



Monroe 2-Orleans BOCES

The BOCES Plan For Participation of Parents and Teachers in

School-Based Planning and Shared Decision Making

As Required By The

Regulations of the Commissioner of Education, Section 100.11

Board Approved 2/10/16
Board Adopted 12/13/93

Executive Summary

In the spring of 1990 during negotiations for a successor contract, the Teachers Association expressed an interest in “shared decision making.” An ad hoc committee of teachers and administrators was established by the district superintendent “...to explore ways that the faculty and administration can enhance our cooperative working relationship in the pursuit of excellence and accountability for the children and the school districts we serve.”

The committee met regularly throughout the 1990-92 school years. It reviewed the Regents’ Goals and Excellence and Accountability program, the Commissioner’s New Compact for Learning, and many and varied other materials pertaining to collaborative planning and shared decision making. In addition, the committee participated in training programs related to these areas provided by Mr. Fred Ricci (NEA) and Dr. Jessica Cohen (an independent consultant).

As the committee was completing its studies, the Commissioner of Education proposed new regulations on “shared decision making” – regulations with specific requirements of BOCES as well as local school districts. Accordingly, in its interim report in December 1992 (accepted by the Teachers Association and the district superintendent), the committee focused its efforts on the development of an action plan for compliance with the anticipated new Regulations of the Commissioner.

In March 1992, the Regents approved the Regulations of the Commissioner, Section 100.11 entitled, “Participation of Parents and Teachers in School-Based Planning and Shared Decision Making,” with specific requirements of BOCES as well as local school districts. (These regulations were subsequently amended by the Regents, effective May 26, 1992. – Appendix A)

Section 1.01 Regulations of the Commissioner: Section 100.11, effective May 26, 1992

- A. Purpose: To improve the educational performance of all students.
- B. Charge: BOCES shall adopt a plan developed in collaboration with a committee composed of the district superintendent, administrators selected by their peers in a manner prescribed by the BOCES, teachers selected by the Teachers Association, and parents selected by school-related parent organizations.
- C. Compliance Date: February 1, 1994

D. The plan shall specify:

1. The educational issues subject to cooperative planning and shared decision making at the building level;
2. The manner and extent of the expected involvement of all parties;
3. The means and standards by which all parties shall evaluate improvement in student achievement;
4. The means by which all parties will be held accountable for the decisions they share in making;
5. The process for resolution of disputes; and
6. The manner in which all state and federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

This plan must be adopted by the BOCES at a public meeting after consultation with and full participation by the designated representatives of the administrators, teachers, and parents and after seeking endorsement of the plan by such designated representatives. It must be filed with the Commissioner of Education within thirty (30) days of adoption. It must be reviewed biennially in accordance with each of the aforementioned provisions.

On March 18, 1993, the Board approved recommendations establishing a Planning Committee (Appendix B), consisting of the district superintendent and administrators, teachers, and parents selected in accordance with the regulations, charged to work collaboratively with the Board to develop a BOCES plan for compliance with these regulations. The Planning Committee met on a regular basis throughout the spring and fall of 1993 to develop the ensuing BOCES Plan for Participation of Parents and Teachers in School-Based Planning and Shared Decision Making.

This plan provides for the establishment of a school-based team in the Career and Technical Education and Special Education programs, with all provisions of the regulations addressed and specified for these teams. Although the work of the BOCES-wide Planning Committee is completed upon submittal of this report to the Board, the plan calls for continuation of a Steering Committee with revised membership, structure, and functions specified.

The BOCES Plan

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The BOCES Plan for School-Based Planning and Shared Decision Making

A. The Purpose of 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.” [Regulations of the Commissioner, Section 100.11(a)]

B. Educational Issues

The educational issues subject to cooperative planning and shared decision making by school-based teams are grouped according to those principles and bound by parameters established in the Monroe 2-Orleans BOCES Mission and Vision, Board policy, administrative regulations and procedures, contractual obligations, state/federal laws, regulations, and expectations, Regents goals, and the BOCES-wide Steering Committee (Section M):

1. New York’s strategy for raising standards for students includes three elements:

- Setting clear, high expectations/standards for all students and developing an effective means of assessing student progress in meeting the standards;
- Building the local capacity of schools/districts to enable all students to meet standards; and
- Making public the results of the assessment of student progress through school reports.

