

*"Educated in East Aurora today,  
to better serve the community tomorrow."*

**EAST AURORA UNION FREE SCHOOL DISTRICT**

**PLAN FOR  
PARTICIPATION IN SCHOOL-BASED  
PLANNING  
AND SHARED DECISION MAKING  
TO IMPROVE STUDENT LEARNING**

**Adopted February, 2012**

## **I. Introduction**

The East Aurora Union Free School District Board of Education supports an expanded decision-making role for school staff, parents and members of the community. In keeping with the Mission Statement and District Goals, and in accordance with Commissioner's Regulation 100.11, the Board of Education reaffirms the District's commitment to educational excellence for all District learners.

The initial plan was developed from a broad base of inputs from the community as a model of the District's commitment to shared decision-making. The Board of Education collaborated with a Stakeholders Committee during the writing of this plan. The Committee provided parents, students, teachers, administrators, support staff and community members with opportunities to contribute initial points of view and feedback to the Board of Education throughout the plan development process.

The revision of the plan has been precipitated by:

- The required biennial review of the plan.
- The initiation of annual District Goals that will serve as an umbrella under which building goals are to be developed.
- A review of the annual school based planning and shared decision-making building team reports.

## **II. Plan Objectives**

The implementation of this revised plan will:

- Expand the role of community members, students, teachers and administrators in making recommendations to administrators and the Board of Education on a number of educational issues at building and District levels.
- Reinforce and encourage effective examples of school based planning currently in place within the District. Existing school level planning groups developed for the planning of routine activities, monitoring of student progress and those that assist the building principal in the smooth operation of the building will remain in place. Each building shared decision-making group will support those efforts as long as they serve the school's needs.
- Coordinate the efforts of all buildings by organizing building goals to align with annual District Goals.
- Expand the role of the District level shared decision-making from a group that exists to solve disputes between the building teams to a group which focuses on developing greater communication between and among buildings.
- Deepen our commitment to establishing building goals and recommended action plans that focus on improving student learning.
- Establish a protocol for identifying building goals and action plans. *See Appendix A*
- Establish a protocol for a data-based evaluation of the effectiveness of building goals.

## **III. Plan Purpose**

The plan is based on the belief that expertise from each segment of the school community will result in more effective and efficient recommendations to increase student performance in each school building. Better decision making means better District programming for all learners. The plan empowers school staff and members of the community to combine their areas of expertise to address building level and district wide issues and problems, and to assist the buildings in planning the future of education in our District.

#### IV. Plan Implementation

This plan will be put in place through building level councils and a district wide committee. The district wide committee will be identified as the District Effectiveness Council and the building level councils will be known as School Effectiveness Councils.

##### A. District Effectiveness Council (DEC)

The purpose of the DEC is to provide support and liaison service between and among the building SECs and the Administrative Cabinet as a whole.

##### 1. Responsibilities of DEC

The primary responsibilities of the DEC

- a. Ensure that the SECs are operating within the parameters set forth in this document.
- b. Provide a vehicle for greater communication between and among the SECs of the District.

The DEC will not serve as a primary decision-making body for long range planning district wide. It will merely provide the opportunity for SECs to choose to collaborate if they find they have building goals in common.

##### 2. Membership

- a. Membership will consist of representatives from the following organizations; administration, East Aurora Faculty Association, the District Parent Council, and each of the School Effectiveness Councils and may include Civil Service Association.
- b. Staff members must have a current position in the District.
- c. Parents must have students currently attending a school in the District.
- d. Members of the DEC shall be selected by their stakeholder groups.
- e. Members serve for a one-year term.
- f. Officers serve a one-year term.

##### 3. Responsibilities of DEC Members

- a. Attend all meetings of the DEC Team. In the event of an emergency, member must notify a chairperson as soon as practical, preferably in advance.
- b. Be a productive member of the DEC. Members will participate in the process.
- c. Communicate actions of the Team to the member's constituency and back to the DEC.
- d. Put the needs and interest of students first and foremost in all decision-making activities.
- e. Be willing and able to put personal needs and interest aside while participating in DEC activities.

