

## **CR 100.11**

### **Hudson City School District Hudson, New York**

#### **DISTRICT SHARED DECISION-MAKING (SDM) PLAN**

Adopted by the Board of Education - January 1994  
Recertified – January 1996  
Recertified – January 2002  
Recertified – January 2010  
Amended – January 2012

#### ***PURPOSE***

The Commissioner's Regulation CR100.11 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.

#### **HUDSON CITY SCHOOL DISTRICT MISSION STATEMENT**

The mission of the Hudson City School District is to enable all children to meet high and challenging educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. **“TOGETHER WE CAN”**

## **COMPONENT 1**

### **THE EDUCATIONAL ISSUES THAT ARE SUBJECT TO COOPERATIVE PLANNING AND SHARED DECISION-MAKING AT THE BUILDING LEVEL**

The following educational issues can be addressed by the School Leadership Teams (SLT) at the Building 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:

- Instructional Resources
- Assessments
- Curriculum & Instruction
- Graduation Requirements
- Building Organization
- Scheduling
- Safety/Health
- Professional Development
- School Climate & Culture
- Community Involvement
- Public Relations

#### **PARAMETERS:**

- Decisions that are made by the SLT 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.
- 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.

## **COMPONENT 2 THE MANNER AND EXTENT OF INVOLVEMENT OF EACH OF THE PARTIES**

The implementation of the District Shared Decision Making Plan will be the responsibility of the School Leadership Teams (SLT) as specified by the Plan. These SLTs will create short-term and long-range goals; seek input; analyze and identify areas needing improvements; develop evaluation plans for the projects undertaken, and prepare an annual progress report to the Superintendent. All efforts are to be focused on fostering school improvement and strengthening student performance.

### **DISTRICT LEADERSHIP TEAM (DLT):**

The purpose of the DLT is to conduct the biennial review of the 100.11 plan, and make revisions as needed. The designated stakeholders to be included on the DLT of the Hudson City School District are as follows:

- Superintendent (or designee)
- Administrators selected by the administrative bargaining organization
- Teachers selected by the teachers' bargaining organization
- Parents selected by the school-related parent organizations
  - Parents who are employed by the district may not serve on the DLT committee
- Community members

Board members cannot serve on the DLT but must work in collaboration in developing and amending the shared-decision-making plan.

### **SCHOOL LEADERSHIP TEAMS (SLT):**

The designated stakeholders to be included on the SLTs in the Hudson City School District are the following:

- Administrators
- Teachers
- Parents
- Students (at the secondary level)
- Support Staff
- Community Members

### **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
- Represent the interests of the entire school community
- Actively support the decisions made by the team and work toward successful implementation
- Focus all activities on improved student achievement

The SLT may replace a team member if the group determines that the individual is not fulfilling his or her responsibilities.

#### TEAM STRUCTURES:

Each SLT will be facilitated by the Principal who will:

- Guide the process
- Ensure that all ideas are heard
- Assist team members in working through conflicts
- Help the team to develop agendas at each meeting for next meeting
- Ensure that there is clarity regarding meeting follow-up/action planning
- Ensure that the team has a plan to communicate with all stakeholders
- Ensure that each team member has a copy of the SDM plan by the end of September
- Assign member to take notes that include the date, who was present, major items discussed, proposed and finalized decisions, and next steps
- Ensure that meeting notes are sent to team members and the superintendent
- Keep attendance records
- Make available notes and action plans from previous meetings

The SLT 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 school teams. Each team should be sensitive to the needs of all participants.

The SLT 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 SLT but may add other members as the need arises. Each ad hoc or subcommittee will have at least one member from the SLT. The SLT should carefully establish priorities, and limit the number of subcommittees that are functioning at any one time.

Each SLT shall establish annual goals for its committee. Each year, the team will share the group's stated goals for the year with the Superintendent. At the end of each school year, each SLT will prepare a progress report, send a copy to the Superintendent, and make it available to the public.

The SLT 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 SLT.

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 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
- 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.