2. Regents Goals:

- All students will meet high standards for academic performance and demonstrate the knowledge and skills required by a dynamic world.
- All educational institutions will meet Regents high performance standards.
- The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.
- Education, information, and cultural resources will be available and accessible to all people.
- Resources under our care will be used or maintained in the public interest.
- Our work environment will meet high standards.

The initial responsibilities of each school-based team will be to recommend to the BOCES-wide Steering Committee for its consideration and recommendation to the Board a mission statement and standards for student achievement for the respective Career and Technical Education and Special Education programs.

Following adoption by the Board of a mission statement and standards for student achievement, the teams will determine the means for assessment of the standards (Section F) and they will work on the above-stated educational issues in a shared decision-making process to achieve the mission of the program and the standards of achievement for each student.

C. *Definition of School-Based Teams*

“School-based teams” will be defined as the Career and Technical Education program and the Special Education program, with each program having one school-based team, as distinguished from the BOCES-wide Steering Committee (Section M). Other teams may arise as mutually agreed by all parties.

D. *Membership on School-Based Teams*

Member selection for each team shall be the responsibility of the constituency each member represents, as specified below. Each constituency is strongly encouraged to seek diversity in job responsibilities, organizational seniority, sex, race, and such other characteristics as will foster broad representation. The terms of appointment will be as specified below and in Section E. 4.

Career and Technical Education

- 5 Teachers selected by the teaching staff (Term: Two-year rotation)
- 1 Staff member selected by the Teachers Association (Term: Two years)
- 1 Student services staff member selected by the student services staff (Term: Two years)
- 1 Special Education Representative selected by the Special Education Department (Term: Two years)
- 2 Clerical/classified staff member selected by the clerical staff (Term: Two years)
- 1 Operations and maintenance staff member selected by the operations and maintenance staff (Term: Two years)
- 1 Parent of a student enrolled in the Career and Technical Education program selected by the parents of students enrolled in the program (Term: One or two years)
- 1 Student selected by the student government body (Term: One year)

D. Membership of School-Based Teams (cont'd.)

1 Advisory Council member representing area business/industry/post-secondary education selected by the Career and Technical Education Advisory Council (Term: NA, see Section E.4)

1 Executive Principal (Term: Permanent)

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Special Education

4 Teachers selected by the teaching staff (Term: Two-year rotation)

1 Staff member selected by the Teachers Association (Term: Two years)

4 Support staff members selected by the support staff (Term: Two-year rotation)

2 Teacher aides or student behavioral assistants assigned to the Special Education program selected by the Teacher Aides Association or administration in the case of student behavioral assistants (Term: Two-year rotation)

1 Clerical staff member selected by the clerical staff (Term: Two years)

2 Parents of students enrolled in the Special Education program selected by the Special Education Parent Teacher Organization (SEPTO) (Term: Two-year rotation)

1 Student selected by the Faculty Council (Term: One year)

1 Advisory Council member representing interagency collaboration or area business/industry/post-secondary education selected by and from the Special Education Advisory Council (Term: NA, see Section E. 4)

1 Special Education supervisor selected by the Special Education Administrative Council (Term: Two years)

1 Director of Department for Exceptional Children (Term: Permanent)

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E. Manner and Extent of Involvement of all Parties at the School-Based Level

Each school-based team will determine the procedures necessary to enable it to function efficiently and effectively within the following parameters:

1. The decision-making process for each team will be by consensus (as defined in Appendix C).
2. The first meeting of the teams will be called by the executive principal and the program director for their respective teams in the Career and Technical Education and Special Education programs. These administrators will serve as chairpersons until the teams select a chairperson or co-chairs.
3. The chairperson or co-chairs will be selected by consensus of the team. Their term of appointment will be one year. They will coordinate meeting dates and times, locations, distribution of agendas, minutes and handouts, and other organizational duties to enable the team to function effectively.
4. The terms of appointment of the team members shall be as specified (Section D) following which terms will be for two years except for the students whose terms will be for one year, the Advisory Council members whose terms may be for one or two years, but not in excess of their term of appointment to the Advisory Council, and the executive principal in Career and Technical Education and the program director for Exceptional Children whose terms will be permanent.
5. Meeting dates and times will be determined by consensus of the team members, with the stipulation that such dates and times provide for participation by all members to the fullest extent possible.
6. The members of each team will be responsible to attend meetings regularly, participate fully and faithfully, communicate with their constituencies, and rotate duties such as recorder, facilitator, and timekeeper. Members who resign their appointments will be replaced in the manner specified (Section D).
7. The Board will provide an annual allocation of funds to the Steering Committee for the training of the school-based teams and the committee and for substitute expenses for release time for meetings of these teams and the committee. These allocations will be determined upon recommendation by the Steering Committee.
8. Each school-based team will submit an annual progress report and plan to the Steering Committee (Section F and G), due May 15 of the non-biennial review year and January 15 of the biennial review year.