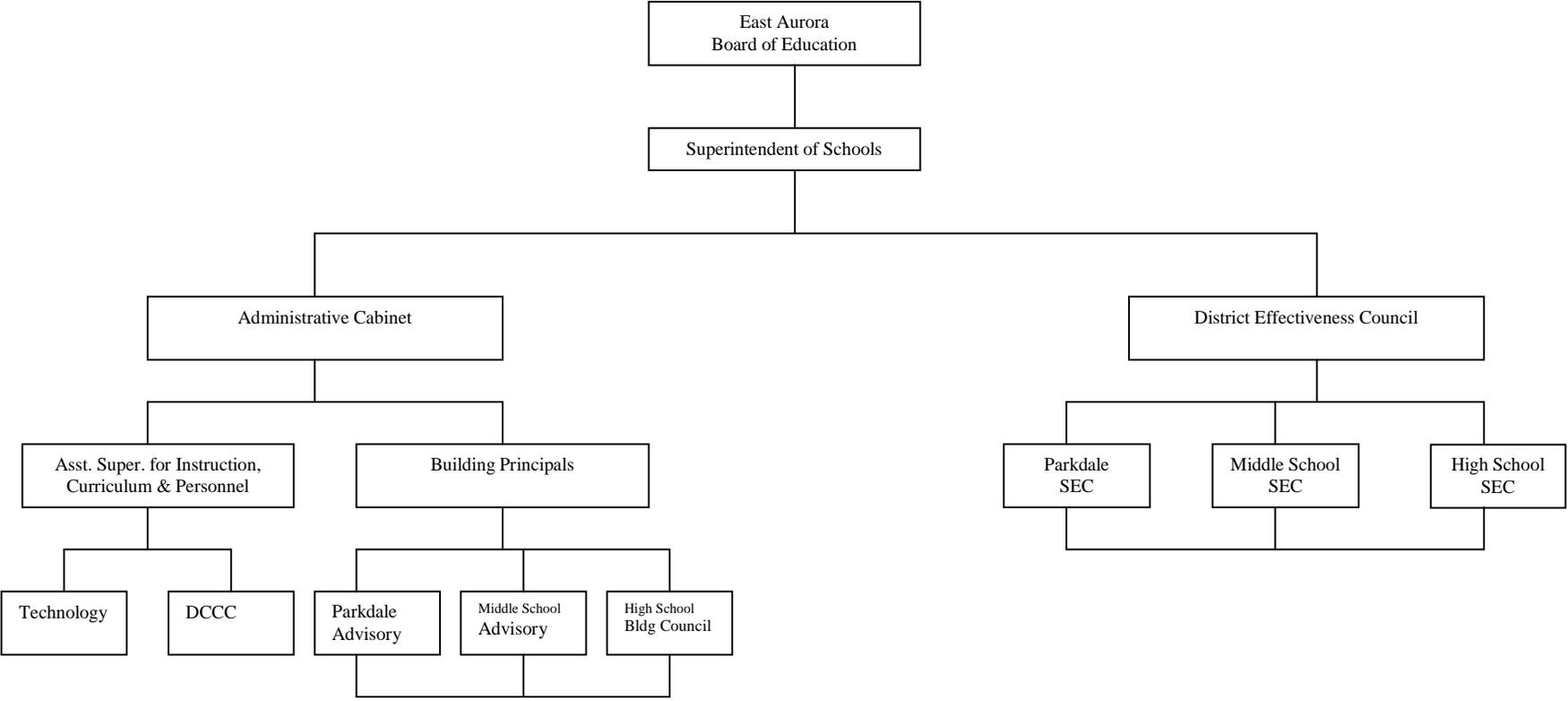
##### B. School Effectiveness Councils (SEC)

Each school will identify a group of staff and community members to serve as the School Effectiveness Council (SEC) for that school.

1. Responsibilities of the SEC
  - a. Report to the DEC.
  - b. Meet at least two times (Nov. 1 and June 1) per year and choose a chairperson and note taker.
  - c. Set and evaluate building goals that are consistent with District Goals and State Standards.
  - d. Participate in the decision-making that determines a recommended plan of action to achieve building goals, including, but not limited to the following educational areas:
    - Input to K-12 curriculum writing teams.
    - Technology as curriculum delivery and learning tools.
    - Instructional resources, e.g., books, supplies, equipment.
    - Requests for variance from state or District mandates.
    - Staffing changes to the Superintendent.
    - Staff for assignment to the building.
    - Techniques to measure the progress of learners in the school's program.
    - Allocation of resources based on effectiveness data of the school's programs.
    - Input and prioritize items considered for facility reconstruction projects.
    - School day schedules, Conference Day and parent conference schedules.
    - Input for annual school district calendar development.
    - A staff development plan for the building staff.
  - e. The School Effectiveness Councils may gather information and analyze options through discussions, surveys, consultations, review of action research, etc.
  - f. The organizational chart which depicts the relationship between the shared decision-making groups and the school administration can be found on page 6.
  
2. Membership of SEC
  - a. Membership will consist of representatives from the following groups: administration, teachers, parents of students in the building, the East Aurora Faculty Association and student organizations, when appropriate and may include Civil Service Association.
  - b. Teachers must have a current teaching position at the school.
  - c. Parents must have students currently attending the school.
  - d. Members of the SEC shall be selected by their stakeholder groups.
  
3. Responsibilities of Council Members
  - a. Attend all meetings of the SEC. In the event of an emergency, member must notify a chairperson as soon as practical, preferably in advance.
  - b. Be a productive member of the SEC. Members will participate in the process.
  - c. Communicate actions of the SEC to the member's constituency and back to the Team.
  - d. Support, or at least agree not to block, SEC decisions. (Consensus decision-making will apply)
  - e. Put the needs and interest of students first and foremost in all decision-making activities.

