

**ROCKY POINT SCHOOL DISTRICT  
ROCKY POINT, NEW YORK**

**DISTRICT PLAN FOR SCHOOL-BASED PLANNING AND  
SHARED DECISION-MAKING**

Adopted by the Board of Education - January 26, 1998

Amended - January 28, 2002

Amended - January 23, 2004

Amended - March 26, 2006

Amended - January 18, 2008

Amended - April 18, 2012

Amended – July 11, 2013

Amended – June 23, 2014

Amended – June 20, 2016

Amended – May 15, 2018

**ROCKY POINT DISTRICT MISSION STATEMENT**

The mission of the Rocky Point Union Free School District is to develop each child's full potential in a nurturing and supportive student-centered environment that will promote a foundation for lifelong learning.

***HISTORY***

On March 12, 1992, the New York State Board of Regents adopted Section 100.11 of the Regulations of the Commissioner of Education requiring each public school district board of education to develop and adopt by February 1, 1994, a district plan for the participation by teachers and parents in school-based planning and shared decision-making. The Regulation further specified that the plan be developed in collaboration with the Board of Education, administrators, teachers, and parents and that it should be updated on a two-year cycle.

In order to improve student achievement and to provide increased success for the students of the Rocky Point School District, the Board of Education, administrators, teachers, and parents have joined together to create this District Plan, through the process of consensus-based decision-making. The plan has been reviewed biennially, and was updated with input from the District Coordinating Committee in 2018.

## ***PURPOSE***

The Regulation states that the purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.

### **COMPONENT 1**

#### **THE EDUCATIONAL ISSUES WHICH WILL BE SUBJECT TO COOPERATIVE PLANNING AND SHARED DECISION-MAKING AT THE BUILDING LEVEL**

The following educational issues can be addressed by shared decision-making teams at the Building Team level. These issues are to be considered as they relate to student performance. The list is not meant to be exhaustive but simply *examples* of the types of issues that may be discussed:

- Resources
- Assessment
- Curriculum
- Building Organization
- Safety/Health
- Professional Growth
- Instructional Strategies
- School Environment
- School-Community Relations
- Graduation Rates and Impediments
- Scheduling
- Parent Education/Workshops

- Other

**PARAMETERS:**

- Decisions that are made by the building teams must be outside the scope of existing contracts, cannot conflict with law, statutory regulations and Board of Education policies, and must be planned for within the district budget process.
- Implementation of School Based Planning will not limit administrators or the Board from their responsibilities in initiating actions in the above specified areas.
- Actions taken by the team should be supported by research or best current practice, evidence of which should be presented and discussed as part of the deliberative process of the team.
- Actions that would exceed the authority of the team or any member of the team can be made as recommendations to the Superintendent by the team.
- Decisions and actions should be consistent with the intent of the Rocky Point Next STEP plan as per building needs.
- Decisions must be reflective of improved student performance.
- Decisions and actions taken by the team may not go beyond the scope of the building level unless working in cooperation with other building level teams.

**COMPONENT 2**  
**THE MANNER AND EXTENT OF THE EXPECTED**  
**INVOLVEMENT OF ALL PARTIES**

The implementation of the Revised District Plan will be the responsibility of the Building Teams as specified by the Plan. These Building Teams will create short-term and long-range goals (due June 15<sup>th</sup>); seek input; analyze and identify areas needing improvements; develop evaluation plans for the projects undertaken, and prepare an annual progress report (due June 15<sup>th</sup>). All efforts are to be focused on fostering school improvement and strengthening student performance.

The District will provide training at least once every two years to help team members understand the goals of the regulation and learn processes that will foster team success. Training will be offered yearly for new or interested returning members.

Every two years, the District will convene a District Coordinating Committee whose responsibility is to review the plan, assess its effectiveness, and recommend to the Board any changes that are needed to support and guide the work of the building teams.

**BUILDING TEAMS**

The designated stakeholders to be included on the Building Teams in the Rocky Point School District are the following:

- Teachers
- Administrators
- Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- Students (at the secondary level)
- School-related Personnel (SRP)
- Community Members

The Building Teams are to be configured as follows:

**Frank J. Carasiti School (elementary)**

- 3-4 Teachers
- 1-2 Building Administrators: principal and one designee selected by the principal
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives

**Joseph A. Edgar School (elementary)**

- 3-4 Teachers

- 1-2 Building Administrator: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives

#### **Rocky Point Middle School**

- 3-4 Teachers
- 1-2 Building Administrators: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives
- up to 3 Students

#### **Rocky Point High School**

- 3-4 Teachers
- 1-2 Building Administrators: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representative
- 2-3 Students

With the exception of the principal and the students, members will be selected in a manner to be determined by the designated groups. The administrators will be selected by the principal of each building. The teachers will be selected by their bargaining unit, the Rocky Point Teachers Association (RPTA). The Parents will be selected by the PTA and must have a student registered in the school on whose team they will serve. SRP representatives will be selected by their bargaining unit, the Rocky Point School-Related Professional Association. Students at the Middle School will be nominated by the guidance department. Students at the High School will be nominated by the Student Council Advisor.