F. Means and Standards to Evaluate Student Achievement

Student achievement is the primary focus of all activities and decisions of the school-based teams.

The teams will focus on student achievement and the means for assessment, inclusive of state-mandated testing, standardized testing, Individual Education Plans (IEPs), employability profiles, teacher judgment, portfolios, and other means of authentic assessment.

As part of its annual report to the Steering Committee (Section E. 8), each school-based team will report its progress in the areas targeted for improved student achievement in the current year and its plans for improving student achievement in the next school year.

G. Accountability

Members of the school-based teams will be responsible to address to the team the educational issues raised by their respective constituencies and within the established parameters of the charges to the teams (Section B). They will be responsible to keep their constituencies informed regarding the progress and plans of the teams.

H. Conflict Resolution

Due to the nature of the collaborative model and the consensus decision-making process, which will govern the activities and decisions of the school-based teams, conflicts within the teams should be reduced to a minimum. In the event of conflicts or difficulty reaching consensus, the teams may request assistance from the Steering Committee whose members will be trained in conflict resolution. Such assistance may include observation, facilitation, referral of consultants for special assistance, or other activities with the school-based team.

I. State and Federal Requirements for the Involvement of Parents

The Steering Committee is responsible for monitoring state and federal laws and regulations pertaining to the involvement of parents to assure compliance with those regulations in the BOCES plan and conduct of the school-based teams.

When new laws or regulations or changes in laws or regulations are enacted that affect the requirements for involvement of parents, they will be shared with the following: the district superintendent, the assistant superintendent for instruction, the program directors, the president of the Teachers Association, the Steering Committee and the school-based teams.

If the laws or regulations affect the overall plan, the Steering Committee will incorporate the regulations into the overall plan and submit the revised plan to the Board of Cooperative Educational Services for its consideration.

J. *The Process for Obtaining Variances from Board Policies, Administrative Regulations, Contractual Obligations or State/Federal Regulations*

The school-based teams may request variances from Board policies, administrative regulations or procedures, contractual obligations or state/federal laws and regulations by submitting a variance request to the Steering Committee. The Steering Committee will act on variance requests following discussion of the requests with the school-based team. Variance requests recommended for approval by the Steering Committee will be submitted to the district superintendent and/or others as appropriate for further action. Variance requests not recommended by the Steering Committee will not be subject to appeal but may be resubmitted by the school-based team following revisions.

K. *Biennial Review of the Plan*

The BOCES Plan for the Participation by Teachers and Parents in School-Based Planning and Shared Decision Making will be reviewed biennially by the Board in accordance with the Regulations of the Commissioner, Section 100.11.

L. *Compensation for Steering Committee and School-Based Team Members*

Financial compensation will not be provided members of either the Steering Committee or the school-based teams. Meetings of these groups will be scheduled to provide for participation of all members to the fullest extent possible. BOCES personnel will be granted release time to attend meetings and training and may have their workload modified if needed to fulfill their responsibilities as committee or team members.

M. *The Steering Committee*

Following adoption by the Board of *The BOCES Plan for the Participation by Teachers and Parents in School-Based Planning and Shared Decision Making*, the BOCES-wide Steering Committee will be established with membership, organizational structure, and role as follows:

Membership and Terms of Appointment

Membership on the committee will be as follows, with the term of appointment permanent except as otherwise noted, in which case subsequent appointments will be for two years: (**Note:** Administrators, members of the Teachers Association and parents who serve on the Steering Committee may not concurrently serve on a school-based team.)

