

# Croton-Harmon

## Union Free School District

### Shared Decision Making Plan

### 2021-2022



## **Introduction**

The Commissioner's Regulations (100.11) require that 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.

## **Purpose of a Shared Decision Making Plan**

Commissioner's Regulation Part 100.11 outlines the participation of parents and teachers in 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.

## **The Croton-Harmon Vision, Mission and Goals**

The District is committed to ensuring that socially and mentally, its students are equipped to become lifelong learners, able to meaningfully and memorably contribute to society. To accomplish this, the District takes strategic steps to be a world-class school system measured against the highest possible quality standards, in three specific areas: Learning Standards, Quality Systems, and Infrastructure.

Learning Standards gauge students' substantive education and ability. NYSED has identified standards in various academic disciplines, as well as the "habits of mind" we value such as critical thinking and problem solving. Learning Standards are defined by New York State's Learning Standards and also exist at the national level, and in many academic areas there are international standards. The Croton-Harmon School District takes strategic steps to be a world-class school system by embracing the tenets of researchers, such as Yong Zhao and others by striving to incorporate several indicators of a world-class school system into our learning program:

- All subjects are taught through projects/problems within and across grade levels; often designed with employers;
- Students have internships and community opportunities;
- Students have mentors and guidance through their academic programs;
- Students have voice in governance and the school environment;
- Students have choice and a broad, flexible curriculum;
- Students have the opportunity to produce authentic work that is meaningful or useful to others;
- Student engage in a disciplined learning process that produces multiple drafts before completing a final product;
- Students should be exposed to local and global perspectives in the curricula;
- Students should have international partners and exposure to languages and cultures other than their own.

We will use the various standards and measures, as mentioned above, to define Croton's world class system to continue to prepare our students for the world they face. The Croton-Harmon School District has set forth its own learning plan which is outlined in the [CHUFSD Strategic Coherence Plan](#) which focuses on the [Croton-Harmon Profile of the Graduate](#). Our district tagline highlights the focus areas of the plan:

## **Think. Create. Reflect. Respect.**

### **Challenging ALL Students to be Critical and Creative Thinkers.**

The district's learning plan identifies the key elements associated with thinking critically and creatively and "thinking about one's thinking" or reflecting (metacognition) and how these play a role in problem solving. We have defined three key terms that students will see embedded in their instruction: Critical Thinking, Creative/Innovative Thinking and Metacognition.

**Critical thinking** is the process of continuously asking questions while acquiring knowledge, developing a plan, evaluating a claim, supporting an idea, and considering different perspectives to revise and enhance one's thinking.

**Creative and innovative thinking** is the act of generating ideas, experimenting, and taking risks in an effort to devise unique solutions or alternatives.

**Metacognition** is the process of being self-aware, setting goals, using feedback, and managing your time in order to assess personal progress, while using this knowledge to make adjustments and evaluate where you are in your journey toward a goal.

**Communication/Collaboration** is a key element of learning to be able to speak effectively and listen attentively.

**Flexibility/Adaptability** is the ability to explore, experiment and have the courage to fail, knowing that innovation is built on small successes and frequent mistakes.

**Empathy** is the first step in the design process. It brings us together and drives collaboration and problem solving in a multicultural global society.

**Initiative/Self Direction** another important key to student success. Our graduates should be independent, self-directed learner who take responsibility for their own learning and learn continuously

The Croton-Harmon School District is committed to...

- Challenging all children with high expectations
- Including parents and the wider community as partners in this endeavor
- Fostering a climate of mutual respect
- Having teachers play a strategic role in students' education
- Developing skills that will enable students to meet responsibly the challenges that lie ahead of them

### **Plan for Participation in School Based Planning and Shared Decision Making**

According to Commissioner's Regulation Part 100.11, the plan for participation in school-based planning and shared decision making shall specify:

**Section A – Educational Issues Subject to Cooperative Planning:** In the Croton-Harmon School District there is a Building Planning Council (BPC) in each school. BPC will be the vehicle we use for 100.11 (Participation of parents and teachers in school-based planning and shared decision making). BPCs will consist of administrators, teachers, students (where developmentally appropriate), Board of Education representative, and parents.

The following are a list of suggested topics for BPC: grading practices (reporting student progress-communication/conferencing); code of conduct; policy; social/emotional learning; technology; program of study. There may be other topics that the principal may want to consider.

BPCs will use the consensus decision-making process to arrive at decisions. Consensus is defined as a form of agreement in which all members are willing to go along with the team's decision and agree to do so without sabotaging the decision. The administrator must agree with the decision in order for it to move forward.

**Section B - Involvement of Parties:** Each BPC will specify its own procedures. All meetings will have an agenda and someone will take minutes at the meeting. The agenda and minutes will be circulated to all BPC members and the Administrative Council.

Members of the BPC should be good communicators, willing to make a time commitment to meetings and follow up actions, be able to set aside personal agendas and believe in the District Mission and Vision. If someone is invited to attend a BPC meeting, the person will not be able to vote on BPC matters.

Members of the BPC commit to always putting the needs of students first.

**Section C – Means to Evaluate Student Achievement:** At times, members of the BPC will be discussing student achievement data. Various forms of data are used in these discussions, such as, but not limited to: RenStar Data; NYS 3-8 Assessment Data in ELA/Math; NYS Regents Data; Advanced Placement Exam Data; Teacher Information (Summative/Formative Assessment); Report Cards; Progress Reports

**Section D – BPC Responsibility and Accountability:** BPC members are responsible for communication with their various stakeholder groups. It is important to share the information from the BPC meetings. This can be done using a variety of means, such as, verbal/written communications, presentations, and gathering feedback. Teacher BPC members must share information with the faculty of their schools. It is important for BPC members to share the consensual decision making of the group and not their individual thoughts.

**Section E: Dispute Resolution:** The dispute resolution process will apply only to those disputes arising from the inability to reach consensus pertaining to the agreed upon educational issues in Section 1 of this plan.

The steps in the dispute resolution process are as follows:

1. By the majority vote of the team, a qualified outside mediator will be called upon to assist in resolving the conflict. The Superintendent will select the mediator.
2. If mediation is not successful, the team will refer the matter to the Superintendent for final resolution.

**Section F: State and Federal Requirements for Parental Involvement:** Students who receive mandated Special Education services will remain under the auspices of central administration and the District commits itself to following appropriate Federal and State regulations for the involvement of parents.