The leadership of each stakeholder group is encouraged to select for service individuals who will be effective in assuming the team member responsibilities listed below. It should be recognized that diversity in selection of team members by the respective groups is highly valued.

*TERM OF OFFICE:* With the exception of the building principal, building team members will typically serve a term of two years. Team members can serve one two-year term, and can be considered again by their stakeholder group for membership after a one-year break in service. However, an additional two-year term may be granted if no other interested party is available. A team member who is unable to physically attend a meeting may participate via telephone or video conferencing. Teams and the leadership of the represented groups should work together to stagger the terms, so that there is continuity from year to year.

#### **RESPONSIBILITIES OF TEAM MEMBERS:**

- regularly attend meetings
- contribute to the process; actively participate
- clarify, articulate, and pursue the school's vision

- link building initiatives to District goals as defined in the District’s strategic plan (Next S.T.E.P.)
- represent the interests of the entire school community while ensuring input and feedback from the sponsoring group
- team members will participate in all Shared Decision Making Team training as a requirement to actively serve on the team in representation of their shareholder group.
- actively support the decisions made by the team and work toward successful implementation
- focus all activities on improved student achievement
- knowledge of what Shared Decision Making entails.
- to understand and embrace that the purpose of the shared decision making process is to improve educational performance under Section 100.11
- to be committed to work toward consensus among team members.
- gather input and feedback through a variety of methods including but not limited to: focus groups, building level SDM eBoards, websites, suggestion boxes, surveys, etc.

The individual stakeholder group may replace a team member if the group’s leadership determines that the individual is no longer fulfilling his or her responsibilities.

#### TEAM STRUCTURES:

- Each Building Team will have a Chairperson and Note-taker. Generally, the chair and note-taker will each serve for one year. Candidates to fill these vacancies will be selected by each team, by group consensus.

#### RESPONSIBILITIES OF THE CHAIR:

- facilitate meetings, guiding the process
- ensure that all ideas are heard
- clarify ground rules/group norms with the team and help team members adhere to these norms
- keep time
- attend to meeting logistics (room availability, supplies, etc.)
- assist team members in working through conflicts through effective problem solving and communication.
- help the team to develop agendas at each meeting for next meeting
- collaborate on any modified agendas with the principal
- ensure that there is clarity regarding meeting follow-up/action planning
- ensure that the team has a plan to communicate with all stakeholders through publication of agendas, minutes, and actionable items on the District website or other appropriate venues.
- ensure that each team member has a copy of this plan by the end of September

#### RESPONSIBILITIES OF THE NOTE-TAKER:

- take meeting notes that include the date, who was present, major items discussed, proposed and finalized decisions, and next steps
- ensure that approved meeting notes are sent to team members, and the superintendent
- keep attendance records
- have available notes and action plans from previous meetings

The Building Teams will meet at least once a month. Additional meetings may be called as needed. The time of day for meetings will be left to the individual schools. Each team should be sensitive to the needs of all participants.

The Building Team shall be able to create ad hoc or sub-committees charged with specific tasks or projects. These teams will be primarily composed of representatives of the stakeholder groups but may add other members as the need arises. Each ad hoc or subcommittee will have at least one member from the SDM team. Recognizing that limited priorities are one key to success, the building teams should carefully establish priorities, and limit the number of subcommittees that are functioning at any one time.

Each team shall establish annual goals (short and long term) for the following school year. The team will submit in writing, the group's stated goals to the Superintendent by no later than June 15<sup>th</sup> and subsequently post same to the District's web-site. In addition, each building team will prepare a written progress report, with a copy sent to the Superintendent by no later than June 15<sup>th</sup>, and post it on the school's web page. The team will re-evaluate the posted goals for action the following September.

The Building Teams will use consensus as their method of making decisions.

*Consensus* is a systematic process used by a group to make decisions that everyone can support. Decisions are to be made by consensus and not by a vote of the membership of the Building Teams. Consensus signifies:

- that all members accept the decision in principle after having had the opportunity to fully voice his/her opinion on the issue(s);
- that the complete decision may not be 100% aligned with a team member's wishes;
- that failure to voice an opinion on a decision allows for acceptance of the point under discussion;
- that the decision is the property of the entire team, not simply those who support it strongly;
- that no one personally will be singled out for supporting or rejecting the decision;
- that all will support the decision and will not oppose its implementation.