- 4 Administrators
 - District Superintendent
 - The Assistant Superintendent for Instructional Programs
 - The Assistant Principal of Career and Technical Education
 - One Supervisor of Special Education selected by the Special Education Administrative Team (Term: Two years)

M. The Steering Committee (cont'd)

- 3 Members of the Teachers Association
The President of the Association
Two members selected by the Association, one each from the
Career and Technical Education and Special Education programs
(Term: Two-year rotation)

- 3 Parents or 2 Parents and 1 Student
The President of the Special Education Parent Teacher Organization
(SEPTO)
Parents will be selected by the Career and Technical Education and
Special Education administrators by and from the Career and
Technical Education and Special Education Advisory Councils.
(Term: One or two years)
In the event a parent cannot fulfill the obligation, a student will be
selected.

- 1 Advisory Council/Community Representative

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In addition to the above, membership may be expanded upon mutual agreement by the Board and all parties to include other BOCES departments in permanent positions on the committee and/or for ad hoc representation for specific tasks as deemed appropriate.

Organizational Structure

The committee will be chaired by the Assistant Superintendent for Instructional Programs. It will meet on an as-needed basis, but no less than once per school year. Decisions of the committee will be made by consensus. The committee will report to the district superintendent as the chief executive officer of the Board.

Role

The primary roles of the Steering Committee will be to provide for the training of the school-based teams in the Career and Technical Education and Special Education programs and to assist the school-based teams to function effectively and efficiently. To that end, the Steering Committee will:

- Determine the parameters for the educational issues delegated to the school-based teams for shared decision making; for example: policy, contractual, personnel, facilities, and budgetary parameters.

- Provide assistance to school-based teams in areas such as training, facilitation, conflict resolution, and management.

M. *The Steering Committee* (cont'd)

- Provide a forum for discussion of educational issues that exceed the jurisdiction of the school-based teams.
- Consider and take action on requests from the school-based teams for variances from Board policies, administrative regulations, contractual obligations, or state/federal regulations.
- Monitor state and federal regulations pertaining to the involvement of parents to assure compliance with those regulations in the BOCES plan and conduct of the school-based teams.
- Review the annual reports of the school-based teams (Section D) and submit to the Board a report on the progress and plans of the teams.
- Assist in the biennial review of the Board-approved plan (Section K).

APPENDIX A

REGULATIONS OF THE COMMISSIONER OF EDUCATION

100.11 Participation of Parents and Teachers in School-Based Planning and Shared Decision Making

- a. **Purpose.** 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.

- b. By February 1, 1994, 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. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the chancellor and of each high school superintendency shall develop such district plan in collaboration with a committee composed of 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. Members of community school boards may be members of such committees. For the purpose of this subdivision, school-related parent organization means a nonprofit organization of parents of children attending the schools of the school district whose purposes include the promotion of parental involvement in public education and that is chartered or incorporated under the laws of New York, or is affiliated with a statewide or regional parent organization that is so chartered or incorporated or is an unincorporated association authorized to do business under an assumed name in New York. In districts in which teachers or administrators are not represented by a collective bargaining organization or there are no school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the board of education or BOCES to participate in the development of such district plan. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the chancellor and of each high school superintendency shall develop a plan in the manner prescribed by this subdivision, and each such plan shall be incorporated into a plan by the central board of education, which plan shall

comply with this section.

c. **The plan** for participation in school-based planning and shared decision making shall specify:

1. The educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. The manner and extent of the expected involvement of all parties;
3. The means and standards by which all parties shall evaluate improvement in student achievement;
4. The means by which all parties will be held accountable for the decisions which they share in making;
5. The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
6. The manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

d.

1. The district's plan shall be adopted by the **board of education or BOCES** at a public meeting after consultation with and full participation by the designated representatives of the administrators, teachers, and parents, and after seeking endorsement of the plan by such designated representatives. In the city school district of the City of New York, each plan shall be approved by the superintendent pursuant to subdivision (b) of this section after consultation with and full participation by the designated representatives of the administrators, teachers and parents, and after consultation with the members of the board of education of the community school district, and after seeking endorsement of the plan by such designated representatives. The plan shall be made available to the public. Each board of education or BOCES shall file such plan with the district superintendent or, in the case of city school districts having a population of 125,000 inhabitants or more or a BOCES, with the commissioner within 30 days of adoption.
2. Each board of education or BOCES shall submit its district plan to the commissioner for approval within 30 days of adoption of the plan. The commissioner shall approve such district plan upon a finding that it complies with the requirements of this section and makes provision for effective participation of parents, teachers, and administrators in school-based planning and decision making.

e.