- f. Be willing and able to put personal needs and interest aside while participating in SEC activities.
- g. If ad hoc committees are formed, one (1) SEC member and one (1) administrator should serve one each as hoc committee.

DECISION-MAKING AND GOAL SETTING ORGANIZATION



## **V. Limits of Authority**

Each SEC may participate in decision making in the Education Issues listed in the Responsibility of SEC section. The SECs cannot make determinations which impact the collective bargaining agreements in place in the District; nor make decisions that impact on the existence of federal or state mandated programs; not take action outside of law, the policies of the Board of Education or the regulations of the Superintendent of Schools.

The School Board, Superintendent and Building Principals may add specific restrictions to SEC decision-making. For example, if a special program in mathematics has just been implemented as a result of a District initiative, that program may be off limits until an evaluation has been made. Principals may also eliminate some areas of their responsibility from SEC deliberation. This may include such personnel decisions as evaluation of staff. It is important that these conditions be identified at the beginning of SEC activity.

## **VI. Means/Standards for Evaluating Improvement In Student Achievement**

### **A. Goal Development**

The effectiveness of the plans developed by each SEC will be measured by the criteria related to student learning identified in the goal. Each goal established must include:

1. data which supports establishing the area as a building goal,
2. the method by which the student achievement will be evaluated,
3. an action plan,
4. a timeline for implementation,
5. and a summary of budget implications

### **B. Annual Evaluation**

Each goal established must be evaluated annually. Any goal and subsequent action plan may be continued into the next school year with a revue of the status of the goal. Each annual report of progress will:

1. identify specific program successes as well as areas of concern,
2. show progress made in meeting goals,
3. present data related to student achievement,
4. and propose building goals for the next report period or modifications to current building goals.

**VII. Federal and State Requirement for Involvement of Parents**

The District will support parent rights in helping parents meet the expectations we have of parents. The District will comply with all current and future federal and state regulations that mandate parent involvement in decision-making. Current provisions for such notification will remain in place. The following are examples of the provisions currently in place:

Mandate	Action
Buckley Amendment (Federal C.R. 100.11 (State))	Annual letter to parents Parents selected per this plan (see 4 above)
General mandates requiring parent input, e.g., AIDS program committee	Seek representatives from groups as done at present.
Part 200 mandates regarding membership on CSE, CPSE and parent consent evaluations	Recommendation from Pupil Personnel Services (PPS) Director, action by Board of Education required
Chapter 1 parent notifications prior to Compensatory Education Placements	Routine actions in place by directive of PPS Director
Drug Free School Advisory Council	Parent membership monitored by PPS Director
District level mandates	Parent input in evaluating CSE and CPSE processes Parent input in personnel hiring

**VIII. Means of Accountability for Shared Decisions**

The Superintendent of Schools has been charged by the Board of Education with informing the Board of the condition of the District’s educational system. It shall be the Superintendent’s responsibility to serve as a resource person to each SEC, the DEC, and to act as a liaison between the four SECs, the DEC and the Board of Education.

School and District administrators have been charged by the Superintendent with responsibility for all actions in their assignment areas. Other SEC representatives will be accountable to their constituent group. The SEC as an organization is accountable to the DEC in that the DEC will insure that all processes and procedures outlined in this document have been followed.

The Superintendent will provide the Board of Education with periodic reports regarding the implementation of this plan.

## **IX. Process for Resolving Disputes and Stalemates**

All decisions will be made by consensus. In the event that a group does not achieve consensus, the group will continue to discuss the issue with members continuing to provide support for one decision over another. If the guidelines to consensus decision-making are followed, eventually the group will reach consensus.

## **X. Consensus Decision-Making**

Consensus is based on the term “to consent” as in “to grant permission.” To arrive at consensus is to give permission to go along with the total group.

The implication of consensus is that an individual can negotiate the terms by which he or she will grant his or her 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.



***Key Result Areas***

***Description of Goal***

**Goal**

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*The following is a description of the Key Result Area.*

**Included is:**

- √ **the supporting rationale and documentation from the student achievement data base**
- √ **a review of current, relevant research which is related to the Key Result Area**

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***Key Result Areas  
Action Plan Summary***

**Goal**

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**Action Plans must meet the following criteria:**

- **State as an end result.**
  - **Observable and measurable.**
  - **Doable within a year.**
  - **Necessary to achieve Goal.**
  - **Assignable to one/more persons who could successfully monitor implementation.**
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***Action Plan Summary (continued):***

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***Action Plan***

*Cost/Benefit Analysis*

Goal: \_\_\_\_\_

Action Plan: \_\_\_\_\_

Cost	Benefit

## *Action Plan Worksheet*

*Goal* \_\_\_\_\_

*Date* \_\_\_\_\_

Action Plan \_\_\_\_\_

Assigned to \_\_\_\_\_

Description of Action Plan:

\_\_\_\_\_

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Cost/Benefit (check) \_\_\_\_\_

Activities	Assigned To	Start	End Complete
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