All Building Team meetings will be open to stakeholder groups and the public. Beginning in September, 2008, all visitors to SDM meetings shall be non-participating observers. Meeting agendas will be posted in appropriate places.

## ***DISTRICT COORDINATING COMMITTEE***

- The purpose of the District Coordinating Committee is to conduct the biennial review of the 100.11 plan, and any other needed revisions, as convened by the Superintendent. The District Coordinating Committee of the Rocky Point School District will include the Superintendent (or designee) and various stakeholder groups.



**COMPONENT 3**  
**THE MEANS AND STANDARDS BY WHICH ALL PARTIES SHALL**  
**EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT**

Student performance, related to the decisions reached by the Building Teams, will be based on achievement evidence. On an annual basis, building teams will review current methods of assessing student achievement as well as the means utilized for reporting of results to parents and students. To ensure the improved educational performance of all students, regardless of such factors as: socioeconomic status, race, gender, language background, or disability, building teams will review achievement data and other measures that are appropriate to evaluate improvement in student achievement. That desired achievement may be based on the following criteria:

- Rocky Point School District goals as defined in the District's strategic plan (Next S.T.E.P.)
- *The New York State School Report Card and State Assessments*
- SAT/PSAT/ACT/Regents
- Fountas & Pinnell Benchmark Assessment System
- Wilson Foundations Unit Tests
- Go Math Unit Tests
- Graduation Rates
- Free and Reduced Lunch rates
- Failure rates
- Student attendance
- Suspension rates
- Enrollment in Advance Placement, honors, accelerated courses
- Principals Honor Roll, High Honor Roll, Honor Roll
- Dropout rate
- Acceptance rates at 2 & 4 year colleges
- School and departmental exams
- Participation rates in athletics, music, and other co-curricular activities
- Other norm or criterion-referenced tests
- Grade level specifics metrics for students not covered by state testing
- Other performance measures as determined by the building team

In order to evaluate student performance, the Building Teams will use academic achievement data and other measures that are appropriate to student learning, which will be available at each meeting. In an effort to maintain student confidentiality, all student data will only be shared in an aggregate form.

**COMPONENT 4**  
**THE MEANS WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE**  
**FOR THE DECISIONS WHICH THEY SHARE IN MAKING**

Each Team member will observe the rules and responsibilities inherent in a consensus-making environment. Those rules and responsibilities include, but are not limited to:

- demonstrable mutual respect
- effective listening
- open mindedness
- regular and punctual attendance (following the third absence, the member will be removed from the team)
- commitment to the goal of improving student achievement
- willingness to compromise
- candidness
- focus on ideas
- acknowledgment and celebration of success
- effective communication
- knowledge of what SDM entails

Each Team will be accountable for monitoring the effectiveness of its decisions. In order to accomplish this, each team will:

- establish goals at the end of each year, and specify indicators of success, then re-evaluate the goals the following September
- self-evaluate the team's work in light of the goals that the team set for the year
- assess the team's success in fostering the improved educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.
- prepare an annual report to the superintendent by June 15<sup>th</sup> that describes the team's activities and accomplishments for the year. This document should be published for all stakeholders to review and shared via SDM eBoards.

**COMPONENT 5**  
**THE PROCESS WHEREBY DISPUTES PRESENTED BY THE PARTICIPATING**  
**PARTIES ABOUT THE EDUCATIONAL ISSUES BEING DECIDED UPON**  
**WILL BE RESOLVED AT THE LOCAL LEVEL**

Consensus is the mechanism for decision making. All members are to strive to reach consensus through cooperation, careful thought, active listening, and openness to all ideas. In the event that the Building Teams cannot reach consensus on a decision, the team may select from the following options:

- defer an issue to a subsequent meeting
- obtain additional information
- seek further input from research sources
- table the issue
- slow down; restate areas of agreement; clarify the areas of disagreement
- narrow the list of possibilities
- seek to identify new solutions

(NOTE: For issues on which consensus cannot be reached, and all of the above strategies have been exhausted, the decision reverts to the principal.)

**COMPONENT 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**

Chapter I and II (Remedial and Compensatory Education), Occupational Education, Special Education, and other similar programs will remain under the auspices of the District Office. Building Teams commit themselves to following appropriate Federal and State regulations for the involvement of parents. The District supports parental involvement in the educational process of the youth in the community.