1. In the event that the board of education or BOCES fails to provide for consultation with, and full participation of, all parties in the development of the plan as required by subdivisions (b) and (d) of this section, the aggrieved party or parties may commence an **appeal to the commissioner** pursuant to section 310 of the Education Law. Such an appeal may be instituted prior to final adoption of the district plan and shall be instituted

no later than 30 days after final adoption of the district plan by the board of education or BOCES.

2. Any aggrieved party who participated in the development of the district plan may also appeal to the commissioner pursuant to section 310 of the Education Law from action of the board of education or BOCES in adopting, amending, or recertifying the plan. The grounds for such an appeal may include, but shall not be limited to, noncompliance with any requirement of subdivision (c) of this section and failure to provide within the district plan for meaningful participation in school-based planning and shared decision making within the intent of this section.
- f. **The district's "Plan for the Participation by Teachers and Parents in School-Based Planning and Shared Decision Making"** shall be reviewed biennially by the board of education or BOCES in accordance with subdivision (b) of this section. Any amendment or recertification of a plan shall be developed and adopted in the manner prescribed by subdivision (b) and paragraphs (d)(1) and (2) of this section. The amended plan or a recertification of the previous plan, together with a statement of the plan's success in achieving its objectives, shall be filed with the district superintendent where applicable, and submitted to the commissioner for approval no later than February 1st of each year in which such biennial review takes place, commencing with February 1, 1996, except that in the City School District of the city of New York, the central board of education shall submit any biennial review required during the 1999-2000 school year by September 1, 2000.
- g. Notwithstanding the provisions of subdivisions (b) through (f) of this section, where a district has implemented a plan for participation in school-based planning and shared decision making as of February 1, 1994 through its **excellence and accountability pilot district program**, such district shall not be required to develop a new district plan pursuant to this section.
- h. A school district or BOCES which has developed or implemented a plan for participation of teachers and/or administrators in school-based decision making as the result of a **collective bargaining agreement** between the board of education or BOCES and local collective bargaining organizations representing teachers and/or administrators shall incorporate such negotiated plan as a part of the district plan required by this section. The board of education or BOCES shall develop the remainder of the district plan, including the portion relating to parental involvement, in the manner prescribed by subdivision (b) of this section.

Taken from the SED website January 21, 2016

APPENDIX B

District Shared Decision Making Steering Team Membership 2016	
<i>NAME</i>	<i>POSITION</i>
Jo Anne Antonacci	District Superintendent
Timothy Dobbertin	Assist. Superintendent for Instructional Programs
Robert Hill	Assistant Principal
Sue Pratt	Assist. Director, Department for Exceptional Children
Rob Donohew	School Psychologist and President, Teachers' Association
Chris Rigdon	Support Services and Teachers' Association Representative
Brian Walczak	Career/Technical Education Teacher and Teachers' Association Representative
Jill Cordts	Community Representative
Colleen Dox-Griffith	Special Education Parent/Teacher Organization President
Jennifer Ruhlman	Parent Representative
James Williams	Career/Technical Education Student

APPENDIX C

The Consensual Process

Consensus Decision Making

Is a process used to ensure that every individual has input into a decision. It requires everyone's participation. Listening, sharing, trust, and respect are values inherent in the process.

The Consensus Contract

Consensus is based on the term "to consent" as in "to grant permission." To arrive at consensus is to give permission. Each individual has the right and obligation to make his or her terms known.

CONSENSUS MEANS....

- ◆ All group members contribute.
- ◆ Everyone's opinions are heard and encouraged.
- ◆ Differences are viewed as helpful.
- ◆ Everyone can paraphrase the issue.
- ◆ Everyone has a chance to express feelings about the issue.
- ◆ Those who disagree indicate a willingness to experiment for a certain period of time.
- ◆ All members share the final decision.
- ◆ All members agree to take responsibility for implementing the final decision.

CONSENSUS DOES *NOT* MEAN....

- ◆ A unanimous vote.
- ◆ The result is everyone's first choice.
- ◆ Conflict or resistance will be overcome immediately.

Taken from Building Systems for Professional Growth, 1989.