**COMPONENT 3**  
**THE MEANS AND STANDARDS TO BE USED IN**  
**EVALUATING THE IMPROVEMENT IN STUDENT ACHIEVEMENT**

Student performance will be based on the following criteria:

- The New York State School Report Card and State Assessments
- Hudson City School District goals
- Other norm or criterion-referenced tests
- Locally constructed tests and teacher designed assessments
- Student portfolios and other performance-based assessments
- Other performance measures may include but are not limited to student attendance, drop out rate, acceptance rates at 2 & 4 year colleges, school and departmental exams, participation rates in athletics, music, and other co-curricular activities

In order to understand the various indicators of student performance, the SLT will have opportunities to review test data and other measures that are appropriate to measure student learning.

## **COMPONENT 4**

### **THE METHOD OF HOLDING EACH PARTY ACCOUNTABLE FOR THE DECISIONS THEY HELPED MAKE**

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

- Demonstrate mutual respect
- Active listening
- Open mindedness
- Regular and punctual attendance
- Commitment to the goal of improving student achievement
- Willingness to compromise
- Candidness
- Focus on issues at hand
- Acknowledgment and celebration of success
- Acknowledgment and action plans to address short-comings
- Effective communication

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

- Establish goals at the beginning of each year, and specify indicators of success
  - Goals should be short, measureable, attainable, realistic, and timely (S.M.A.R.T.)
- 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 and submit an annual report or plan to the Superintendent that describes the team's activities/accomplishments

## **COMPONENT 5 THE PROCESS FOR RESOLVING DISPUTES ON EDUCATIONAL ISSUES**

Consensus is the mechanism for shared decision making. All members are to strive to reach consensus through cooperation, active listening, and openness to all ideas.

In the event that the SLT 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 respective principal with input from central administration as required or requested.)

**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 DISTRICT PLAN**

The District supports parental involvement in the educational process of the youth in the community.

SLT members commit themselves to following appropriate Federal and state regulations for the involvement of parents.

Various Federal and state programs require parental involvement in decision making. These programs are separate from this plan and are not bound by the SDM process. Any conflict between decisions by the SLT and Federal or state mandated programs will be referred to the district superintendent who will decide on the appropriate resolution process.

## ***HISTORY***

The New York State Board of Regents, the governing body for education in our state, established a requirement that every school district in the state develop a plan for involving people in decision making at each school building. The Hudson City School District adopted a Shared Decision Making Plan at its January 25, 1994 meeting. On March 25, 1996, the Board of Education recertified the original document with minimal amendments as recommended by the committee. No such review or revisions were completed in 1998 or 2000. In 2002, a Statement of Success form and narrative was completed and approved by the Board of Education. No such review or revisions were completed in 2004; an attempt was made in 2006 with no evidence of completion, and no review was completed in 2008.

In 2003, some district schools began writing Comprehensive Education Plans (CEP) as a part of being designated as a School In Need of Improvement (SINI). These plans resulted in significant changes in the Hudson City School District organizational structure and focus. The CEP teams reviewed various student performance and developed goals according to the area(s) in need of improvement. The expectation was that through comprehensive planning our students would excel, our communication would improve and we would continue to develop effective use of data. Districts received guidance from the New York State Department of Education (NYSED) that school CEP teams and plans could function as the Shared Decision Making team/plan as the structure and goals were the same. It appears that with this new focus coupled with changing leadership, the biennial reviews did not occur as required.

In 2010, the district worked to update the plan by providing each building administrator with a copy of the Shared Decision Making Plan for review and comments. Each building level committee commented on the overall level of implementation for each of the six component areas of the plan as outlined in Part 2 of the 2010 Biennial Review Form. It was the general consensus of each committee that the district plan has been implemented with minimal to moderate success. Each building leader has agreed to work with the committee to update and revise the plan to closely reflect the current work being done in the district. It was further recommended that the plan be edited to reduce repetition of language and align the key ideas over the next two years.

As a forward plan, the Board of Education recertified the district plan in February of 2010 with the understanding that it would be revised. Each building's School Leadership Team (SLT) (comprised of administrator, teacher, and parent representation as specified within this document) must meet regularly. Should any school be designated as needing improvement by the NYSED, the SLT will take over the task of developing a Comprehensive Education Plan (CEP). Furthermore, each SLT may assign a representative(s) to meet with the District Leadership Team (DLT) on a quarterly basis to discuss topics of relevance and to work on plan updates by the next submission date and on a biennial basis thereafter as required.