

**Harpursville Central School District**

**Shared Decision Making District Plan  
2018-2020**

### **Mission Statement**

The mission of the Harpursville Central School is to develop life-long learners who believe, are empowered, and engaged to achieve their goals.

### **Vision Statement**

We will develop students who believe they are capable, creative and important; are empowered to promote positivity and take ownership in their education; are engaged citizens in our school and community to achieve their goals, alongside staff members, the community and their peers.

### **Core Beliefs**

1. Students are our first priority.
2. Students and staff deserve a safe, positive, and supportive environment.
3. We will act with integrity and respect, value diversity, and preserve the dignity of each person.
4. We value the partnerships among students, staff, parents and the community.
5. All students have the ability to learn and will be successful.
6. We will never give up on any student.

### **Purpose of the Harpursville Central School District Plan**

The purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the Harpursville Central School District, regardless of such factors as socio-economic status, race, sex, language background, or disability (C.R. 100.11 [a]).

Shared decision-making is a process by which the representative stakeholders take a role in the future course of actions to improve the educational performance of all of our students.

Nothing in this plan will violate or modify:

- Board of Education policy
- Civil rights
- Collective bargaining agreements
- Commissioner's regulations
- Statutes (state/federal law)

**1. What educational issues do you think should be subject to cooperative planning and shared decision making at the school level?**

A. The educational issues which will be subject to cooperative planning and shared decision making at the school level will include the following:

- Developing shared belief statements
- Collecting/evaluating data
- Aligning BOE/District policies, processes and plans
- Identifying/refining BOE benchmarks focused on student achievement
- Building leadership capacity through the enactment of learning theories
- Mapping/aligning the curriculum K-13
- Identifying/allocating resources, including technology
- Integrating literacy, numeracy, technology and CDOS skills
- Identifying/selecting instructional best practices
- Identifying/developing assessments of accountability
- Identifying/providing professional development
- Integration/introduction to careers and real-world work

The goals are pursued by shared decision making teams which are responsible for monitoring the implementation of policies and decisions resulting from their work, as well as communicating their results to stakeholders.

- B. Other topics can be explored and can be offered to the district level team by an administrator or through the school level planning teams.
- C. In developing plans to address identified educational issues, it is recognized that the School Board and the Superintendent of Schools retain legal authority for the overall operation of the school district.

**2. How should all parties be involved in the issues subject to shared decision making?**

There will be a school level planning team at the elementary level and junior senior high school level consisting of volunteers including building-level administrators, teacher(s), parent(s), school-related personnel, student(s) – when appropriate, and other member at the discretion of the team and as appropriate such as other administrators and business/community member(s). The school level team will establish a rotating system of membership on the school level teams to provide for new membership on the team.

Formal training may be provided for the school level planning teams on an annual or bi-annual basis depending upon the needs of the teams. The roles of facilitator/chair and recorder should be determined for each meeting. The school level team will develop a schedule of meeting dates and times and will meet at least four times during a school year. Meetings will take place with the members that attend each meeting.

Ad Hoc committees will be encouraged to continue and will report matters related to issues subject to cooperative planning and shared decision making to the school level planning team.

Decisions by the school level team will be reached through consensus. Processes are expected to be examined using the Continuous Improvement Cycle (see Appendix 1) approach. The team should review the effects of its decisions with stakeholders and communicate findings to the District-level team and Superintendent/designee.

**3. How will the evaluation of student achievement be determined with regard to the issues subject to shared decision making?**

The Continuous Improvement Cycle should be used as a tool in evaluating the impact that shared decisions have on student achievement.

School level teams may review and analyze data, such as test scores, graduation rate, attendance, academic eligibility, discipline reports, student surveys, etc., to determine needs to be addressed. The teams will emphasize meeting or exceeding State requirements. Additionally, periodic needs assessments or surveys of students, staff, parents, and community members should be completed and analyzed.

**4. How will all parties involved in shared decision-making be held accountable for any decision made?**

Each individual on a shared decision-making team is expected to:

- Attend meetings regularly
- Participate in team deliberations and decisions
- Support team decisions
- Be well-informed and actively seek information from representative groups
- Respect other stakeholders
- Actively communicate information to his/her stakeholder group.

Each shared decision-making team is expected to:

- Operate by consensus
- Identify and involve stakeholders
- Review the impact of their decisions with stakeholders
- Work within the parameters of the Continuous Improvement process.

Minutes of school level team meetings will be sent out to stakeholders by all means possible.

School level teams will be asked to submit annual reports to the district-level team prior to the end of that school year, who will ultimately report directly to the Superintendent and Board of Education.

**5. What procedures will be used to resolve any disputes resulting from the educational issues being decided at the local level?**

All shared decision-making teams will operate by consensus to reach decisions. Decisions may not conflict with existing district policy, civil rights, statutes (state/federal law), Commissioner of Education Regulations, Board of Education Policy, or collective bargaining agreements. If consensus cannot be reached, it must be reported back to the entity that charged the group with the task before them initially. The task can be redesigned, reworded or removed. At any time, the school level teams can seek clarification or more information to help in resolving disputes.

Where disputes or conflicts exist between decisions made by any of the shared decision-making teams and existing policies or regulations, variances must be pursued, after first consulting with the respective bargaining unit leaders and the Superintendent. If variances are unacceptable to bargaining unit leaders and the Superintendent, the parties must comply with the established regulations, policy, law, or contract.

Building-level teams are responsible to resolve disputes among their members. If they are unable to do so, the teams may request mediation from the Board of Education or its designee.

**6. How will state and federal requirements for the involvement of parents in planning and decision making be coordinated with and met by the overall plan?**

It is recognized that an active PTSA can play an integral role in the district, and parents from the PTSA will be encouraged to serve on the district-wide team and building-level teams.

The involvement of parents in district and school planning and decision-making will in no way countermand any state and federal requirements addressing the same. The regulations for parent involvement in special education, Title I, and other

programs will be adhered to. The Harpursville Central School District plan enhances parent participation in the decision-making process by going beyond the mandates. Parents will be active participants of district and school teams.

**District Shared Decision Planning Committee:**

Michael Rullo, Superintendent  
Pamela Horton, Director of Instruction  
Kurt Ehrensbeck, HTA President  
Christine Gates, HTA  
Kelly LaDue, HTA  
Barbara Hendrickson, HSSA  
Ryan Berkeley, Parent  
Jessica Watts, Parent  
Kristy McWherter, Parent

## Appendix 1

