachers, administrators, board members and other interested community members should be established when there is a need.

7. Positive School Climate – Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately. Resources have been set aside to ensure that repairs can be made. Faculty room discussions focus on professional concerns and are positive in nature. Collegial relationships exist among all professional staff. The school atmosphere is friendly, businesslike, and supportive. There is a feeling of community which reduces alienation and contributes to increased performance of staff and students. Secretaries, custodial staff, teacher aides, paraprofessionals, bus drivers, and all others involved in the day-to-day operation of the school understand and report the school's mission and are considered important members of the school team.
8. Planning Process – Planning is a collaborative process.

Philosophy of Education

The philosophy of the Carle Place School District is to provide direction for the intellectual, social, moral and physical development of our children. The Board of Education, administration and faculty affirm this by offering an educational program that constantly strives to promote these ends.

More specifically, we understand that there are many factors which influence our educational program. These include: the demand on each person to understand and use more complex knowledge; the need to increase our society's capacity to govern itself under the principles of a free, democratic republic; the demand for strengthening connections among people of many backgrounds within the community and with people all over this world; and the importance of relating new knowledge, discovery and invention and the development of skills to the economic potential of our society.

We are concerned also about expectations for education to provide the sheer joy of discovery and learning; the nurture of care or concern for the uniqueness and talent of other people; the stimulation of community purpose and spirit.

SCHOOL DISTRICT GOALS AND OBJECTIVES

Every individual has a capacity for learning, and this capacity can be developed and nurtured through educational experiences.

The ultimate goal of the Carle Place Union Free School District is to help the individual identify, develop and utilize those capabilities for his/her personal welfare and that of society. The development of the specific capabilities needed by an individual is the goal of our educational program. It is the intention of the district that the following objectives will guide Board of Education and staff actions:

1. Each student will master communication and computation skills as a foundation to:
 - 1.1 Think logically and creatively.
 - 1.2 Apply reasoning skills to issues and problems
 - 1.3 Comprehend written, spoken, and visual presentations in various media.
 - 1.4 Speak, listen to, read, and write clearly and effectively in English.
 - 1.5 Perform basic mathematical calculations.
 - 1.6 Speak, listen to, read, and write at least one language other than English.
 - 1.7 Use current and developing technologies for academic and occupational pursuits.
 - 1.8 Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:
 - 2.1 English language and literature.
 - 2.2 History and social science.
 - 2.3 Mathematics.
 - 2.4 Natural sciences and technology.
 - 2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

- 3.1 Ways to develop knowledge and appreciation of the arts.
- 3.2 Aesthetic judgments and the ability to apply them to works of art.
- 3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.
- 3.4 Ability to produce or perform works in at least one major art form.
- 3.5 Materials, media, and history of major art forms.
- 3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

- 4.1 Knowledge of American political, economic, and social processes and policies at national, State and local levels.
- 4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

- 5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.
- 5.2 Respect for self, others, and property as integral to a self-governing, democratic society.

5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, belief and attitudes.
7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.
8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing post-secondary education will acquire entry-level employment skills.
9. Each student will gain knowledge, skills, and attitudes which enable development of:
 - 9.1 Self-esteem
 - 9.2 The ability to maintain physical, mental, and emotional health.
 - 9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.
10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.